

**How do we, as primary educators, prepare children for Intra and Inter
competition in a primary school setting?**

by

Emily June Milne

Canterbury Christ Church University

Thesis submitted for the degree of:

Masters by Research in Physical Education and Physical Activity

2019

Abstract

Competition in the primary Physical Education National Curriculum, has been placed within not only the purpose of study but also within the aims of the Key stages 1 and 2, showing the current value of competition (DfE, 2013). Opportunities to compete and engage in competitive sports and activities are recommended, yet no guidance as to how to prepare the children to be ready for competition or how to cope with competition are offered within the curriculum guidance to ensure that all children continue with physical activity and go on to lead healthy active lifestyles.

This gap in the curriculum was the starting point of this research which was based in one case study school to consider current practice and policy of how children are prepared for competition, with a focus as to how to ensure that competition is a positive and supportive experience. The research was completed by the Physical Education Coordinator who acts as the sole researcher and is the voice of the author throughout the thesis. The research investigates this preparedness from both the viewpoints of children at different levels of ability and also from the teachers'. 20 children (10 talented, 10 non talented) from a Year 4 (aged 8 - 9 years old) were interviewed and 30 teachers completed an online questionnaire. The data collected was of mixed methodology.

The data was analysed through the coding process and the results showed that to prepare children for competition, strategies were dependent upon the type of child. For the talented children these were: frequent opportunities to practice skills, regular opportunities to compete, working alongside someone of the same ability. For the non talented children, they needed to: compete in a safe environment that focused upon improving personal best and to work alongside someone of the same ability. The results also indicated that teachers needed the following support: regular continuous professional development (CPD) to improve Physical Education subject knowledge and team teaching to enhance opportunities for competition within lessons.

Acknowledgements

This thesis is dedicated in memory of my wonderful Godmother, Alison Jane Badger. Alison was by my side through every part of my Undergraduate experience, right up to the day that I graduated. A fiercely competitive lady, who I hope would have loved reading this thesis and being a part of my MA journey. Thank you for always believing in my ability to achieve my dreams and tackle challenges that life threw at me.

Undertaking this MA has been a momentous experience for me, and it would not have been possible to do without the support and guidance that I have received from many people.

Firstly, I would like to thank my thesis supervisor, Dr Kristy Howells, Director of Physical Education within the Faculty of Education at Canterbury Christ Church University. Kristy has been part of my academic career ever since 2015, when I began my Undergraduate journey to become a primary school teacher. Kristy helped me to recognise and develop my love for research and academic writing. Throughout my postgraduate degree experience, Kristy has continually supported me (through all hours of the day), guided me, encouraged me and challenged me. However, most importantly and significantly, she has believed in me and my ability to write and this belief has kept me going through what has been a challenging journey, especially on days where I often doubted my own writing ability. I really have been privileged to have Kristy as my supervisor.

I would also like to acknowledge Richard Little, Senior Lecturer in Physical Education, as the second reader of this thesis. Richard has continually supported me with my thesis writing, given me guidance and has always been a positive influence throughout this thesis writing experience. Thank you for your suggestions, comments and feedback, particularly throughout the final few months of my study. It has been a pleasure working with you.

Next, I would like to acknowledge the fantastic pupils that took part within the research and formed my sample; without them, there would be no research. I want to

acknowledge and appreciate their help and transparency during my research. Not only has it been a pleasure teaching them, but their invaluable information has helped me complete this thesis. I would also like to acknowledge my headteacher for allowing me to research within school and for me to enhance my knowledge in P.E. which I look forward to sharing with my colleagues and the Senior Leadership Team. This process that I have undertaken has made me realise how fortunate I am to be in such an incredibly supportive work environment. Thank you to my caring colleagues who have always taken the time to check in with me, kept me company during my breaks from writing and helped me to manage my workload. I could not have managed the past two years without your guidance and support.

I would also like to say a heartfelt thank you to my Mum, Dad and brother, Adam for always believing in me and encouraging me to follow in my dreams. Thank you for providing me with unfailing support and continuous encouragement during this challenging period. And finally to Declan, who has been by my side throughout this MA, living every single minute of it with me. Thank you for your patience, when you have sacrificed weekends to allow me to write in peace. You were always around at times I thought that it was impossible to continue, you helped me to keep things in perspective. I consider myself incredibly lucky to have such a caring family and boyfriend, standing beside me with their love and unconditional support.

Contents

Abstract	2
Acknowledgements	3
Chapter 1 - Introduction	9
1.1 Introduction	9
1.2 History of Competition	10
1.3 Competition: The Debate	12
1.4 Identifying the gaps in the field of research	15
Chapter 2 - Literature Review	20
2.1 Introduction	20
2.2 Defining Competition	20
2.3 Types of Competition	22
2.4 The History of Competition within the Primary School Setting	26
2.5 The School Games	28
2.6 Defining Talented and Non Talented pupils	30
2.7 The importance of preparing children for competition	33
2.8 Groupings	35
2.8.1 Friendship	35
2.8.2 Ability	36
2.8.3 Mixed Ability	37
2.8.4 Random	37
2.8.5 Non-Performer	38
2.9 Barriers to incorporating competition in school and how these may prevent children being prepared	38
2.9.1 Teacher's lack of confidence & the absence of professional development	39
2.9.2 Pupil's attitudes towards P.E.	40
2.9.3 Reductions in time provisions in the Curriculum	41
2.9.4 Scarce Resources	41
2.10 Strategies to promote competition in school and how these strategies help promote readiness and the children feeling like they are prepared	42
2.10.1 Verbal Praise	42
2.10.2 Modified Games	43
2.10.3 Sportsmanship	44
2.10.4 Demonstrations	45
2.10.5 Intrinsic and Extrinsic Rewards	46
2.11 Conclusion	47

Chapter 3 – Research Methodology	48
3.1 Introduction	48
3.2 Mixed Methods Research Design	48
3.3 Case Study Design	49
3.4 Methods of Data Collection	51
3.4.1 Target Population - Children	51
3.4.2 Children’s Semi Structured Interviews	54
3.4.3 Question Developments for Interviews	55
3.5 Interview Environment	56
3.6 Reporter Bias	57
3.7 Types of Interview Questions	58
3.7.1 Likert Scale	59
3.7.2 Open Questions	59
3.7.3 Rank Order Questions	60
3.8 Methods of Data Collection	61
3.8.1 Target Population - Teachers	61
3.8.2 Teachers’ Questionnaires	61
3.8.3 Question Developments for Questionnaires	63
3.8.4 Electronic Questionnaire	63
3.9 Questionnaire Question types	64
3.9.1 Demographic questions	64
3.9.2 Open Questions	64
3.9.3 Closed Questions	65
3.9.4 Likert Scale	65
3.9.5 Multiple Choice (tick/ check boxes)	66
3.10 Ethical Considerations	66
3.10.1 The Research Setting	66
3.10.2 Consent and Assent	67
3.10.3 Confidentiality and Anonymity	68
3.10.4 Potential Emotional Harm to the Children	69
3.11 Data Analysis	70
3.11.1 Data Analysis of Interviews: coding	70
3.11.2 Data Analysis of Questionnaires	79
3.12 Conclusion	80
Chapter 4 - Results, Discussion and Recommendations	81
4.1 Introduction	81
4.2 Opportunities for regular Intra Competitions can help children feel prepared for competition	82
4.3 Variety of opportunities for competition within P.E. lessons can help children feel prepared for competition	85

4.4	Suitable challenges for all in P.E. lessons can help children feel prepared for competition	88
4.5	Careful consideration into grouping and pairing children during P.E. lessons can help children feel prepared for competition	91
4.6	Promoting an element of 'fun' can help children feel prepared for competition	95
4.7	Developing self perception can help children feel prepared for competition	99
4.8	Improving teacher confidence through CPD can help children feel prepared for competition	104
4.9	Impact and Changes to Teaching Practice	107
4.10	Impact and Changes to the School's P.E. Policy	108
Chapter 5 – Conclusion		109
5.1	Introduction	109
5.2	How do the children want to be prepared for Intra and Inter competition?	109
5.3	How do the teachers feel they can prepare children for Intra and Inter competition?	110
5.4	Limitations to the study	111
	5.4.1 Case Study	111
	5.4.2 Lower Key Stage 2 focus	111
	5.4.3 Researcher bias	111
5.5	Future research considerations	112
References		115
Appendices		140
	Appendix 1 – Participant Information Sheet (parents)	140
	Appendix 2 – Participant Information Sheet (teachers)	141
	Appendix 3 – Consent Form (parents)	142
	Appendix 4 – Ethics Form	143
	Appendix 5 – Consent Form - Gatekeeper	148
	Appendix 6 – Aims from the School's 2017/18 P.E. Policy	149
	Appendix 7 – Interview Questions (Talented Children - Inter Competition)	150
	Appendix 8 – Interview Questions (Talented Children - Intra Competition)	150
	Appendix 9 – Interview Questions (Non Talented Children - Intra Competition)	152
	Appendix 10 – Interview transcript from Child A (Talented)	153
	Appendix 11 – Interview transcript from Child B (Talented)	156
	Appendix 12 – Interview transcript from Child C (Talented)	159

Appendix 13 – Interview transcript from Child D (Talented)	162
Appendix 14 – Interview transcript from Child E (Talented)	165
Appendix 15 – Interview transcript from Child F (Talented)	168
Appendix 16 – Interview transcript from Child G (Talented)	171
Appendix 17 – Interview transcript from Child H (Talented)	174
Appendix 18 – Interview transcript from Child I (Talented)	177
Appendix 19 – Interview transcript from Child J (Talented)	179
Appendix 20 – Interview transcript from Child K (Non Talented)	182
Appendix 21 – Interview transcript from Child L (Non Talented)	184
Appendix 22 – Interview transcript from Child M (Non Talented)	186
Appendix 23 – Interview transcript from Child N (Non Talented)	188
Appendix 24 – Interview transcript from Child O (Non Talented)	190
Appendix 25 – Interview transcript from Child P (Non Talented)	192
Appendix 26 – Interview transcript from Child Q (Non Talented)	194
Appendix 27 – Interview transcript from Child R (Non Talented)	196
Appendix 28 – Interview transcript from Child S (Non Talented)	198
Appendix 29 – Interview transcript from Child T (Non Talented)	200
Appendix 30 – Coding Analysis	202
Appendix 31 – Teacher Questionnaire	203
Appendix 32 – Aims from the School’s 2019/20 P.E. Policy	209
Appendix 33 – High 5 Netball explanation card	210
Appendix 34 – Kwik Cricket explanation card	211
Appendix 35 – Rock, Paper, Scissors Game	212
Appendix 36 – Class Dojo	213

List of Tables

Table 1 – The key characteristics and demographics of the interviewees	53
Table 2 – Literature references used to generate codes	72
Table 3 – Modifications made to codes	76
Table 4 – Overview of Intra opportunities for children (2018/19)	83
Table 5 – Overview of proposed Intra opportunities for children (2019/20)	86
Table 6 – Current methods of grouping children	93
Table 7 – Using groupings to increase motivation	93
Table 8 – Children’s enjoyment of Intra Competitions	97
Table 9 – Children’s perceptions of P.E.	100
Table 10 – Strategies to promote competition used by teachers	103
Table 11 – Barriers discussed by teachers that prevent competition	

List of Figures

Figure 1 – Organisation of questions asked to pupils during their interview	59
---	----

Chapter 1: Introduction

1.1 Introduction

This thesis considered and investigated the value of competition in relation to Primary Physical Education (P.E.), primarily the understanding of 'competition', its importance and place within the primary P.E. National Curriculum. As the researcher, I explored how competition in primary P.E. had been perceived and valued by children and teaching staff within one case study school setting. From the information gathered within this thesis, the findings and data were then used to understand how educational practitioners can ensure that young children are prepared for physical competition, at both Intra and Inter level in the primary school setting. The concept of competition is highlighted in the National Curriculum where its aim is to ensure that all pupils 'engage in competitive sports and activities' (DfE, 2013 p. 2). Engagement in physical activity is recognised to contribute a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance (Bailey et al., 2013). A year on, Choi et al. (2014) recognised that children's engagement in sports competition is known to contribute to the developmental outcomes for a healthy lifestyle, where children learn about physical, social and cognitive skills.

This thesis used a case study methodology to examine the role of competition in one school, the school in which I am the P.E. Coordinator. For the purpose of this chapter, which will be discussing the researcher's positionality, the phrases such as 'I', 'me', 'my' will be used when referring to the researcher. I have reflected on my own practice and the practice within the school, and this further supports the use of 'I', 'me' and 'my'. From July 2017 to September 2018, qualitative data was gathered through interviewing twenty children from Year 4, as they shared their views on their P.E. lessons, their understanding of competition and reflected upon a specific competitive situation that they had experienced in a particular term, including their participation at an Intra and Inter cross country event. These pupils consisted of ten 'talented' pupils and ten 'non talented' pupils. For the purpose of the research, 'talented children' were defined by the school setting as pupils who had represented the school at Inter competition level (level 2) on at least one occasion, as well as Intra competitions in the case study school setting

(level 1). 'Non talented children' were defined as children who had never represented the school at Inter competition level, but had competed in Intra competitions (level 1). As part of analysing how the case study school prepares children for competition in P.E., there was a need to consider if and how children are prepared for the different types of competition to ensure that as a school, the pupils are being suitably prepared for competition and different levels (Intra – Level 1 and Inter – Level 2 competitions). Then a comparison was made as to how these groups of children felt they were being prepared for each level of competition, ensuring that children were represented fairly, whether they were regarded as talented or non talented, their views around competition were still gathered. It was important that the children from both categories had an opportunity to share their experiences within the different contexts to identify areas for improvement or continuation in the way that they were prepared for the different levels of competition. Alongside qualitative data, quantitative data was also gathered through online questionnaires completed by classroom teachers who taught P.E. regularly. These results helped me to understand and evaluate how educators prepared children for competition, critically analysing the provisions which were supporting competition in everyday P.E. practice and examine the current barriers that education practitioners were facing, when ensuring competition was integrated into their P.E. lessons. The barriers identified and successful strategies to promote competition were then used to inform future actions and recommendations for the school.

Also within this chapter, the history of competition, the debate of competition and importance of competition and its role within the primary P.E. National Curriculum will be outlined.

1.2 History of Competition

Whilst forming the research question, I reflected upon the changes that our primary education system, the system I currently teach in, has seen in recent years which had been heavily influenced by government policies (1997-2020). Throughout history,

competition and its role within the P.E. curriculum has been a highly volatile and controversial issue which has frequently sparked debate amongst educational leaders.

Academic institutions began to use competitive sport as a means to prepare young people, especially boys, for the rigours of life (Sage, 1998). Since then, the role of competition within the P.E. curriculum has become more widespread and today all schools provide some form of competitive sport, as part of their school provision. In the 1980s there was a pivotal movement away from the direct 'competitive' nature of sport, particularly at primary level (Green, 2004), as it was felt too damaging to the less able children. From 2010, the concept of competition has evolved and the rigorously competitive structure known as the 'School Games', developed by the Youth Sport Trust, promised to build a powerful competitive legacy that would produce individuals ready to 'win' in all spheres of life. School Games is a national structure for competition which encourages schools to organise competitive sport in their own schools, leading to district, county and national competitions. Having observed within the case study school, there was very little opportunity for the children to participate in Intra competitions (sporting activity taking place between pupils who attend the same school). This suggests that children were finding Inter competitions (sporting activity taking place between schools from the same area - either as a one-off fixture or as part of a league) more challenging due to their lack of experience in competitive situations. This approach developed by the Youth Sport Trust completes an ideological turnaround in P.E. which was introduced by the previous Labour Government in the mid-2000s, and culminated with the hosting of the 2012 Olympics in London. This was further reinforced in September 2013, when the English National Curriculum for P.E. was reformed with competitive sport reintroduced as a key aspect, emphasising the importance of high-quality physical exercise and the ability to encourage pupils to 'succeed and excel in competitive sport' (DfE, 2013, p. 198). This was made viable after David Cameron injected a £1 billion investment into school sport to bring about 'a cultural change in favour of competitive sports', (Richardson, 2013, no page number) with the hope of developing the Olympic legacy within a school setting. The aim was to inspire students, particularly those who have the potential to succeed and follow elite pathways. Thus promoting competition and the idea that pupils should be introduced to and inspired to

participate in competitive activities throughout Key Stage 2 and upwards. Even with such change throughout many years within the education system, the concept of the role of competition in the primary curriculum is still constantly under debate.

1.3 Competition: The Debate

Houlihan and Green (2006) found the impact of competitive sport in primary schools is a way to provide opportunities that benefits both the individual and the communities that they socialise with. It is claimed that improvement of an individual's personal qualities through sporting social inclusion, such as teamwork and fair play (Bailey, 2008), can produce enhanced self-esteem and sense of control over one's life (Nichols, 2007), as well as an outlet for self-expression (McCormack, 2001). Taub and Greer (2000) found school sport can be used as a form of peer integration for young children with disabilities and competition could help provide a supportive environment where the children have positive experiences. Penney, Clarke and Kinchin (2002) viewed competitive sport as an instrument for identity transformation for an individual, ultimately giving them new opportunities to develop self confidence and self esteem through sport. Having researched the link between Sport and Crime Reduction, Nichols (2007) found that competitive sport can positively contribute to an individual's social skills and it is a useful tool when creating role models and leaders through peer-related learning.

This literature that has been discussed above, was dated previous to the 2013 National Curriculum (DfE, 2013), yet it is clear that the debate on competition in P.E. was popular in the 2000s. It is important to acknowledge at this point that much of the policy related documents that have been referenced within this chapter are considered dated and even though they are the most contemporary examples in this particular field of research, as P.E. Coordinator, I was left unsure in current practice as to whether the teaching staff within the case study setting were able to prepare their children for competition. Since these policy documents have been published, there have been very few suggestions in the context of competition in school sport in the English National Curriculum on how to prepare children for school sport competitions. The lack of research in this particular

area means that we, as primary educators, do not know if children are feeling prepared for Intra and Inter competitions in school, as the research has not been conducted. Shields and Funk (2011) have carried out research that suggests ways that competition should be implemented and therefore this research has been used and referred to throughout the case study to help answer the question, 'how do we, as primary educators, prepare children for Intra and Inter competition in a primary school setting?'. Specifically, their research that came from the USA looks at the strategies educators can use to implement competition and emphasises that 'young people need to be taught how to compete' (2011, p. 8). As a P.E. coordinator reviewing Shields and Funk's work, I needed to be aware of the differences in sport provision from England to USA when considering their strategies. With this caution in mind this literature suggests some strategies that can be used in teaching and preparing children to compete. In summary, these include: grouping children, focusing on excellence and aiming for enjoyment (2011, p. 10). These strategies suggested by Shields and Funk (2011) will be explored in further detail throughout the case study. As well as suggestions from Shields and Funk (2011), documents such as: Going the extra mile: excellence in competitive school sport (Ofsted, 2014) emphasised the importance of preparing children for competition and suggested ways that schools can achieve this. Ofsted (2014) suggest that pupils have opportunities to compete in 'regular house competitions and weekend sports fixtures played at A, B, C and D team level, giving students of all abilities the opportunity to play competitive sport for their school' (p. 43) (competing in Intra and Inter school sport will be discussed in more detail in section 2.5) as a way to prepare them for competition. It should be noted that eight out of the ten of the case study schools in this particular document were secondary schools, rather than primary schools. These two age groups of children are quite vast, with the case study pupils aged 8 and 9, whereas, pupils from the case studies in the document could range from 11 - 18. The strategies suggested in the Ofsted document, may not necessarily be suitable for children of primary age, although the strategies should not be disregarded, but considered and adapted for primary aged pupils, by the researcher. The suggestion made by Ofsted (2014) around using secondary school A, B, C and D teams to play fixtures can easily be adapted for primary aged pupils. When thinking about how children are grouped for their P.E.

lessons, ability groupings could provide the opportunities for pupils to experience competition in a team of peers who possess similar ability and skills.

By the fact that there is little research in the area of preparation for competition for primary aged pupils in the United Kingdom, currently it means that there remains an unanswered question about whether children in the case study setting are prepared for school sport competitions, or not. As the P.E. Coordinator of the case study setting, from anecdotal evidence prior to the start of the research project, I felt that this was an important area to focus on.

Laker (2001) champions the idea that P.E. lessons could be an ideal place for children to explore how to cope with winning and losing and to develop sporting behaviour. However, this view counteracts a current trend towards negative behaviour in P.E., since Richardson (2011) has reported that two-thirds of school children between 8 and 16 reacted badly when they lost. In particular, crying, sulking and getting angry were all common behaviour observed. This suggests that developing a child's emotional development could be enhanced through primary P.E.

Tripp, Rizzo and Webbert (2007) point out that competition can and has negatively affected lower ability students by either partial or complete exclusion, sending messages of worthlessness during social comparison. Six years later this is still a common theme explored within education research. The House of Commons Education Committee (2013, p. 2) proposed that competition in school sport 'deters some young people from participating in sport and physical activity'. Layne (2014) suggests that the idea of competition is seen to suit more talented sporting students who are naturally more confident and skilled in sport. Yet Jenkin (2015) suggests that the competition element of a lesson does not always have to involve the children going against other peers. He continues to reinforce the importance of encouraging the idea of personal bests by asking the students to reflect on their own performance and how well they did in this lesson compared to the last. With contradicting views on the importance of competition in P.E. between the government, researchers and teachers, it reinforces the importance and need for competition to be set in a context of a positive learning climate, whether competing with oneself, with others or against others.

1.4 Identifying the importance of the research

My beliefs about competition are rooted from my own experience of P.E. in primary school. Having not been overly competitive or sporty throughout my early years, all I craved was a sticker after a running race or a participation certification from a swimming gala. Extrinsic rewards (Beashel and Taylor, 1996) were a driving motivation for me to compete in sport. This attitude drastically changed during my time at secondary school, where I became heavily involved in competitive team sport and experienced many new opportunities that ignited my thirst to succeed and consequently, enhanced my intrinsic motivation (Capel and Whitehead, 2015). Having gone on to select P.E. as my specialist subject during my Primary Education degree, I quickly learnt about the significance of physical competition and its ability to help any child build character and respect for others (Bernstein et al. 2011), despite Shields and Bredemeier (2009) perceiving that competition only benefited the more able performers. This literature influenced and helped me to form stronger beliefs about physical competition and the part it could play within my school's policy and practice. Having taught at my school for four years, I have had the opportunity to witness and assist in the implementation of competition in P.E. and I have observed the effect it has taken upon pupils when faced with an activity that challenges their competitive ability. For the past two years, I have been the P.E. Coordinator for the school and have had the opportunity to carry out learning walks, lesson observations and speak directly to both teachers and pupils about their P.E. experience at the school. When referencing the current P.E. policy (which I did not develop) within the case study school, the word competition is only mentioned once; 'to promote lifelong learning, active participation and a thirst for competition' and there is no guidance as to how to develop the thirst or prepare children for competition at Inter or Intra level (see Appendix 6).

Raymond (2017) recognises that competition should be an integral part of a school's P.E. policy to ensure that pupils experience P.E. lessons where they learn to manage competitive situations. It could be suggested that competition is not currently a key focus within the children's P.E. lessons and there are limited opportunities for the children to succeed and excel in competitive sport, particularly at Intra school (level 1) competition, within the case study setting. Moore (2012) advocates the use of school

policies and encourages them to be implemented on a whole school scale to ensure that specific strategies and pedagogy are both consistent. This research suggests that if constructed correctly and suitably, the P.E. policy could help to raise the profile of competition within the school setting. From carrying out this research, I hope to be able to firstly as P.E. Coordinator, learn how the children currently feel they are prepared for Intra and Inter competitions. Secondly, to advocate for change and to shape future practice within the school setting so that pupils have opportunities to participate in competitions, ensuring that all pupils have regular opportunities to compete at Intra school events in a safe and supportive setting that allows them to explore both experiences of winning and losing and ultimately prepare children for 'real life'. When implementing changes to practice, school policy and pedagogy, Fullan (2007) emphasises the importance of needing to change people's beliefs, assumptions and theories to allow change and Pollard (2010) states that for change to occur successfully in educational settings, teachers need to have both an open-mind enquiry and willingness. Yet, this is not always a simple process and teachers can be known to become stuck in their practice, criticise or resist change (Hammersley, 2000). This was an obstacle that I faced, whilst carrying out my research and investment was required from my colleagues so that they were able to embrace the changes that were made throughout the case study research.

This case study will raise the question about the value of competition within the P.E. setting of the specific school. It is important to acknowledge that an approach to a heavily competitive curriculum may produce a generation of young people ready to work hard, accept challenges and win or lose with equal grace. However, it is also recognised that such an intense focus on competition might instead have a negative impact upon the children, resulting in individuals becoming obsessed with winning (Paton, 2009), teaching children to view others as obstacles in their way of victory, with little regard to any sportsmanship values. This suggests the complexity of this phenomenon.

For the purpose of the rest of the thesis, I will be referring to myself as both the researcher and the P.E. Coordinator. will now continue to answer the question 'how do we, as primary educators, prepare children for Intra and Inter competition in a primary school setting?' For clarification on how we prepare children for competition, the 'we'

referred to within this sentence includes the members of the case study school who work together to prepare the children for competition in school sport at both Intra and Inter level. Specifically, the teachers that are teaching weekly P.E. lessons within the case study setting; as well as policy makers within the Senior Leadership Team who will have an influence on competitive opportunities within the case study setting. This research will focus specifically on competition within P.E. lessons in the case study setting and how their P.E. experiences can support the children in feeling prepared for both Inter and Intra sport competitions in the primary school setting.

The aim of this case study project is to gain a better understanding on how to prepare primary school children for competition at both Intra and Inter level. For this particular case study, cross country was the sport in which children competed in at both Intra and Inter level, and therefore the data collected from the children is specifically centred around their cross country competition experiences. To achieve this, these sub aims will need to be considered, answered and addressed:

- How does the primary P.E. curriculum support teachers to ensure that competition is evident in their lessons?

This question will be addressed through the questionnaire results that will be gathered from staff. Specifically, a detailed understanding will be obtained from teachers who teach weekly P.E. lessons on their knowledge and understanding of competition in a physical context, strategies they use to develop competition in their lesson and how this supports children in school sport competitions and finally, barriers that hinder the delivery of competition in their lessons.

- How are children grouped in their P.E. lessons and what impact does this have upon their experiences of competition?

This question will be addressed through both the teacher and pupil data recorded. Specifically, teachers will be asked how the group children within their lessons and the impact they feel this particular way of grouping has on pupils' competitiveness. Whereas for the pupils, there is not a specific question around grouping, but it is to be expected that children comment on groupings

and working in teams, during their interviews, when asked about their experiences in P.E. and school sport.

- How do children (both non talented and talented) perceive competition in their P.E. lessons and what are their competitive school sport experiences in the case study setting?

This question will be addressed through the interview data that will be gathered from the twenty pupils (ten talented and ten non talented). A perception will be developed from the children about their understanding of competition within their P.E. lessons. their thoughts and feelings, as they reflect upon their experience of the Intra and Inter school cross country competition. For the talented pupils who competed in both the Intra and Inter competitions, a comparison of these two experiences will also be made to help understand how they need to be prepared for different level competitions.

- How do talented children manage competing in Inter school sport competitions and what helps them to feel prepared for these events?

This question will be addressed through the interview data that will be gathered from the ten talented pupils. Children will reflect generally upon the various Inter school competitions that they have participated in (this could include swimming, athletics, netball, football) and more specifically, for the purpose of this case study, they will be asked to review their most recent experiences of Inter school sport, the cross country festival. This particular question will provide information regarding the preparation for level 2 competitions and how P.E. lessons and level 1 competitions can support this process.

- What are the similarities and differences between the reflections of the talented and non talented pupils, in relation to their experiences with competition (Inter and Intra events)

The difference between talented and non talented pupils will be defined for the purpose of this case study. For the context of the school and place of investigation, the term talented is used by the staff members in the setting to identify those pupils with high ability or potential in sport. The interview data

gathered from both sets of pupils will be closely analysed so similar and general strategies to help children feel prepared for competition can be identified. The differences between the two groups of children will be compared to ensure that there is a clear understanding of what specific groups of children need so that their experience with competition, at whatever level they compete at, is positive, challenging and healthy.

Chapter 2: Literature Review

2.1 Introduction

The purpose of this literature review is to outline, review and critique the subject areas relevant to the research question of 'how do we, as primary educators, prepare children for Intra and Inter competition in a primary school setting?' with a focus on lower Key Stage 2 (KS2) children, aged 8-9 years. The literature reviews the current key definitions of competition and the importance of competition, how to promote competition; the types of competition and how these apply to the primary school setting. Within the P.E. National Curriculum (DfE, 2013) competition is named within the purpose of study, the aims and within the specific activities that need to be completed within the curriculum, yet it does not state how we should prepare the children for competition. This chapter will focus on: definitions of competition both inside and outside of the curriculum; types of competition including the similarities and differences between Inter and Intra competition; the history of competition and the impact of the school games; the concept of talented and non talented children; the importance of preparation for competition; the barriers to incorporating competition and finally strategies to promote competition.

2.2 Defining Competition

Much of the discourse surrounding the educational value and relevance of competition can be associated with different interpretations of the actual meaning of the word 'competition' (Shields and Funk, 2011). Therefore, it is important to make an etymological sense of where the word originates from and how it is used in common language today. Dombrowski (2009) explains that 'competition' comes from the Latin word competition which, according to his interpretation can be defined as 'two parties striving for the same object in a match meant to determine the relative excellence of the two parties' (p. 97). In relation to the age of the children involved with this thesis, an example of this definition of competition would be, two KS2 school netball teams may play in the final of a local competition, both striving for the same object: to win the game and determine who is the best team in the region. The importance of the words 'match'

in this context is meant to suggest that the two teams are of equal standard to ensure that they would need to perform at their optimum level to bring about the desired outcome. Hyland (1988) earlier proposed a very similar conclusion that competition is a way of striving with and coming together so that each participant achieves a level of excellence that could not have been achieved alone. Shields and Funk (2011) take this further by arguing that the Latin prefix 'com' means 'with' and therefore competition takes place when opponents strive with each other to achieve excellence rather than necessarily against them. This definition suggests that to 'strive' or 'to come together' implies that competition is a continuing practice in which an individual or group of individuals compare and contrast their sporting performances, evaluate each other's activity in reference to each other, ultimately to allow assessment and improvement of sporting activity. The idea of evaluating performance is one which is detailed exactly from the KS2 National Curriculum, 'learn how to evaluate and recognise their own success' (DfE, 1999 p. 132) and is also an aim in the current, National Curriculum (DfE, 2013). The definitions suggest that in order to achieve the level of excellence described by Dombrowski (2009) and Hyland (1988), there is a need to rank or position against another, be that individually or with a team. However, Leah and Capel (2000) explain that this definition implies a focus solely on the result of the performance. They instead state that cooperation is needed in order to create an inclusive partnership through which the learner interacts with others to achieve agreed goals. Cooperation, as well as competition, is a key part of the National Curriculum for Key Stage 2 children (DfE, 2013). When applied to the education of children, this philosophy, according to Pickup et al. (2008) ensures that pupils learn to work together towards a shared goal, rather than against each other and furthermore, producing helpful outcomes, compared to destructive, from which children achieve a sense of winning and not losing. Bergmann (1998) highlights the importance for educators to appreciate the 'values' that can be developed through children's involvement in competitive situations. A child's ability to cope with the results of competition can help prepare them for competitive demands of the 'real world'; building character traits such as courage, resilience, commitment and discipline, for example. Later supporting Bergmann's (1998) opinion, Shields and Funk (2011) suggest that if competition is used effectively and appropriately, as a tool to

challenge children to focus their attention and refine their skills, then competition becomes a valuable instrument for personal development.

2.3 Types of Competition

Unfortunately, children's understanding of the meaning and value of competition is often influenced by the values that others associate with winning. As such, 'the perceptions of how children view competition are often driven by influential others (parents, coaches, peers) and misguided expectations placed upon them' (Howells et al., 2017, p. 33). Through research and years of working with athletes and coaches, Shields and Funk (2011) identified the importance of teaching young people how to compete. They found many adults, including; coaches, teachers and parents harbour deep misconceptions about what competition is and these misunderstandings can have negative consequences upon children and pupils that they interact with. This highlights the importance for educators to educate pupils about competition; rather than assume pupils understand what competition is.

True competition involves striving together with one's opponents and with all participants sharing a joint desire to excel (Shields and Bredemeier, 2009). For the true competitor, winning is what matters most because the key values to be gained from the contest are tied to the outcome. In the school setting, when competition is used effectively, it can have the same impact as other recognised pedagogical approaches, such as the use of differentiation, adopting different teaching styles and effective use of observation, assessment and feedback, in helping individuals achieve their true potential. In contrast, decompetition is recognised by Shields and Bredemeier (2009) where opponents strive against each other with both participants having an unhealthy desire merely to beat the opponent. 'Decompetitors' have quite a different experience of process and outcome. For 'decompetitors', Shields and Bredemeier (2009) note that winning is everything and it becomes the sole or dominant aim. When the 'decompetitor' does win, the ego-driven motivation for seeking victory is evident in the way they tend to attribute triumph to superior personal abilities.

Howells et al. (2017) recognises that there are equal benefits from competing against themselves as well as competing in pairs or part of a team. Competition requires an individual to work hard to accomplish a personal best target or goal, often something which they may have set themselves, with the support of a peer or set by a teacher. Competing against self is one type of competition which will be identified and explored within the research carried out. Howe (2008) defines competing against self where the athlete strives to better one's previous performance and resists the desire to quit. The idea of competing against self not only gives children the opportunity to improve their performance but it also provides them with valuable opportunities for them to 'develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success' (DfE, 2013, p. 199). For many pupils competing against self is something that is important, especially in regards to 'individual sports' such as dance, gymnastics or swimming, where often the athlete performs alone without teammates. Personal goal setting is a technique established by Locke (1968). This pedagogical tool, used by educators, can help to prepare pupils for competition. It can support children's competitive participation because 'personal goal setting helps make the learning process more personal and therefore more meaningful' (Brown and Payne 2009, p. 40). Personal goal setting can help to focus children's attention, promote pupils to actively participate in relation to the demands of the activity, increase task persistence and encourage children to develop and identify strategies to help achieve their personal goals (Locke 1968). Hayes and Stidder (2016) believe pupils should be encouraged to have opportunities to set targets and goals and beat their personal best so that they can celebrate success and achievement in an environment where possible negative implications of them being outperformed by others are removed.

Setting a suitable climate for competition encourages the participants to attempt to learn new skills, with an emphasis on personal development and accomplishment, rather than focus on extrinsic demands, like winning and pleasing others. Escartí and Gutiérrez (2001) recognise that this personal emphasis, rather than on traditional competitive rewards, seems to be key to positive views on competitive sport. These positive attributes then contribute to pupils' general levels of happiness and the development of

positive long-term attitudes towards healthy, active lifestyles and to competition itself (Greenwood et al, 2000).

Doherty and Brennan (2014) discuss the term objective measurements where by speed, distance, time and weight can be measured, compared and evaluated. These measurements and recordings can support athletes to maximise their performance, improving their chances through dedication to training in preparation for competition. This emphasises the importance of differentiated tasks that serve to motivate all pupils so that teachers can move children's learning on and prepare them to be in competitive situations. Ultimately, ensuring they are prepared for competition. Howells (2015) proposed that having clear objective measures help the children not only focus on their own performance but it also helps them to move a competitive focus away from just 'who is the best', a question that children naturally gravitate towards when competing with their peers.

Cliffe and Williams (2011) recognise that partner work provides a range of supportive, competitive opportunities for the children that can be created in a fun but supportive manner. Howells et al. (2017) explains that the way that competition is delivered will depend on the way that the partners will work together. Howells et al. (2017) then continues to outline three different situations and ways that partners can work; cooperatively, collaboratively and competitively.

Working cooperatively ensures that partners take on the role as the coach for the performer (Howells et al., 2017). This is also known as competing with others (Allen, 2013). In this type of competition children work in pairs or teams to overcome challenges, whereby the competition is with the challenge or task rather than other children. Typically found in team building and problem-solving activities, this approach rewards creativity and innovation as well as developing communication and leadership skills amongst children (Howells et al., 2017). Peer-coaching opportunities enable individuals to work alongside a partner to provide support, encouragement and feedback so that they can support their peers to ensure they are prepared for competition. From research into peer coaching skills in the primary school, Briggs and Nieuwerburgh (2010) found that the majority of the children found it challenging to

accept the feedback given and some children even chose to ignore the suggestion made. However, it should be noted that the study involved participants aged 5 and 6 and that children this young, may struggle to receive feedback. One possible way to help overcome the issue outlined by Briggs and Nieuwerburgh (2010) is through the use of friendship pairings. Howells et al. (2017) recognised friends often work well together, particularly when first introducing this concept to the children, as it requires individuals to have confidence to communicate honestly and effectively with each other so that they are able to cope better with competition. Within the thesis, to consider the influence of grouping, the data will investigate how grouping prepares children for competition.

The collaborative format that Howells et al. (2017) identifies, describes partners working together towards a shared goal or target. This is also known as competing alongside others (Morley and Bailey, 2013). Others do not directly influence an individual's performance, but by working alongside others, it may motivate children to work harder. Children are encouraged to achieve their longest distance, fastest time or best score through demonstrating increased and mastery of skills. This could be achieved through individual sports such as gymnastics, dance or swimming. For example, a child recording a 25m freestyle time in week one of the summer term and then working with their peers to set a shared goal or target to improve on this time in 6 weeks time. This improvement can be achieved through pupils competing alongside each other through timed races or developing their tumble turns through the use of peer feedback. This approach helps teachers to focus on individual competency which enables them to create differentiated targets that can have a huge impact on an individual's confidence within PE. This can be achieved through mini games, with individuals forming a simple team, with the aim to work together to tactically beat their opponents.

Finally, Howells et al. (2017) identifies that children can also work competitively. This is also known as competing against others (Pickup and Price, 2007). An individual or team's success is directly influenced by the performance of others and encompasses the more traditional perceived view of competition that is found in typical modified sports delivered within primary PE lessons, such as tag rugby, high-5 netball or mini tennis. The competition is directly posed by the opponent(s) performance and score. In this type of competition, individuals need to develop tactics and strategies for attacking and

defending and they may begin to appreciate the importance of team members performing different roles or positions. Shields and Funk (2011) identified that individual's performance improved by facing the challenges posed by their opponent's effort. Working against an opponent provides contestants with a golden opportunity to stretch their own best efforts. Although, adults must help pupils learn to consistently acknowledge and appreciate their opponents, in victory and defeat. Cohen, Manion and Morrison (2011) suggests that this approach naturally creates winners and losers and Lund and Tannehill (2014) found that commonly, children favour activities where winning or losing hold little importance. It is important that children experience success through winning to increase their confidence. Educators should ensure that they experience the realities of winning and losing, which prepares them for the challenges of later life. This type of competition, whereby one individual or team works to overcome the challenge offered by opponents, helps to develop pupil's values associated with fair play, their drive to master skills and develop tactics for success and their resilience can be built, through perseverance in challenging circumstances. It is also through this type of competition that teachers can help children develop an appreciation of rules, fair play and sportsmanship, thus addressing some of the challenges raised by the negative views often associated with the concept of 'decompetition' (Shields and Funk, 2011). Howells et al. (2017) encourages the importance of teaching children about winning and losing through showing respect and appreciation of each other's performance.

2.4 The History of Competition within the Primary School Setting

Prior to the First World War, P.E. activities were introduced into the school timetable as military drill (Tiwari, Rathor and Singh, 2006) and intended as a means of instilling discipline. In particular, team games, which were not allowed originally in the curriculum in school, had their significance reevaluated, until they were formally introduced into the curriculum in 1906 (Mangan, 1999). Howells et al. (2017) stated that during the early twentieth century, P.E. used to be a very traditional lesson in which discrete sports were played. These were mainly traditional games, such as rugby and football and these types of activities were very competitive, almost exclusive and elitist. Howells et al. (2017) also

noted that there was also a great deal of running and in particular, cross- country running, and the focus was predominantly on those children who could. This suggests that the P.E. programme and set up, was not inclusive for all and very competitively driven.

McIntosh (1968) found that the Second World War had a great impact upon the P.E. curriculum whereby there was a more scientific approach to exercise and health and this was reflected in the syllabus through health-related fitness. There was a drive, desire and need to produce soldiers from conscripted civilians through improving pupils' discipline and concentration (Bailey, 2008) and as a result, by the middle of the twentieth century, the emphasis had moved to physical fitness and away from the traditional games. At this time, private schools had a very different sporting agenda to state schools. There was a focus upon children developing leadership qualities and team spirit, through competitive team games, (Mangan, 1998) and this was eventually transferred to state schools by 1950 in the hope that it might reduce and prevent antisocial behaviour, an ideal rooted in 'muscular Christianity' (Watson, 2007) through promoting values such as fair play, self-control and loyalty. The social benefits of competitive sport, though not stated clearly in early government policy, influenced the decision to use competitive sport and P.E. in schools, as it could be used as a way of reinforcing discipline and obedience (Kirk, 1998). This approach aimed to resolve ideas such as the destructiveness of conflict, embracing conformity, rejecting difference and further supporting aggression. However, throughout much of the 1970s, the British Journal of P.E. (BJPE) carried articles and editorials that expressed doubts about the concept of P.E. (Editorial, 1970), the lack of recognition of the contribution of P.E. (Quant, 1975), the worth of P.E. (Westthorp, 1974), and the status of P.E. teachers (Dean, 1978). To summarise, P.E. was still regarded by many as unimportant (Carroll, 1974).

Following the doubts expressed about the concepts of P.E., the Labour years from 1997 - 2001, brought about a period of great change for competitive sport in P.E. Their ideas incorporated competitive sport and P.E. into a wider programme of community, school and elite sport with the attempt to tackle broader government policy targets such as social exclusion, childhood obesity, youth crime and poor participation levels in sport and physical activity (Collins, 2004). These early ideals were eventually crystallised in

two profound policy documents which demonstrates the direction and thinking of the Labour Government and the plans it laid out for competitive sport and P.E. These early policies were *Game Plan: A strategy for delivering Government's Sport and Physical Activity objectives* (DCMS, 2002) which concentrated on using competitive sport to increase grassroots participation and tackle issues surrounding social exclusion in the community and beyond. This direction was pursued with enthusiasm until 2005, when London successfully bid to win the 2012 Olympics (Wagg, 2015). Three years later the government released its replacement which represented a shift in ideology. The policy, *'Playing to Win'* (2008) returned to the more traditional values found in the public school system. The social inclusion in sport was dropped in favour of the more traditional sports, as the Olympics inevitably began to shape the education sector (Dixon and Gibbons, 2015). These policies represent polar opposites of the ideological scale of sports policy, and, in particular whether or not competition should lay at the heart of P.E. in schools. The Coalition government continued to embrace the direction of the *'Playing to Win'* document, bringing back the agenda of rigorous competition in schools, with its introduction of the *'Schools Games'* programme.

2.5 The School Games

2010 saw the end of Labour's period in power and the election of a Conservative-led Coalition government. Despite this change, the shift towards a focus on competition that had begun in 2005 (when the previous government won the right to host the Olympics) and culminated in 2008 (when *Playing to Win* was published, DCMS, 2008) continued under the Coalition. They shifted their stance, which had previously endorsed cooperative sports days towards positively promoting competition within P.E. and school sport, 'where school and parents are delivering on sports with competition at the heart' (Gove, in Harvey and O'Donovan, 2013, p. 768). Their focus was directed by the Legacy promise, from Sebastian Coe (2011) who promised to 'inspire a generation' (HM Government and The Mayor of London, 2013, p. 10), which won the Olympic bid, but also their wish to 'embed' competitive sport more fully into the curriculum by way of a

new programme for both Primary and Secondary schools called the 'School Games' (DCMS, 2012). The structure of the Games consists of four levels of competition:

- Level 1 - Intra-school - sporting activity taking place between pupils who attend the same school. For example, this can be in the form of an inter-class or house activity.
- Level 2 - Inter-school - sporting activity taking place between schools from the same area - either as a one-off fixture or as part of a league.
- Level 3 - County Finals - county/areas stage multi-sport School Games Festivals as a culmination of year-round school sport competition
- Level 4 - Biennial National Finals - a national multi-sport event where the most talented young people in the UK will be selected to compete

This thesis will focus on how we prepare children for competition at Intra (level 1) and Inter (level 2).

DCMS (2013) stated that the levels of competitive sport are not as high as they should be in P.E., and there was limited access to a high standard of competitive sport (Ofsted, 2013). The Taking Part survey (DCMS, 2013) revealed 64% of children aged 5 - 10 had participated in competitive sport over a 12 month time period. While this statistic accounts for a large amount of primary aged children, it raises the question, why were 36% of children not engaging in competitive sport? One suggestion could be that children are not having the opportunities within their school to prepare for the School Games competitions. Further highlighting the importance of this research to inform how we could prepare children for competitive sport, such as the various levels of the School Games. Although the approach of the School Games appears to be a pragmatic way of motivating young people for a highly competitive world, there are some views that suggest this approach could have negative effects. Coulson (2010) recognises that this approach can be problematic, as it leaves no room or opportunity for those who do not immediately respond to competition, for those who do not embrace the structure and rigours of competitive sport and therefore are unable to be or feel prepared for competition. This view suggests that this system could cause children to feel alienated and develop a negative opinion about school sport.

In 2012, as part of the 'Inspire a Generation' legacy plans, the Prime Minister (at the time), David Cameron, advocated the reintroduction of rigorous competitive sport into schools and the success of the School Games. He said he wanted to end an 'all must have prizes' culture and force pupils to think about beating their personal bests and he announced that competitive sport would be made compulsory in primary schools and links would be made with sports clubs so children can pursue their dreams (Press Association, 2012). Upon Cameron's premise, sport is an exclusive act that produces winners and losers. As a result of this, there was an impact upon school P.E. and the importance placed on a requirement for primary schools to provide competitive sport and this guidance was given in the National Curriculum (DfE, 2013). This ideal moves away from the previous administrations that were pushing a culture for rewarding all children for participation.

As can be seen in this succinct, historical summary of P.E. and sporting policies in England, it is clear that there are various influential groups, from politicians to educators who have attempted to use competitive sport to and for various ends, with mixed success and showing it is an area of great complexity. Despite the emphasis and importance of competition within the primary National Curriculum, there is no guidance for educators on how to prepare children for competition; therefore this is an important area to research.

2.6 Defining Talented and Non Talented pupils

Traditionally, within the primary school setting, the most able pupils were identified as gifted and talented learners. Gifted pupils were determined as children who were most academically able, while talented pupils were seen as those with high ability or potential in art, music, performing arts and P.E. (Young and Tyre, 1992). Bailey, Morley and Dismore (2009) recognised the distinct lack of research on identifying and developing talent specifically in a P.E. context. Yet, all schools in England are expected to identify and support their talented pupils. P.E. has an unusual position amongst school subjects, as not only is it expected to fulfil the education remit of the identification and development

of talented children's needs (DfES, 2001), but it is also often seen as a necessary foundation for future elite performance and international success (DCMS, 2000). Within primary schools currently, pupils in upper Key Stage 2 could potentially be part of the 2024 Olympics in Paris through the opportunities that elite sport can provide and it could be any particular child who has a love of sport and who takes the right steps to become the next Olympian or Paralympian of the future. In the case of sports such as gymnastics and cycling, children can compete in the games from a young age. More unusually, in the case of Sky Brown, at the young age of 12, she could be set to become Britain's youngest summer Olympian, if she competes at the Tokyo Games in 2020 (currently rescheduled for 2021) (Field, 2019). This stresses the importance of competitive sport in the primary school setting so that young people are inspired to participate in sport and adopt and live by the Olympic values. Without this investment and time given to sport and P.E., there is limited opportunity to develop future athletes. Providing children with competitive sporting opportunities capitalises on the importance of continuing the 2012 Olympic legacy by adhering and understanding the importance of what Sebastian Coe (head of the London Games Committee) said in 2011, in that the lives of young people can be changed through sport and that the Olympic Games have the potential to inspire young people around the world to choose sport.

The definition of talented in sport has changed very little over the past decades. The Calgary Board of Education (2013) exemplified sporting talent as a child who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who excels in a specific athletic or academic field. Although this is a definition obtained from Canada, it is relevant when clarifying the term talented due to its similarity with the definition provided by Young and Tyre (1992). The UK government made clear its expectation that schools must identify and develop 'talented' pupils in all curriculum subjects, including 'Physical Education and Sport' (DfE 2000).

DCSF (2007, p. 8) stated that 'talent describes students who have the ability to excel in practical skills such as sport, leadership, artistic performance'. Thus, in order to debate what talent in P.E. is, it is important to acknowledge discussion on ability. Kim (2006) explained that talented pupils in P.E. are those who demonstrate exceptional motor skill

abilities in many activities and maintain a high level of physical fitness. Crace (2008) observed that physically talented pupils learn quickly and require minimal instruction and any individual instruction they do require in the form of coaching rather than remedial correction. Despite their ability to learn quickly and acquire new skills, consequently, Taber (2007) previously explained that talented pupils are more prone to becoming bored or may lose interest in their P.E. lesson, if the content does not constantly stimulate them. Crace (2008) pointed out that these talented pupils are unique from other pupils, therefore it is important that physical educators should use a variety of teaching styles (Mosston and Ashworth, 2002), such as teacher-directed and pupil initiated learning, to satisfy the learning styles of individual pupils and stimulate higher levels of thinking and creativity. Alongside a variety of teaching styles, careful consideration is required, when planning and considering the different types of competition these talented pupils are exposed to, to ensure that they are suitably challenged. Ndahi and Badaki (2014) also recommend the use of specialist physical educators to teach the talented pupils, as they are more likely to be able to design and implement programs for such high achievers. Sloan (2010) believes that a child's P.E. experience can be greatly improved with the support of a specialist teacher. Nevertheless, Griggs (2012) notes the employment of specialist adults not only removes the responsibility of teaching P.E. from the class teacher but it has a long-term effect of reducing the ability of teachers whose confidence is likely to diminish.

Bailey, Morley and Dismore (2009) found that the majority of P.E. Coordinators claimed to identify talented pupils according to their current levels of achievement, as opposed to in Canada where The Calgary Board of Education (2013) defines sporting talent as a child who has the *potential* for performing at a remarkably high level of accomplishment. This could suggest that there are children who may show sporting potential but are currently not being identified as 'talented'. If teachers are not confident in their own subject knowledge and understanding of sports, identifying talented children may be a difficult area.

This thesis focuses on both talented and non talent pupils within P.E., with non talented being defined as children who had no experience in competing at Inter School

competition level; the talented children are defined as children who have competed at Inter School competition level.

2.7 The importance of preparing children for competition

Competition in school P.E. is considered by Pollard (1988) to prepare children for their place in society. Laker (2001), recognises the importance of preparing children for competition and that careful planning is carried out to ensure that children can explore how to cope with winning and losing in competitive situations. O'Reilly, Tompkins and Gallant (2001) found that most children equate playing team games with winning and losing and those alternative elements of competition such as: cooperation among teammates; the celebration of personal achievement; or focus on particular strategies and tactics were downplayed. This finding suggests that the concept of winning and losing is hugely important for a child. Howells et al. (2017) recognises that it can be quite challenging for young children to cope with losing and this is something that has not changed over time with Smith, Smoll and Curtis (1978) observing that children do not enjoy losing and are more likely to stop participating in sports, if they are used to losing. Nearly 26 years later, Chi (2004) also found that children are likely to lose motivation, when they experience losing and they can struggle to cope with these feelings. Therefore this key area of emotional development could be enhanced through primary P.E. in how we prepare children for competition.

The common notion in sports equates success with winning (e.g. scoring more points, runs, or goals than the opponent) and failure with losing. However, Smoll and Smith (2005) suggest that the measure of success goes beyond individual statistics and team standings. They stress that success resides in giving maximum effort, working to develop one's skills, and enjoying the social and competitive aspects of the sport experience. This idea suggests that children can learn valuable lessons from both winning and losing. Although for this to occur, adults teaching the P.E. must place winning within a healthy, positive perspective to ensure that young athletes do not think that their only sporting objective is to beat their opponents and perhaps other types of competition (as

discussed earlier) are needed. With this in mind, however, it would be naive and unrealistic to assert that winning is not an important part of children's P.E. experience, but it is not the only or the most important objective (Martens, 2004).

The House of Commons Education Committee proposed that competition in school sport 'deters some young children from participating in sport and physical activity' (2013, p. 2). This idea suggests that competition is not perceived as inspiring or including all. Following this finding, the Department for Education made it clear to all schools that they must offer both competitive and non-competitive sporting opportunities to their pupils. To ensure that children are not discouraged from competition, care and consideration is needed when considering the amount of time that competition is a planned focus within a P.E. lesson. Zhang and Lui (2008) found that teachers treat P.E. as a specific training curriculum and often are prone to laying too much emphasis on formal and professional training, consequently, creating a very formal atmosphere. We must be careful that when trying to prepare children for competition, that we are not misleading them and placing too high expectations upon them. Furthermore, there is also the danger of the negative aspects of competitions. Passer and Wilson (2002) recognise that competition could also cause children to become overwhelmed and inhibit them from performing to their full potential, which may also deter some children from lifelong physical activity. Many competitive sport programmes or regimes place excessive physical and psychological demands on children (Bompa and Carrera, 2015). The adverse effects of these demands can be detrimental to the child's mental health (Sabato, Walch and Caine, 2016) and may also lead young participants to lose interest and drop out before fully developing their talents. Therefore, it is vital that competition is treated as a way to foster better sporting skills and not as a way to immediately produce a champion. This highlights the importance of the teacher's role in setting appropriate challenges (Hayes and Stidder, 2016), while clearly defining what the desired outcomes of competition actually are. Schempp (2003) recognises the importance in preparing the children in a positive way and to foster a love for sport and competition for many years to come.

Educators need to develop, prepare and focus on individual improvement, encourage and inspire the children to succeed, will in turn develop their capacity for resilience and

perseverance (Woods, 1998). Although this finding from Woods may be perceived as out of date, his beliefs emphasise the importance of schools developing children's improvement through competition and as a result their drive to succeed will increase. These findings are still relevant in the 2013 curriculum (DfE, 2013) whereby the curriculum inspires all pupils to succeed and excel in competitive sport and physically-demanding activities.

2.8 Groupings

Howells et al. (2017) identified that grouping children in P.E. can be an issue and is a concept that has undergone huge debate in research over the past few decades (Boaler, 1997; Blatchford et al., 2003; Wiliam and Bartholomew; 2004, Kutnick et al., 2005; Grant, 2019). Lynn and Ratliffe (1999) acknowledge that although the grouping process may sound easy, its concept can be very challenging. Before teachers and coaches can consider how to group their children, they need to consider what their goal is for the task or activity and how they are going to ensure that children are prepared for competition. Howells et al. (2017) outlines five ways in which we can group children, these are: friendship, ability, mixed ability, random and non-performers.

2.8.1 Friendship

Pairing and grouping children with friends can have a positive influence on peer and social groups and giving the children freedom to work with their peers is fundamental to P.E. (Hardy and Mawer, 2012). Lenskyj (1994) expressed that girls preferred to be grouped with their friends. This can be an effective use of grouping, when we need the children to feel confident and safe within their learning. A particular example of when this needs to be achieved could be when the children are learning a new skill, where errors may more commonly occur. However, Bailey (2001) highlights that teachers need to consider that many friendship groups are single- sex, meaning that children become limited to who they interact and work with and in some cases, children become left out.

2.8.2 Ability

The use of ability groupings ensures that all learners are included at a level that is specific to their stage of skill learning. In addition, this can also be an effective use of grouping, when children need to make quick decisions and require a tactical awareness to play and compete in complex games. Whilst Howells et al. (2017) emphasises the use of ability grouping, they also highlight the importance of teachers changing the ability groups throughout the year. This is particularly important as while a child may be talented in dance, they may be non talented in a contrasting sport like swimming. Kinchin (2001) found that highly skilled pupils enjoyed being in the same class or group with others who were competitive and possessed similar athletic abilities. This theory supports the views of Howe (2008) who recognises the importance of children competing against each other through pairing children by ability. However, it is important to consider the views of Shields and Bredemeier (2009) who previously discussed the need for true competition in order for children to achieve and succeed against their partner. Conversely, Portman (2003) found that some low-skilled pupils expressed a desire to have an ability grouped class or partnership because of the public nature of individual performance in P.E. As teachers, it is important that we provide pupils with a comfortable, stimulating environment in which to participate (Grout and Long, 2009). This is important in light of the evidence discussed by Fletcher (2008) who found that performance of a skill in front of the class can make pupils feel embarrassed or humiliated because of public criticism they may have to face from their peers, which in turn may lead to reluctance to participate in future class activities and a lowering self esteem. Muijs and Dunne (2010), recognise the importance of allowing talented pupils to work together to take on challenges set by the teacher so that their performance maintains one of a high level and experience a sustained or higher level of competition. In addition, non talented pupils can work together to experience success by taking them out of highly competitive situations to ensure that they do not develop low self-esteem (Hallam, Ireson and Davies, 2004).

2.8.3 Mixed Ability

Slavin (1990) feels that mixed ability grouping and pairings are beneficial, as talented pupils can help to support progress amongst the other children, in the class. This type of grouping can be effective when the teacher has planned creative activities such as dance and gymnastics routines, or when the teacher requires an even playing field. Goetz and Frenzel (2006) also advocate the use of mixed ability pairings, as it provides opportunities for better engagement and reduces the chances of talented children becoming bored or disinterested about a task, as discussed by Taber (2007). This type of grouping is suitable when children compete with others (Allen, 2013) and have a shared goal or outcome. By taking on the role of a coach, these pupils are able to develop their social skills (Koller, 2004) as they have the chance to communicate and collaborate (DfE, 2013) through high quality conversations where they are needing to critically analyse and evaluate their own and others performances. This in turn gives pupils the opportunity to develop leadership and coaching skills, which Goodwin (2007) feels many P.E. teachers undervalue and overlook, with too many teachers considering the values of the physical, but not enough of the social, emotional or psychological.

2.8.4 Random

There are times where the makeup of groups makes no difference for the planned activity, therefore the teacher can select to use random groupings (Bailey, 2001). Mahenthiran and Rouse (2000) recognises the strength of random grouping, as it encourages students to discover that anyone in their class can contribute to their learning. There will be times in P.E. where children will be faced with problem-solving tasks, which will enable them to develop their creative minds and random grouping is suitable for these types of situations. There may also be aspects of the lesson, where grouping children does not matter in relation to the activity. This could be if the children are stretching in small groups or activities that may be based on luck, rather than skill, like Rock, Paper, Scissors (see Appendix 16).

2.8.5 Non-Performer

Howells et al. (2017) poses the question, how do we as educators include all children in the class to ensure that active learning is taking place, even when children are not performing, possibly owing to injury or illness? The National Curriculum (DfE, 2013) envisages pupils engaging in a continuous process of planning, performing and evaluating. These non performers can play a key role in the planning and evaluating parts of the cycle. Through assigning children specific roles such as referee, coach, time keeper, scorer, children have the opportunity to remain active within the lesson environment and develop their theoretical understanding of the game. Bailey (2001) highlights the success of using children to act as a group for children through supporting the teacher by identifying good practice by children and sharing this with the teaching, explaining their reasons of choice. Overall, it is helpful to vary grouping strategies, as Shimon (2011) recognises that following the same grouping protocol can become boring and monotonous for most children.

2.9 Barriers to incorporating competition in school and how these may prevent children being prepared

A barrier has been defined as something that stops or prevents an individual developing in a physical activity or sport (Somerset and Hoare, 2018). Barriers to competition need to be understood in order to create effective interventions to improve the level of competition in physical activity (Fairclough and Stratton, 2006) and to ensure children are prepared effectively. Barriers within primary schools which restrict teachers providing P.E. lessons have been classified by Morgan and Hansen (2008) as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behaviour). Research has (Hardman, 2008; Le Masurier and Corbin, 2006; Morgan and Hansen, 2008) highlighted many institutional barriers including; budget restrictions, scarce resources, reductions in time provisions in the curriculum and the absence of professional development. Similarly, Dwyer et al. (2003) identified that the lower priority given to P.E., the lack of performance measures for P.E. and insufficient infrastructure

were the three major institutional barriers which prevent high quality P.E. lessons from being delivered and furthermore mean that competition is not always incorporated into lessons. More frequently, most teacher-related barriers reported by De Corby et al. (2005), include possessing low levels of confidence or a lack of interest in teaching physical education being unable to provide safely planned and structured lessons (Morgan and Bourke, 2005), having had personal negative experiences in P.E. and lacking training, knowledge, expertise and qualifications to provide P.E. (Xiang, Lowy and McBride, 2002).

2.9.1 Teacher's lack of confidence and the absence of professional development

Downey (1979) notes that teachers tend to replicate their school experiences and may unwittingly perpetuate to pupils their own negative experience. Luke and Sinclair (1991) identified teachers' behaviours as the most important determinant of pupils' attitudes towards P.E. Although it should be noted that Downey's research is nearly 40 years old, Petrie almost 19 years later (2010), found similar findings and suggested that teachers still have a lack of confidence in teaching P.E., primarily due to a lack of training (Blair and Capel, 2008) and this may impact a teachers' ability to effectively prepare children for competition. If teachers lack confidence when delivering a P.E. lesson, it could be a possible reason as to why many children are not motivated to partake (Paton, 2012). There has been a huge amount of research over the past twenty years which has identified that teachers have insufficient time during their teacher training programmes and this is a direct reason as to why many teachers have low confidence and competence (Faulkner, Reeves and Chedzoy, 2004; Caldecott, Warburton and Waring 2006; Garrett and Wrench 2007; Harris, Cale and Musson 2012; Elliot et al., 2013). Despite a growing range of Initial Teacher Education programmes now available, it was at a trainee level where most inconsistencies were evident. Participants, in a study conducted by Randall (2016), confirmed that 6 – 10 hours of taught input was 'typical' across many ITE programmes, however this was notably lower for the school-based routes (SCITT, School Direct and Teach First) where the mode was 1 – 5 hours. Randall (2016) states that limited teaching opportunities were not the only factor which had a negative impact upon a teacher's confidence to deliver P.E. lessons but additional barriers such as a teachers lack of quality mentoring, limited feedback and challenges in

accessing resources and planning all have a direct impact upon a teachers' confidence and competence when teaching P.E. It is important to recognise at this point that the converse may also be true; when opportunities to teach P.E. were available, this had a direct positive impact on the trainee teacher's confidence to teach. Yet in a study carried out by Haydn-Davies et al. (2010), although they too recognised a pattern of improved confidence appearing after the university taught input, they analysed that this confidence then decreased after a period of time in school, showing teachers found planning, delivering and assessing P.E. lessons, a challenge.

2.9.2 Pupil's attitudes towards P.E.

Research suggests that a child's attitude to P.E. influences their participation levels in school P.E. and physical activity outside of school (Malina, 2001). If a child's attitude to P.E. is negative, then their participation levels could decrease in lessons and after school activities. Thus, a positive attitude towards P.E. is vital during childhood in order to maintain 'lead healthy, active lives' (DfE, 2013 p. 198). Care and attention is needed, when ensuring children are being prepared for competition to ensure that the experience is not negative. There is limited research into exactly when during a pupils' school life, their attitudes and motivation in P.E. change (Hardman and Green, 2011) and this could be due to the fact that no two schools are alike. Knowledge of where children lose their motivation and attitude would help the teachers in schools to focus explicitly on that age group or year group in order to assure and help the children to keep their motivation positive and participation levels at a high. Participation for young children was found to be more enjoyable when children were not being forced to compete and win, but encouraged to experiment with different activities, (MacPhail, Gorley and Kirk, 2003). One pedagogical approach to bring about positive attitudes towards P.E. could be to ask the children how they want to engage in competitive activities and sports. This argument would allow them to choose which activities to participate in, as well as their level of challenge. It can be highlighted as a way of allowing children to take on a more active role in their learning and education, possibly stimulating engagement and sense of ownership. Teachers can also play a significant role in increasing children's enjoyment levels. For example, pitching competition at a level for which children achieve success with limited effort can be useful in creating positive experiences that help to build

confidence, particularly when children are unfamiliar with an activity. Likewise, Howells et al. (2017) suggest that setting competitive tasks for which the chances of success are limited, even with high levels of effort and application, can have the benefit of helping children to develop 'determination and resilience'.

2.9.3 Reductions in time provisions in the Curriculum

The former Labour Government's P.E. and Sport Strategy aimed to increase the percentage of school children in England participating in two hours a week of P.E. (DfES, 2003). Yet in a study which involved measuring primary P.E. contact time across a random selection of primary schools, Hannay (2008) found that KS2 children received on average 1.6 hours per week of P.E., of which 44% was games, and 40% of those lessons were delivered by coaches in curriculum time. These findings may suggest that some primary teachers may not understand the important role that P.E. should play in the life of every child. In October 2010, the Coalition Government ended the requirements of the strategy, including schools reporting how much time was being spent on P.E., arguing that the approach was failing and that sporting excellence was not produced by 'box-ticking'. The then Secretary of State said, however, that he expected 'every school to want to maintain, as a minimum, the current levels of provision for P.E. and sport each week for every pupil' (DfE, 2010 p. 3). In a report carried out by Ofsted (2013), they found there often wasn't enough physical, strenuous activity in P.E. lessons. This was due to teachers talking for too long and pupils therefore, were not provided with enough activity to enable them to learn or practise their skills. This suggests that in P.E. lessons currently, there is little opportunity to use and apply skills into a competitive situation, especially where children are not having time to learn and develop skills in the first instance. If children are not given the time to learn and practice skills, they are going to lack confidence in the ability to demonstrate what they have learnt. How therefore, can teachers expect them to apply it into a competitive situation? This reiterates the gap in the time and provisions that children have to prepare themselves for competition. This further emphasises the importance of undertaking this research.

2.9.4 Scarce Resources

Humbert et al. (2006) recognise that having an adequate amount of sport equipment

that is in good condition and appropriate for children to use, is likely to increase physical activity and competitive opportunities during P.E. lesson. Supporting this idea, in a study, Jenkinson and Benson (2010) found that access to facilities, suitable teaching spaces and suitable equipment were the three highest-ranked barriers identified by teachers that specifically affect the provision of P.E. in primary schools. This suggests the importance of having high quality equipment and resources for classroom teachers and sports coaches to use to ensure that children are physically active for sustained periods of time and have the opportunity to engage in competitive sports and activities (DfE, 2013). Raymond (2017) previously noted that in primary schools, when resources were less than satisfactory, it was due to a shortage of finance or limited resources due to a lack of vision of what was required (Raymond, 2017). This suggests that in the past, P.E. Coordinators and teachers did not necessarily review the needs of their school, plan to improve the quality of practice and implement these changes, using their budget. It could be due to a lack of knowledge or understanding that a P.E. Coordinator may hold which emphasises the need for continual CPD (Armour and Yelling, 2004), even for the specialist and more competent staff. However, in March 2013 the government announced that it was to provide additional funding of £150 million per annum for academic years 2013 to 2014 and 2014 to 2015 to improve provision of P.E. and sport in primary schools in England. Following this, on 17th July 2017, the DfE confirmed the doubling of the Primary P.E. and Sport Premium (DfE, 2017) with the objective to achieve self-sustaining improvement in the quality of P.E. in primary schools with the aim to use the funding to help increase participation in competitive sport. With this additional funding being in place now for two academic years, it raises the question of how effectively schools are using this money to prepare children for competition.

2.10 Strategies to promote competition in school and how these strategies help promote readiness and the children feeling like they are prepared

2.10.1 Verbal Praise

Verbal praise is often used in everyday teaching practice and it can be seen as affirming and positive (Bailey and McFayden, 2000) but studies conducted by Hattie and Timperley

(2007) suggest that the wrong kinds of praise can be very harmful to learning. Stipek (2010) identifies that during P.E. lessons, many teachers praise children on their task performance e.g. 'that was a good chest pass' or 'well done for scoring a goal'. Yet this appears to be ineffective for the child, because it contains little learning-related information, as noted by Hattie and Timperley (2007). Additionally, Doherty and Brennan (2014) suggested that we cannot simply praise children for the task that they have achieved but they need to understand exactly what they did for them to experience success. Hammer and Mashek (2011) raise the idea that feedback is more effective when it provides information on correct rather than incorrect responses so that children are able to build upon changes from previous attempts. However, Dweck (1999) suggests that rather than simply praising children for doing something correctly, we as teachers should be building upon their current successes and we need to continue to provide them with additional challenges to ensure that we are encouraging pupils to have a healthy level of competition towards their own abilities. This has been additionally endorsed by Bailey (2001) who recognises the importance for children to obtain verbal praise from their teachers and coaches which then often gives them the confidence to attempt more challenging tasks and activities to beat their personal best and their ability to feel prepared for competition.

2.10.2 Modified Games

For children to learn, apply and develop a broader range of skills (DfE, 2013), it is clear that they must be provided with sufficient opportunities to exhibit skill responses, during practice and game sessions. For this to occur, activities must be designed to cater for the developmental requirements of the children, whilst maintaining high levels of active involvement for all participants. Lawrence (2017) identifies that activities which incorporate elements of competition such as race activities, scored games and timed events not only encourage individual and cooperative opportunities but bring about the best opportunity to introduce competition into P.E. lessons. Modified games in P.E. lessons can be a useful strategy to promote competition and develop a love for competition in young people. Modified activities could be small 3 v 3 or 5 v 5 games of a particular sport such as hockey, where the children have the opportunity to become familiar with the rules, tactics and positions (Rink, 2010) and they allow the children the

opportunity to develop skills within a competitive situation, that is in a safe and stable setting (Schmidt and Wrisberg, 2008). They can also be games such as High 5 Netball (modified netball; see Appendix 14) or Kwik Cricket (modified cricket; see Appendix 15). These types of activities are useful, as they are designed to meet pupils' individual learning needs (Graham, et al., 2013) and they are able to apply these skills into competition situations, while quality activity is still occurring. Offering the learners quality physical activity time that will transfer in the promotion of healthy habits can contribute to addressing the problems identified in the literature (DfE, 2012) related to schools failing to offer quality physical activity time. Not only do these types of games help promote quality activity time, but they can be useful in keeping children active when lesson time is only an hour. Modified games are often short in duration in comparison to full games and this means that children are still engaging in competitive sports and activities (DfE, 2013) without the teacher feeling pressured to cover a range of elements in a one hour lesson. In addition, modified games promote student fun, engagement and excitement and Oslin and Mitchell (2006) found that children were motivated to continue practising this type of activity outside of class.

2.10.3 Sportsmanship

Shields et al. (2007) concluded that young athletes admitted engaging in poor sportsmanship as a direct result of the way their teachers, coaches, parents and spectators acted in a competitive sporting situation. This research suggests that we as teachers play a vital role in modelling adequate behaviours to ensure that the opportunities we give our children to compete in sport and activities should be used to help to build character and help to embed values such as fairness and respect (DfE, 2013). Kavussanu (2006) found earlier that when coaches and teachers strive to create an atmosphere which prioritises individual improvement over beating other athletes, children have shown higher levels of sportsmanship. Using sportsmanship rules, traditions and language, Ellerton (2018) believes that children are able develop their own sportsmanship and become more well rounded athletes. It should be recognised, as suggested by Vallerand and Losier (1994), that sportsmanship values can only emerge through a consensus within a social context. We cannot educate and use the tools that Ellerton (2018) suggests, until the children have a concrete understanding of what

sportsmanship is and the importance of the role in the competitive situation, then can children go onto fully understand why they may shake hands at the end of the game, for example. Through opportunities to compete in sport, children can build character and resilience and in turn this can help to 'embed values such as fairness and respect' (DfE, 2013, p. 198).

2.10.4 Demonstrations

Although explanations are important, Bailey (2001) advocates the use of demonstrations as they provide visual information for children, especially where P.E. lessons can involve numerous displays of information, such as: patterns, shapes, directions, speed. Peer demonstrations can be used as a valuable motivational tool, by celebrating the work, skill and talent of a member of the class. This is acknowledged by Rowe (1997) who advocates the use of children carrying out demonstrations and highlights the importance of a teacher recognising a pupil's success or achievement. As Rowe (1997) suggests, giving the children opportunities to carry out demonstrations allows the child to further understand how they can improve in physical activities and it supports them to learn how to evaluate and recognise their own success (DfE, 2013). The pedagogy behind opportunities for reflection requires pupils to think deeply on their personal experience of activity. It is important for the children to assess and reflect on a given activity as it is 'in moments of reflection, participants experience the power sport has to move them' (Kretchmar 2000). A P.E. lesson designed to facilitate meaningful participation should include opportunities to reflect on an activity and share their opinions within a group or individually (Eison, 2010). As well as personal reflection, demonstrations allow other children to provide peer feedback and evaluation. Being able to assess others' performance is a vital skill, as it not only provides a new source of ideas and motivation for the observers, but it provides opportunities for children to evaluate and analyse both themselves and others. Rovegno and Bandhauer (2013) recognise that this kind of opportunity can spark discussion on what the children could do differently, and supports them in how to prepare them for competition in the best possible way. The child is then able to compare their performances with previous ones and gives them feedback on how they can demonstrate improvement to achieve their personal best. Although, it should be acknowledged that not all methods of peer assessment will be suitable for the

wide ages across the primary spectrum. Careful consideration will be needed when planning in peer assessment to ensure it is age appropriate and can be adapted for all learners.

Demonstrations by their nature should offer an accurate portrayal of the skill to be learnt, since children will generally attempt to reproduce what they see. Therefore the selection of the demonstrator is of some significance. It could be suggested that teachers would be the most suitable to carry out the demonstrations for the children to then observe, with Morley and Bailey (2013) recognising the biggest benefit being that they should know the key features of the skill which need to be stressed. One time is the most appropriate for the teacher to demonstrate is when misconceptions arise in the lesson. The teacher can then use demonstrates to highlight and address common errors. However, with Blair and Capel (2008) highlighting that classroom teachers have low confidence in teaching P.E., primarily due to a lack of training, there may be concerns over a teacher's ability to correctly and accurately demonstrate certain skills. The findings, once again, stress the desperate need for continuous CPD (Armour and Yelling, 2004) so that teachers have the confidence to demonstrate skills and movements accurately to the pupils in turn so that they are successfully preparing their children for competition.

2.10.5 Intrinsic and Extrinsic Rewards

Vallerand (2004) perceives motivation to be one of the most important variables in sport that can either inhibit or assist participation and competition within P.E. In addition, Graham (2008) found that the delivery of intrinsic and extrinsic rewards can increase motivation and ignite their thirst for competition. The idea of winning can become a motivating aspect for children due to the intrinsic and extrinsic rewards that come with it. Howells et al. (2017) states that most children will thrive from a reward whether it is from a person praising them on how they are doing, this being an intrinsic reward, or with the use of a trophy or medal representing winning or for other excellence, this being an extrinsic reward. However, Burton and Raedeke (2008) identified that the use of school reward systems can often spur on or hinder a pupil's motivation towards a sport if they do not achieve a desired reward. Consequently, it is important that when using class

dojos (see Appendix 17), house points, medals and positive praise, the children understand why or why they have not earned the reward. Howells et al. (2017) further supports this idea by stressing the importance for children to be able to articulate and analyse their performance and success as per the National Curriculum (DfE, 2013). This then gives the children the drive to repeat and continue the movement or activity both in and beyond their P.E. lessons.

2.11 Conclusion

In summary, this chapter has provided an overview of the literature in the discipline of competition, including: the historical importance and the impact of the school games; types of competition, the concept of talented and non talented children; the importance of preparation; the barriers to incorporating competition and finally strategies to promote competition. The literature review has helped shape the research question and focus. There were a range of concepts discussed in relation to competition, and while strategies were explored to ensure that competition occurs in lessons, there was a lack of literature to suggest how we can use these strategies to ensure that children are feeling prepared. Although it is evident that in the National Curriculum (DfE, 2013) competition is named within the purpose of study, there is little research to support teachers and schools in suggesting how we should prepare the children for competition. In addition, it has highlighted the lack of literature related to what the children require to feel prepared for competition.

In the next chapter, the research methodology used for this study will be justified. It will discuss and analyse the research approach undertaken, as well as providing descriptions of the participants and the setting. It will also outline how the data was collected and analysed.

Chapter 3: Research Methodology

3.1 Introduction

The purpose of this chapter is to provide an outline of research methods that were followed in the case study. To begin with, I will discuss the mixed method design that was used and justify how these were implemented within the case study school. The chapter then discusses the selection of participants, the data collection process and the process of data analysis. In addition, the ethical considerations in this case study have been identified, discussed and adhered to. Throughout the chapter, I will discuss the validity and reliability of both quantitative and qualitative data and the way in which these two were both suitably and effectively used within the study.

3.2 Mixed Methods Research Design

Mixed methods research has been practiced since the 1950s but formally began in the late 1980s and is increasingly used by a growing number of researchers (Creswell, 2003; Creswell and Plano Clark, 2007; Dunning et al., 2008). Creswell and Plano Clark (2011) define mixed-methods research as those studies that include at least one quantitative strand and one qualitative strand. The combination of both qualitative and quantitative data tends to provide a better understanding of a given research problem, rather than using one type of data in isolation. The decision was made to interview 20 Year 4 children and this data was obtained and collected as qualitative research and then questionnaires were used as quantitative research and the views and feelings from 23 school teachers. To fully answer the research question, 'how do we, as primary educators, prepare children for Intra and Inter competition in a primary school setting?', it was vital that I understood and appreciated the children's point of view, through interviews combined with the quantitative data from the questionnaires; this enabled her to be able to gather a full holistic understanding of how we can prepare children for competition. Lai and Waltman (2008) stressed the benefit of using both questionnaires and interviews, believing researchers are not limited to one kind of data or one form of analysis. Tashakkori and Teddlie (2010) note that relying on a single plan for data

collection and analysis may limit my ability to answer the question, especially as the strengths of one type of data and analysis can often be used to offset the weakness of the other. However, Johnson and Onwuegbuzie (2004) express their concerns about researchers using mixed-methods, as they recognise that researchers have to learn multiple methods and be able to know how to mix each method effectively. Yet more recent research carried out by Mertler (2018), states that mixed-method research capitalizes on the relative strengths of both quantitative and qualitative data and ensures that researchers are therefore not limited to one kind of data or one form of analysis. The questionnaires used in my study provided evidence of patterns amongst large populations of teachers, while the interview data gathered more in-depth insights on the children's attitudes, thoughts and actions. Creswell and Plano Clark (2011) stressed that using mixed method data can be incredibly time consuming for researchers due to the need to collect and analyze two different types of data. However, without drawing upon two different types of data, integration cannot take place. Integration gives readers more confidence in the results and the conclusions they draw from the study (O'Cathain, Murphy, and Nicholl, 2010) giving the data greater validity in the overall findings to the extent that the two sets of data have converged. Coyle and Williams (2000) found that using mixed methods research is the only way to be certain of findings and interpretation. This was later supported by Morse and Chung in 2003.

3.3 Case Study Design

A case study is formally identified as a detailed examination of a single setting, a single subject or a particular event (Bogdan and Biklen, 2007). Later, Hamilton further defined a case study as 'an approach often used to build up a rich picture of an entity, using different kinds of data collection and gathering the views, perceptions, experiences and/or ideas of diverse individuals relating to the case' (2011, p. 1). For this case study, I focused upon the experiences and practice of those held in one particular school setting, the school I teach and lead P.E. in. The views and opinions were gathered from twenty children from Year 4 and the whole school teaching staff, which included eighteen females and five male teachers. Focusing on a single case helps the research to develop

an increased understanding of the particular setting and improves their practice (Leedy and Ormrod, 2014). Hamilton and Corbett-Whittier (2013) also recognise that a case study is ideal for producing a thorough report for a single case study, such as school. Case studies as a research method have traditionally been viewed as lacking rigour and objectivity, when compared with other social research methods (Iveroth, 2012). Despite this scepticism about case studies, they are widely used because they may offer insights that might not be achieved with other approaches. The primary concern with conducting case study research has to do with the generalization of the findings (Gomm, Hammersley and Foster, 2000). However, Yin (2009) refutes that criticism, writing that the goal of case study research is to 'expand on a broader body of knowledge by investigating within a real life context' (p. 10). Although case studies have a limitation in the fact they lack breadth or comparison to other settings, for this particular research, this is not relevant, as the aim of the research was to focus only on the practice in the case study school. I felt it was important to listen to and understand the children's and teachers' insights about competition and these findings were used to inform the future P.E. policy so that in turn, teachers' practice will improve to ensure they are preparing their children for competition. This will help to have detailed knowledge in one particular setting (in this situation, the case study school and my current place of practice and work). Murphy (2014) critiques the use of case studies, stating that some researchers have too many biases, particularly when the researcher is obtaining information from their own organisation or setting. While it is paramount to acknowledge the criticism from Murphy (2014), for the purpose of this case study is being used to look at children, teachers and practice in the particular school to inform the P.E. policy. To overcome reporter bias, it was important for me to consider the needs of the participants, especially the children. As I was a familiar adult to the children, it was important pupils felt settled in the interview setting and it was more appropriate for a familiar teacher to take on the role as the researcher, considering the age of the pupils. I did not respond to the children's answers in terms of tone, body language or facial expressions so as not to influence their answers (Anderson and Arsenault, 1998). Neutral responses such as 'okay' (Lankshear and Knobel, 2004) were occasionally used to link questions together, and this language was different from what responses would be given as a teacher, compared to my role as a researcher. Finally, to help reduce bias, multiple sources of

data were collected and analysed so I did not become reliant upon what the children said (Suter, 2012).

3.4 Methods of Data Collection

3.4.1 Target Population - Children

The chosen year group was Year 4 with children aged between 8 and 9. The classes involved in the project can be outlined as such: Year 4 was made up of 90 children (three classes of thirty). I was the class teacher for one of the Year 4 classes and the Year 4 classes were taught by another qualified practitioner: one who had been teaching for six years and the other in her first year of teaching. Both colleagues to me were uninvolved in the research design and analysis. Across the year group there were forty nine boys and forty one girls. However, only twenty children were selected from across the year group to be part of the research. The children were initially separated into gender and then separated again into children who were regarded as 'talented' and 'non talented'. For the purpose of the research, the term 'talented children' was defined by the local case study school setting, and used throughout school documentation as pupils who had represented the school at Inter competition level on at least one occasion. This particular term 'talented' adopted by the case study school is a similar definition as outlined by Ofsted (DfE, 2004). Ofsted believe that when defining a child as 'talented' it is 'usually taken to refer to one or more specific talents, such as sport or music' (DfE, 2004 p. 5) where as gifted 'refers to those with high ability or potential in academic subjects' (DfE, 2004 p. 5). Whilst it is acknowledged there are multiple definitions of the phrase talented, for clarity, when making reference to 'talented' children within this study, these are pupils who have been identified as 'performing exceptionally well in one sport or to a good standard in many (DfE, 2004, p. 11)'. The children within the case study will be referred to as 'talented children' in sport and P.E., because of their local success in a particular sport (cross country) and the term gifted is not used within the case study school setting when referring to a child's sporting ability and therefore it will not be used within this thesis. The additional 10 children who make up the pupil population are not

regarded as talented, as these selected children are not considered to have demonstrated ‘a broad range of sporting achievements at a very high level’ (DfE, 2004, p. 5). ‘Non talented children’ were defined as children who had never represented the school at Inter competition level. This is not to say that these children may not be regarded as ‘gifted’ in terms of their academic ability, but for the purpose of this case study, they cannot be regarded as ‘talented’ in the focused area of sport and P.E., as they do not demonstrate high ability or potential in sport.

Table 1 outlines the key characteristics and demographics of the interviewees, outlining any relevant contextual information deemed appropriate.

Participant	Gender	Talented or Non Talented	Additional Information
Child A	Male	Talented	Attend athletics and running club for talented pupils in the local area (invite only) Represented the school in Inter competitions including XC, football and athletics. Working above the age related expectations in P.E.
Child B	Male	Talented	Attend athletics and running club for talented pupils in the local area (invite only) Represented the school in Inter competitions including XC, football, tennis and athletics. Working above the age related expectations in P.E.
Child C	Male	Talented	Represented the school in Inter competitions including XC, football, swimming and athletics. Working above the age related expectations in P.E.
Child D	Male	Talented	Represented the school in Inter competitions including XC, football and athletics. Working above the age related expectations in P.E.
Child E	Male	Talented	Represented the school in Inter competitions including XC, football, swimming and athletics. Working above the age related expectations in P.E.
Child F	Female	Talented	Represented the school in Inter competitions including XC, netball and athletics. Working above the age related expectations in P.E.

Child G	Female	Talented	Represented the school in Inter competitions including XC, netball, swimming and athletics. Working above the age related expectations in P.E.
Child H	Female	Talented	Represented the school in Inter competitions including XC, netball, swimming and athletics. Working above the age related expectations in P.E.
Child I	Female	Talented	Represented the school in Inter competitions including XC, swimming and athletics. Working above the age related expectations in P.E.
Child J	Female	Talented	Attend athletics and running club for talented pupils in the local area (invite only) Represented the school in Inter competitions including XC, netball, swimming and athletics. Working above the age related expectations in P.E.

Participant	Gender	Talented or Non Talented	Additional Information
Child K	Male	Non Talented	Working at the age related expectations in P.E.
Child L	Male	Non Talented	Working at the age related expectations in P.E.
Child M	Male	Non Talented	Working at the age related expectations in P.E.
Child N	Male	Non Talented	Working below the age related expectations in P.E.
Child O	Male	Non Talented	SEN/D - Autistic diagnosis Working at the age related expectations in P.E.
Child P	Female	Non Talented	Working at the age related expectations in P.E.
Child Q	Female	Non Talented	Working at the age related expectations in P.E.
Child R	Female	Non Talented	Looked After Child Working below the age related expectations in P.E.
Child S	Female	Non Talented	Working at the age related expectations in P.E.
Child T	Female	Non Talented	Working below the age related expectations in P.E.

Table 1 - The key characteristics and demographics of the interviewees

Twenty children were selected to take part in the research and this included ten boys and ten girls. Within each gender group, five children were regarded as talented in athletics (including cross country) and five were regarded as non talented in athletics (including cross country). This made a total of 10 talented pupils and 10 non talented pupils. The talented pupils made up for just over 10% of the cohort's population. Within the study, 'talented children' in athletics were classified as children who had represented

the school at Inter competition level on at least one occasion in the particular sport that they were being interviewed in. 'Non talented children' were the other children who had never represented the school at Inter competition level. These children were selected through random sampling using lollipop sticks. The decision to select the children using lollipop sticks was to provide familiarity for the children and a system they understood as it is commonly used with the children, it also showed the children that they all had an equal opportunity to be selected. This random selection method was something that children were used to seeing in their classrooms for the purpose of assessment for learning. The use of lollipop sticks was recognised as a common assessment for learning technique in the classroom (Wiliam, 2011). This technique is used to increase student engagement during classroom questioning. Every child has their name on a lollipop stick, so that after a teacher had asked a question, they would then pick a name at random to hear their thoughts and ideas. Keeley and Tobey (2011) recognised that the process of using lollipop sticks helped the children to understand that they all have an equal chance of being called upon. This ensured that all the children were able to understand that they had an equal opportunity of being selected for interviewing. Prior to the selection, the children were split into the category first gender (boy and girl) and then also into the category that suited them best: either talented or non talented. Lollipop sticks were then drawn from each of the categories.

3.4.2 Children's Semi Structured Interviews

Gratton and Jones (2004) acknowledge that interviews are useful when collecting data concerned with areas of research that are difficult to measure, such as the field of competition. Semi-structured interviews (see Appendix 7, 8 and 9) were carried out for the children whereby Gratton and Jones (2004) note that adopting a flexible approach to the data collection can potentially probe for more information with subsidiary questions. Taber (2007) believed that the best way to find out what a child thinks is to ask them and Prior and Herwegen (2016) later recognised these interviews should be used when researchers are collecting data with children, as they can allow researchers to gain access to a child's experiences and perceptions of the world. However, Fritzley, Lindsay and Lee (2013) contradicted Taber's (2007) view and believed that sometimes questions and answers can be misunderstood both by the researcher and the interviewee. For example,

the interviewer may become interested in some aspect of thinking or belief that is tacit and sometimes interviewees may not give careful, complete or even honest answers. Morison, Moir and Kwansa (2000) suggested that the findings from Fritzley, Lindsay and Lee (2013) can be resolved and misunderstandings from the children can be minimized by keeping questions short and using familiar vocabulary. Mertler (2018) suggests that when researchers are developing their interview guide, that questions are brief, clear and worded in simple language. I took this into consideration when devising and planning questions for the recipients. Furthermore, simple and clear questions allowed the opportunity for me to follow up with probing questions to ensure that high quality data was collected. The use of subsidiary questions was further endorsed by O'Reilly and Dogra (2016) who recognised the opportunity for the children to potentially introduce new ideas or issues which were relevant to the research question. An additional reason for selecting a semi structured interview was to allow for flexibility in how questions were asked and in what order they were presented to the participant, which ensured that interviews were tailored to suit the individual's needs (Flewitt, 2014). When interviewing children, it is particularly appropriate for the researcher to use non-verbal behaviours (e.g. keeping eye contact, sounds like 'mm' or 'okay' and verbal prompts (such as 'tell me more about that'), which indicates that the interviewer is listening and wants to hear the child's story (Cameron, 2005). Therefore to reduce responder bias, I applied Cameron's (2005) advice and avoided 'normal teacher responses' such as great, terrific, cool, as from a researcher point of view, this would have discouraged the child from telling the whole story which includes the 'non cool parts'. I ensured consistent, neutral responses were used within all interviews, again to reduce responder bias, as far as possible.

3.4.3 Question Developments for Interviews

The interview questions were initially trialled through a pilot process to ensure children understood the questions being asked and this practice allowed the modification of any poorly worded or confusing questions and improved the validity of the process (Seidman, 2006). The pilot study was completed with pupils (2 talented and 2 non talented) from the Year 4 cohort, as suggested by Breen (2006) in that they were 'focused, typical participants'. These children were randomly selected from the Year 4

sample through the use of lollipop sticks. The process of the random selection reduced bias, since the participants were selected on the basis of chance and not on other factors (Brown and Coombe, 2015). It was important to conduct the pilot study to ensure that any potential problem areas were identified and the suitability of the research instruments could be assessed, prior to completing the full study interviews. After the pilot interviews were conducted, a small discussion took place where the individuals were able to provide me with feedback and their interpretation of each question. These conversations played an important role in the development of the interview questions and consequently, two questions were adapted for clearer understanding and more child friendly vocabulary was considered (Kutrovátz, 2017). Conducting a pilot study was vital, not only to evaluate the feasibility and appropriateness of the interview questions prior to the full-scale interviews, but also to learn how to reflect upon my own research practice.

3.5 Interview Environment

All 20 children were individually interviewed in the school meeting room, so pupils were not influenced by other participant's answers (Cohen, Manion and Morrison, 2011) and were able to discuss their own views confidentially (Eder and Fingerson, 2003), ensuring that they were not in an environment where they had to provide 'right answers' (Connolly, 2003). The purpose of the venue was to ensure that the children were in a safe, familiar environment that they had visited before. I applied the suggestion from O'Reilly and Dogra (2016) who identify that some environments, which are unfamiliar to the children, can cause them to feel anxious and therefore this can have an impact upon their answers. This also minimised the possible opportunity for reporter bias, where the children may have felt they had to give specific answers to please the researcher (Shaw, Brady and Davey, 2011). Although group interviews were considered, especially with a strict completion timeframe, the decision was made to carry out 1:1 interviews to ensure that pupils were not influenced by their peers' answers or tagged onto the views of others without necessarily reflecting on their meaning or value (Lewis, 1992). In a situation where I wanted to hear the honest and individual beliefs and feelings from all

20 participants, it was important that children would not be in a situation where they could not truthfully discuss their feelings, feel uncomfortable, distracted or felt that they were being overshadowed (Vaughn et al., 1996).

Cohen, Manion and Morrison (2011) identified the compelling issue of how to record the interview as it proceeds. Morse and Field (1995) believe that the use of an audio tape recording app or device is recognised as the least obtrusive method to gather data. However, this is in contrast to Lincoln and Guba's (1985) recommendation that audio recording should only occur in unusual circumstances. This recommendation stems from their belief that interviews might be less threatening if there are no mechanical means of recording the interview, in which case the reliability of the data will rely on the memory or notes of the interviewer. Thus, suggesting that the data collected may lack in reliability or validity if it has been memorised by the interviewer. This is a highly contested issue which provoked a lot of thought into the best way to collect the data from the interviews. Kervin et al. (2006) stresses the importance for the research to select a method of recording data best suited to the specific participants. I chose to use an audio tape recording device to maximise the advantage of capturing data more faithfully rather than hurried written notes. This recording equipment consisted of using a voice recording device on a password protected iPad that was set up prior to the interview. This practice created an opportunity to ensure that technology was working properly to ensure that there were no technical faults and disruptions were kept to a minimum (Kvale, 2007). The set-up and break-down of the interview happened before and after the participants were present in the setting.

3.6 Reporter Bias

When interviewing pupils, Kellett and Ding (2004) recognised that for many children, when they are interviewed, they perceive the research as 'school work' and there develops a pressure for the children to feel like they have to give the 'correct answer'. Goodenough et al. (2003) consequently recognised that many children perceive the researcher to be in a 'teacher role'. This is something that Hill (2006) found to be a

common occurrence when he carried out research into the views of children and young people with regards to the research methods used by adults, three years on. He found that children felt more pressured to find and give the 'right' answers to the research questions. Clark (2005) identifies that often when they are interviewed, children might say what they believe adults want them to say, rather than speaking their true beliefs and feelings. It was vital to try and minimise these risks by emphasising and reassuring the children that there were no right or wrong answers (Punch, 2002) and there was not a pressure to answer in a certain or correct way, just because the researcher was their teacher. Mayall (2000) identified that power inequalities between children and adult researchers are inevitable and therefore we must seek children's assistance in helping us to understand their perspectives.

3.7 Types of interview questions

Figure 1 below outlines the choices made with regards to the organisation of the questions asked to the pupils.

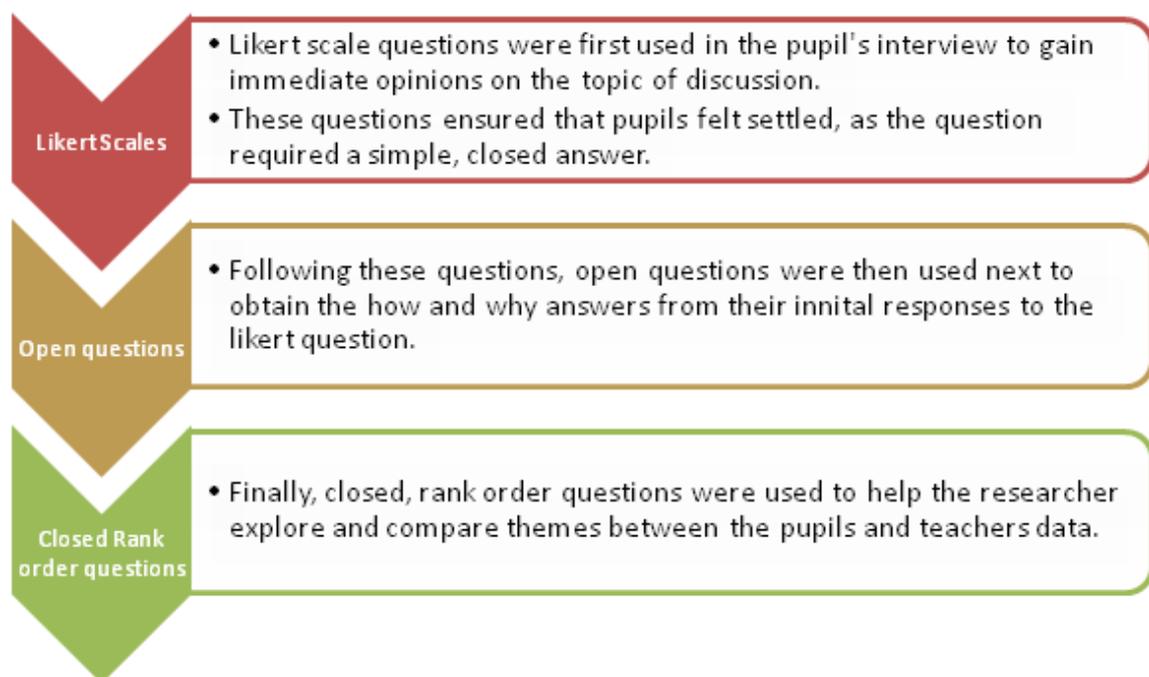


Figure 1 - organisation of questions asked to pupils during their interview

3.7.1 Likert Scales

Scales can be used when interviewing children because they are helpful when trying to measure their feelings and responses and are particularly useful when researchers are trying to measure abstract concepts. Likert scales were used in the interviews to identify the children's feelings towards their P.E lessons and their level of preparation prior to their competition (see Appendix 7, 8 and 9). This closed style of question was used towards the beginning of the interview to ensure that the children felt relaxed when answering a simple question and that they did not feel overwhelmed giving their answers. I used a 5-point response scale advocated by Chambers and Johnston's (2002) findings, showing that children respond in a more accurate manner when only presented with a scale of 3 - 5 points. To ensure that the scales were accessible for the children within the study, the questions were aligned to the ideas of Royeen (1985) who stresses the importance of ensuring that the items on the scale are made up of simple sentences to allow the children a secure understanding of what each item on the scale means. I ensured that each element of the Likert scale was read to each participant and the statements were displayed in front of them to refer to the question.

3.7.2 Open Questions

Thomas (2013) deemed open questions a suitable method of inquiry, when conducting research with children, as these types of questions have been known to gain high level answers that provide causal inferences that the researcher may not have previously considered (Yin, 2009). Open ended questions are recognised as extremely useful in prompting relatively long and informative answers (O'Reilly and Dogra, 2016). They allow children to express opinions, thoughts and feelings and encourage them to reflect on their experiences. The use of open ended questions allowed the opportunity for children to open up and provide a narrative about the issue in question (Kortessluoma, Hentinen and Nikkonen, 2003). I asked children to reflect upon their experiences of both Inter and Intra competition during the interviews, to help understand how we can better prepare children for competition. For example, children were asked, 'what does the word competition mean to you?' and 'what do you think would have helped you feel more prepared for the competition?' Wright and Powell (2006) suggest that open-ended

questions are perceived slightly harder to answer, due to the level of detail required when answering them. Taking note of this view, I planned for the open-ended questions to be asked in the middle of the interview, following the closed, Likert scaled question (see Appendix 7, 8 and 9), since they require thought and may put off a participant from responding. These open-ended questions were designed to provide an opportunity for the participant to bring in topics and modes of discourse that are more familiar to them (Eder and Fingerson, 2003) so that they are more likely to feel at ease and control the direction of the conversation. The mixture of both open and closed questions allowed the children to feel settled and engaged (Irwin and Johnson, 2005), yet able to provide detailed discussion about how they felt prepared for competition.

3.7.3 Rank Order Questions

Waterman, Blades and Spencer (2001) noted that interviewers are recommended to avoid using closed questions (that produce yes or no responses) when interviewing young children so that researchers are not collecting limited responses. In relation to the research question, closed questions that require a yes or no answer won't support my understanding of how children are prepared for competition at Inter and Intra level. For the purpose of the interview, rank order questions were used, despite being a closed question, the children were asked to rank several techniques from most helpful to least helpful when preparing them for their competition (see Appendix 7, 8 and 9). The rank order questions identify options from which respondents can choose, yet it moves beyond multiple choice questions in that it asks respondents to identify their priorities. Wilson and McLean (1994) suggest that it is unrealistic to ask respondents to arrange priorities where there are more than five ranks that have been requested. These findings (Wilson and McLean, 1994) were taken into consideration when planning this specific question to ensure that the children did not feel overwhelmed with the choices. Gratton and Jones (2004) later advocate the use of ranking questions, as it gives the children the opportunity to reflect on the merits of particular items and it helps to demonstrate effective quantitative data. The quantitative data collected from these questions helped to draw conclusions using statistical figures and measures quantifiable terms, such as 'how much', 'how long' and 'how many' (Rasinger, 2013).

3.8 Methods of Data Collection

3.8.1 Target Population - Teachers

Banerjee and Chaudhury (2010) found that using a random sample from a target population often led to generalised results which lacked validity and reliability, questioning a particular sample's worth and representativeness of the whole population. This research influenced the decision to use a target population for the quantitative research which consisted of all staff who were qualified teachers at the case study school. While it is acknowledged that selecting a sample from a population is a less time consuming method of data collection (Gratton and Jones, 2010), Cohen, Manion and Morrison (2011) supported the findings of Banerjee and Chaudhury (2010), suggesting that using a target population reduces the chances of bias and ultimately, the target population produces reliable and accurate results, as they are representative of the whole group.

The decision to use target population for the research was due to the fact that as research was carried out in the school, I was immersed in the setting, with the intention of looking at colleagues and own practice throughout, allowing results to then provide internal validity (Banerjee and Chaudhury, 2010). The sample was made up of eighteen female and five male teaching staff ranging from the age of 21- 40+. This was a convenience sample, in that the sample was convenient. Fink (2016) advocates the use of a convenience sample, recognising that for the researcher, participants are often easily available and are mostly willing to participate.

3.8.2 Teachers' Questionnaires

All qualified class teachers received the questionnaire via email, along with a Participation Information Sheet (see Appendix 2), and then were asked to complete it in their own time. Cohen, Manion and Morrison (2011) advocate the use of questionnaires, especially as they are able to be administered without the presence of the researcher, reducing the chance of participants feeling as though they were in a potentially threatening situation where they felt forced to answer the question in a particular way. Questionnaires were used to ask specific questions about aspects of the class teachers

P.E. practice and their views and opinions with regard to competition in Primary P.E. (see Appendix 12). As it is often used to describe and explore human behaviour, questionnaires are therefore frequently used in educational research (Singleton and Straits, 2009). O’Leary (2014) recognises that using a questionnaire allows the researcher to gather a large number of respondents and generate standardized, quantifiable data. Furthermore, Taber (2007) states that questionnaires are a useful data collection tool, as the results are simple to analyse. One limitation of questionnaires is that they only (at best, assuming honest responses) elicit information about people’s thoughts, beliefs and recollections: not actual behaviours. While carrying out a study on the classroom environment, Ravitz, Becker and Wong (2000) found that teachers' views about their own classroom environment and how the environment supported the children, did not necessarily match up with how the children perceived their classroom environment and how they best wanted to be supported in their classroom environment. This could indicate that teachers are ‘out of touch’ with their students. These findings from Ravitz, Becker and Wong (2000) emphasize the need to draw upon the two types of data collected in the case study, both from the teachers and the children to ensure that these contrasts in opinions are identified to ensure that the findings from these research methods are reliable.

An additional reason for using teacher questionnaires rather than interviews was due to their ability to be completed in a short space of time (Gillham, 2008). Furthermore, Harris and Brown (2010) recognised the considerable amount of time that researchers spent interviewing and probing participants to ensure the best qualitative data could be gathered. Within their research, Marton and Pong (2005) found that the questionnaire generally took participants approximately 20 minutes to complete, whereas the interviews usually lasted for about an hour, giving more time to expose the inconsistencies with human thinking. With these findings and research in mind and with the high pressure, workload and responsibility that a teacher already has, I felt that it would not be effective for results or fair to ask teachers to take part in time consuming interviews but to rather ask them to complete a questionnaire, in their own time, this decision was supported by the headteacher of the case study school.

3.8.3 Question Developments for Questionnaires

The questionnaire was initially trialled to three teachers from the school of research, which was 10% of the expected respondents. Participants who supported questionnaire development were from a model instance sample in that they were 'focused, typical people' (Breen, 2006). Participants were in the teaching provision, within the age phase of primary education, who would be able to offer their typical opinion to ensure that the questions were rigorous and definite (Bell, 2010), with the aim to gain the most honest and useful feedback possible. I chose individuals who were likely to be sympathetic to the work, but also teachers who were willing to give forthright comments and constructive criticism where necessary so that the questions could be tested out as thoroughly as possible, before they were sent to all respondents. The individuals completed the questionnaire in my presence so as to be able to observe how they tackled the questionnaire and identify any issues that arose, whilst it was being completed. This was followed by a small discussion where the individuals were able to provide feedback and their interpretation of each question. Kelley et al. (2003) advocates the use of a trial questionnaire, highlighting the purpose behind the small-scale trial is to test out the questionnaire initially to see how it works. Secondly, to see how long the questionnaire takes to answer. Further, do the respondents interpret the questions as the researcher expected? Finally, is it simple for the respondents to express their answers to their satisfaction and are the answers clear enough for interpretation?

3.8.4 Electronic Questionnaire

Having used paper questionnaires for the trial, after discussion, the respondents agreed that they believed it would have been more cost effective and less time consuming to have had the opportunity to complete the questionnaire online. Many researchers now recognise that electronic questionnaires are most commonly used due to their time, paper and postage saving purposes (McNiff, 2016). Munn and Drever (1990) recognised the disadvantage of postal and paper questionnaires, noting that often, these types of questionnaires can have low return rates. This can be due to researchers asking about issues of little or no relevance to their respondents. As I was collecting information from staff in my own school, it was important to consider how to administer the

questionnaire. Having reflected upon the feedback provided from the pilot study, the decision was made to use Google forms to create, distribute and obtain feedback from the questionnaire.

Dillman et al. (2014) have noted and tested a tailored design method for questionnaire research. They recognised the importance of improving the visual appeal and graphics of surveys and therefore it was vital that when designing the questionnaire, I used a font size appropriate for the respondents to avoid the risk of participants making errors in recording their responses accurately. The questions were ordered logically without creating unintended response bias, and arranged scales and response boxes clearly on an electronic page so that I was able to ensure there were no limitations to answering the questionnaire, consequently resulting in an increase to the response rate to the electronic questionnaire.

3.9 Questionnaire Question Types

3.9.1 Demographic Questions

Demographic questions were used to obtain personal information about the participants (see Appendix 12). An example of a demographic question included in the questionnaire was: *Please select your gender*. With many of these demographic questions, there was the option to also select 'Prefer not to say'. This allowed the option for respondents to keep any personal information or sensitive information to themselves. These were completed at the beginning of the questionnaire and they were included to help understand what factors may have influenced a respondent's answers and opinions. Collecting the demographic information enabled me to compare groups and see how responses differed between these groups.

3.9.2 Open Questions

Open ended questions were used (see Appendix 12) to allow for the recording of any response to a question provided by the respondent (Royse, 2007), and impose none of the restrictions of closed and multiple choice questions. An example of an open question

included in the questionnaire was: *From your experience, what do you feel events such as intra cross country, sports day and school swimming galas bring in relation to competition in P.E for children?*. Despite open questions allowing for detailed, informative answers (Kelley et al., 2003), Babbie (2007) acknowledges that for the researcher, open ended responses take time to analyse and often requires the research to interpret the meaning of the response, consequently opening the possibility of misunderstanding answers and researcher bias. The use of open ended questions are recommended when I required answers that drew upon the participants views, beliefs and opinions to provide a more valid and reliable set of data for the target population (Bulmer, 2004), yet it was important to restrict and carefully select the number of open ended questions used (Gillham, 2008) to ensure that respondents to not feel overwhelmed.

3.9.3 Closed Questions

Amongst the questionnaire were closed questions (see Appendix 12). An example of a closed question included in the questionnaire was: *Do you think competition is healthy for children, during their P.E lessons?* These question types provided specific and quantitative results to help draw conclusions (Hopkins, 2008). Gillham (2008) recommended the use of closed questions when designing a questionnaire, rather than open questions as it is noted that they are quick to complete. Yet Weems et al. (2003) found that when people complete a questionnaire, it is a natural human body tendency to agree with a statement rather than to disagree with it, therefore closed questions may build in respondent bias. When composing the questionnaire, I ensured that questions were planned that avoided the participant having to agree or disagree with a statement and gave them an opportunity to express their own views or beliefs.

3.9.4 Likert Scale

Within the questionnaire, Likert scales were used (see Appendix 12) to help assess the attitudes and beliefs of the participants. An example of a Likert Scaled question included in the questionnaire was: *On a scale of 1- 5, how much do you enjoy teaching P.E?* By providing a five- item scale, it can be ensured that a more specific answer can be

concluded from the respondent (Cohen, Manion and Morrison, 2011). Yet Wilson and McLean (1994) suggest it is overwhelming and unrealistic to ask adult respondents to provide their views where more than five scales have been requested. This critique was taken into consideration when constructing scaled questions in the questionnaire and as a result, I ensured that all questions which used a Likert Scale had no more than five options to scale their views.

3.9.5 Multiple Choice (tick/ check boxes)

Multiple choice questions were used to provide defined responses (see Appendix 12: question 9 and 13. An example of a multiple choice question included in the questionnaire was: *What potential barriers do you find can impact your ability to ensure competition is incorporated into your weekly lessons?* This questioning type is endorsed by Bhattacharyya (2006) who recognised that these types of questions allow the researcher to hold some control over the responses given. Furthermore, they overcome some of the disadvantages of open questions; answers cannot be subjective or interpreted incorrectly, as the answers are in one of more of the stated options. Nevertheless, careful consideration is needed when planning multiple choice questions to ensure that all or most responses possible are listed in the question. The piloting of the questionnaire was useful in identifying any possible choices which had initially been disregarding or not acknowledged as a potential answer.

3.10 Ethical Considerations

3.10.1 The Research Setting

This thesis was carried out by a primary school teacher in her fourth year in the profession. The school is three form entry and has 602 students on roll from Nursery up to Year 6, operating a three form entry intake system of ninety children per academic year. It has been rated by Ofsted as Good in all areas of performance, in 2013. The school is best described as larger than the average-sized primary school with the large majority of pupils being White British and it is located in the town of Leigh-on-Sea, Essex, in the

South East of England and following the English National Curriculum (DfE, 2013). The proportions of those supported at school action plus or with a statement of special educational needs are below the national average. The proportion of pupils for whom the school receives the pupil premium is above the national average. Within the school setting is an outdoor swimming pool which is used by the children in their weekly swimming lessons in the summer term. The school has large grounds, including two 7 aside football pitches.

The research was carried out during the autumn term (September 2017 – December 2017). This particular term was the most appropriate time to conduct research due to various elements of the school calendar coinciding. The children were taking part in weekly cross country lessons, an afterschool cross country club was being run on a weekly basis, and both the Inter and Intra cross country competitions were scheduled during the autumn term.

3.10.2 Consent and Assent

Consent was gained from the head-teacher of the school where the case study was taking place (see Appendix 5). It is noted that gaining entry to the group from where a researcher will collect their data is important in a case study, and it should be recognised that negotiating access to particular social groups can be particularly difficult, particularly if they are recognised as a potentially vulnerable group of people (Darlington and Scott, 2002). Therefore, it was incredibly important to be vigilant in communicating my research to my gatekeeper and acknowledging potential issues that could arise. Giulianotti (1995) advocates the importance of finding a 'gatekeeper', someone who is trusted by group members involved in the study and McFadyen and Rankin (2016) support this view further by stressing the requirement for researchers to engage and involve the gatekeeper early on in the research process, so it was imperative to share clear information outlining the purpose of the research, once it had gained approval from the ethics committee, quickly developing trust and reassurance between researcher and gatekeeper. It has been noted that the negotiating and gaining entry to the research field has been described as a 'balancing act' (Hammersley and Atkinson, 2007, p. 58). In this instance, it was important therefore that I assumed an empathetic

understanding of the school's culture and acknowledged potential limitations and issues that may have arisen, when carrying out research in the setting. This was shared with the gatekeeper to further develop clear intentions of the thesis. With regular contact, I was then able to ensure that the gatekeeper remained motivated and held a positive attitude towards the research which was also supportive of the gatekeeper's environment.

Verbal assent was obtained from the children before they were interviewed, as well as consent from parents/carers of interviewees (see Appendix 3). However, the nature and meaning of gaining the consent from a child, and the ways in which this can be achieved, needed to be considered carefully. Berman (2016) stressed the importance for researchers to consider the extent to which children may feel obliged to give consent, particularly in a context structured by relations of authority between the child and the adult who is conducting the research. Therefore it was important to consider how the traditional authority relations between herself and child participants might be mitigated, allowing for the children's consent to be given freely.

Finally, approval was sought and secured from the University of study to ensure that the outlines of the research proposal (see Appendix 4) met with the guidelines of both the school and the university.

3.10.3 Confidentiality and Anonymity

It should be recognised that research participants have a right to privacy. This essentially is achieved through providing assurances of anonymity and confidentiality. Confidentiality is the understanding that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection known publicly. The essence of anonymity is that information provided by participants should in no way reveal their identity. Confidentiality of the partaker's responses, and anonymity of the children and school, was maintained at all times. Bell (2010) promotes the importance of confidentiality and ensuring that participants are not identified, therefore in order to adhere to this view, the research data was stored on a school iPad, which was password protected. Cooper and Schindler (2001) suggest that confidentiality can further be protected by obtaining

signed statements indicating non-disclosure of the researcher, restricting access to data which identify respondents and seeking the approval of the respondents before any disclosure about respondents takes place. Data was not distributed, disclosed or used beyond the stated intentions of the research, outlined in the ethics documents. Furthermore, confidentiality was assured to participants and it was explained that the research data would only be shared with the research team. Upon completion of the assignment, the data was erased. Gay, Mills and Airasian (2009) advocates the use of labels, such as 'Child A', when referencing participants and this suggestion was used throughout the transcripts and additionally helped to ensure that readers would not be able to identify any participants. All participants within the study, both children and teachers, were told their rights and freedom to withdraw from the research at any given time.

3.10.4 Potential Emotional Harm to the Children

The parents or carers of the participants were given a letter outlining the research included in the project, why their child's participation was necessary, how the data will be used and how and to whom it will be reported (see Appendix 1). It was imperative for me to consider how best to tell the children about the research. I had to take into consideration the use of age appropriate language so that the children were able to ask questions and understand their involvement. When communicating the purpose of the research with minors, it was vital that children are given enough information in a language understandable to them so that they are able to make an informed decision about their willingness to participate. It was important that they comprehend the purpose of the research, what the research involved, what was going to happen and for how long for and how the results would be used. Also, it was important for the participants to understand what would be expected of them, the consequences and possible risks of taking part, prior to giving their consent. It is important however, to acknowledge that a key aspect of many case studies will have participants who have less understanding and knowledge of the research field compared to the researcher. Atkins and Wallace (2012) further identify that taking on a role as a researcher can blur the boundaries between everyday roles or identities and although young participants may have strong relationships with teachers and others in authority, the dual role of teacher

and researcher may introduce explicit tensions in areas such as confidentiality (BERA, 2011). Therefore it was imperative to minimise these risks by emphasizing and reassuring children that there were no right or wrong answers (Punch, 2002).

Participants were aware that they could withdraw at any time during the interview, refuse to have their voice recorded, regardless of their initial consent being given or adult consent being obtained. This enabled children to withdraw from the research at any time should they wish to do so. Harcourt and Conroy (2005) also identified that researchers should consider what non-verbal signs and cues may be given from children which might indicate their reluctance to be involved, particularly if they are feeling worried or anxious to initially voice these withdrawals.

3.11 Data Analysis

Analysing the mixed method data was to ensure the evidence obtained could answer the research question. Jones (2015) implies that quantitative and qualitative data are different in their nature but the principles of analysis of each are not entirely different. As both sets of data reached a conclusion, based on the evidence obtained, it was important that findings were inferred to support answering and concluding the research question.

3.11.1 Data Analysis of Interviews: coding

All recorded interviews were transcribed verbatim and written text was created for each interview (see Appendices 10 - 29). These transcripts illustrated the threads that were explored further in the next chapter. The identity of the participants was removed from the transcripts to maintain their confidentiality and participants were assigned a letter in order to protect their identity. The recorded interviews were transcribed within 48 hours of being conducted. The intention of this rapid transcription process was to allow me to become familiar with the data as quickly as possible. Analysis was a continuous process in which the transcripts were read over a period of time and each time a deeper level of analysis was reached.

Coding is the process of organising data into labelled categories (Creswell, 2014). Once I had completed the interviews, they were transcribed (see appendices 10 - 29) and the data was coded using a deductive approach. According to Cohen, Manion and Morrison (2011), coding enabled me to identify similar information and retrieve the data in terms of those items that bear the same code. Deductive coding is advocated by Medelyan (2020) who recognises that deductive coding can save time and help guarantee that the areas of interest within a field of research are coded. This deductive approach was an effective way of indexing or categorising the text in order to establish a framework of thematic ideas about it. I chose to use deductive coding, where a predefined list of codes was created, prior to data collecting (Miles, Huberman and Saldaña, 2013) and the codes were assigned to the qualitative data that I gathered from the interviews with the talented and non talented children.

These codes were generated from the literature review and existing subjects (Polit & Beck, 2006) from Chapter 2. Table 2 below outlines the specific literature references that were used to generate the codes within the transcripts.

Code	Literature used to form the code - Author and title (see reference list for full references)
Children's self perception in relation to their physical ability	<p>Chi, L. (2004) in Morris, T and Summer, J (eds) <i>Sport psychology: theory, applications and issues</i>.</p> <p>Graham, G. (2008). <i>Teaching Children Physical Education: Becoming a Master Teacher</i>.</p> <p>Hallam, S., Ireson, J. and Davies, J. (2004). 'Primary pupils' experiences of different types of grouping in school', <i>British Educational Research Journal</i>,</p> <p>Hayes, S. and Stidder, G. (2016). <i>The really useful Physical Education book</i>.</p> <p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Quick, S., Simon, A. and Thornton, A. (2010). <i>PE and Sport Survey 2009/10</i>.</p>
The use of warm up activities/ mini-games	Lawrence, J. (2017). <i>Teaching primary physical education</i> .

	<p>Oslin, J. and Mitchell, S. (2006). Game-Centered Approaches to Teaching Physical Education. In: D. Kirk, D. Macdonald and M. O'Sullivan, ed., <i>Handbook of Physical Education</i>.</p>
Using P.E. to keep fit and active	<p>Department for Education (2013). <i>The National Curriculum in England: Key Stages 1 and 2 framework document</i>.</p> <p>Greenwood, M., Stillwell, J. and Byars, A. (2000). 'Activity preferences of middle school PE students', <i>Research Quarterly for Exercise and Sport</i></p> <p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Locke, E. A. (1968). Towards a theory of task motivation and incentives. <i>Organizational Behavior and Human Performance</i>.</p>
Competition being tiring/ too hard	<p>Bailey, R. (2001). <i>Teaching Physical Education: A Handbook for Primary and Secondary School Teachers</i>.</p> <p>Doherty, J. and Brennan, P. (2014). <i>Physical Education 5-11</i>.</p>
Children working with groups / partners	<p>Bailey, R. (2001). <i>Teaching Physical Education: A Handbook for Primary and Secondary School Teachers</i>.</p> <p>Cliffe, J. and Williams, A. (2011). <i>Primary PE: Unlocking the Potential (Primary Physical Education)</i>.</p> <p>Hardy, C. and Mawer, M. (2012). <i>Learning and teaching in Physical Education</i>.</p> <p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Kinchin, G. (2001). 'A High Skilled Pupils' Experiences with Sport Education', <i>The ACHPER Healthy Lifestyles Journal</i>.</p> <p>Lenskyj, H. (1994). 'Sexuality and femininity in sport contexts: issues and alternatives', <i>Journal of Sport and Social Issues</i></p> <p>Portman, P. A. (2003). 'Are physical education classes encouraging students to be physically active? :Experiences of ninth graders in their last semester of required physical education', <i>The Physical Educator</i>.</p>

	<p>Shields, D. and Bredemeier, B. (2009). <i>True competition</i>.</p> <p>Shimon, J. (2011). <i>Introduction to Teaching Physical Education</i>.</p> <p>Slavin, R.E. (1990). 'Achievement effects of ability grouping in secondary schools: A best-evidence synthesis', <i>Review of Educational Research</i></p>
Competing against self	<p>Howe, L. (2008). 'On competing against oneself, Or "I need to get a different voice in my head" ', <i>Sport, Ethics and Philosophy</i>,</p> <p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Locke, E. A. (1968). Towards a theory of task motivation and incentives. <i>Organizational Behavior and Human Performance</i></p>
Competing against others	<p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Pickup, I., and Price, L. (2007). <i>Teaching Physical Education in the Primary School</i>.</p>
Competing alongside others	<p>Allen, W. (2013). <i>Games, Ideas, and Activities for Primary PE</i>.</p> <p>Howells, K., Carney, A., Castle, N. and Little, R. (2017). <i>Mastering Primary Physical Education</i>.</p> <p>Morley, D. and Bailey, R. (2013). <i>Meeting the needs of your most able pupils in Physical Education and Sport (The Gifted and Talented Series)</i>.</p>
Experiencing encouragement from others	<p>Shields, D., La Voi, N., Bredemeier, B. and Power, F. (2007). 'Predictor of poor sportsmanship in youth sports: personal attitudes and social influences', <i>Journal of Sport and Exercise Psychology</i>.</p> <p>Taub, D. and Greer, K. (2000). 'Physical Activity as a Normalizing Experience for School-Age Children with Physical Disabilities', <i>Journal of Sport and Social Issues</i></p>

<p>New opportunities to experience competition</p>	<p>Bailey, R. (2001). <i>Teaching Physical Education: A Handbook for Primary and Secondary School Teachers</i>.</p> <p>Goodwin, C. (2007). 'Participation, stance and affect in the organization of activities', <i>Discourse and Society</i>.</p> <p>Lawrence, J. (2017). <i>Teaching primary physical education</i>.</p> <p>Rink, J. E. (2010). <i>Teaching physical education for learners</i>.</p> <p>Rovegno, I., and Bandhauer, D. (2013). <i>Elementary physical education: Curriculum and instruction</i>.</p>
<p>Concept of winning/losing in physical competition</p>	<p>Laker, A. (2001). <i>Developing Personal, Social and Moral Education through Physical Education: A Practical Guide for Teachers</i>.</p> <p>Lund, J. and Tannehill, D. (2014). <i>Standards-Based Physical Education Curriculum Development</i>.</p> <p>O'Reilly, E., Tompkins, J. and Gallant, M. (2001). 'They Ought to Enjoy Physical Activity, You Know?': Struggling with Fun in Physical Education', <i>Sport, Education and Society</i>.</p> <p>Paton, G. (2009). <i>School reward culture is 'harming education'</i>.</p> <p>Pickup, I., Price, L., Shaughnessy, J., Spence, J. and Trace, M. (2008). <i>Learning to Teach Primary PE</i>.</p> <p>Schmidt, R.A., and Wrisberg, C.A. (2008). <i>Motor Learning and Performance: A Problem-based Learning Approach</i></p> <p>Shields, D. and Bredemeier, B. (2009). <i>True competition</i>.</p>

Table 2 - Literature references used to generate codes

Once the interviews were transcribed, coding was completed through electronically highlighting segments of each interview, one question at a time and allocating them to analytical codes that had already been predetermined from the literature. Each 'code' had its own colour, with Linneberg and Korsgaard (2019) advocating this colour coding process, as it makes it easier for the researcher to identify trends in the data. It is

important to acknowledge that when predefining a set of codes based on the literature that has been reviewed, these codes can be considered bias. To ensure validity and reliability of the data, the code titles that had previously been generated based on the literature explored in Chapter 2 could be adjusted, if new or unexpected differences emerged within a given code or if some new themes emerged that had not been determined previously. Spear (2018) understands that when using deductive coding, that the 'codebook' changes, as you code the research that has been gathered, and that new codes will be added and titles will be reorganised to ensure that the researcher can confidently say that the findings presented are representative of the whole population of participants. Table 3 below illustrates the modifications that I made to the variety of codes and their titles.

Predetermined set of codes generated based on literature in October 2017, prior to the interviews in December 2017.	The finalised set of codes used, after the interviews were transcribed and analysed.
Self perception	Children's self perception in relation to their physical ability <ul style="list-style-type: none"> • <i>This code was modified to ensure that the comments made by the children were specific to their perceptions of their physical ability, rather than the more general term 'self perception'.</i>
The use of up activities	The use of warm up activities/ mini-games <ul style="list-style-type: none"> • <i>The word 'mini-games' was added, as there were children who commented on this aspect of their P.E. lessons and the impact the mini games had on their feelings of readiness for competition.</i>
Staying fit and active	Using P.E. to keep fit and active <ul style="list-style-type: none"> • <i>This code was modified so that it was clear to the reader that these comments were based on their experiences and feelings from their P.E. lessons and school sport.</i>
Tiring/ too hard	Level of difficulty of activity/competition <ul style="list-style-type: none"> • <i>This code was modified so that it was clear to the reader that these comments were based on their</i>

	<p><i>experiences and feelings from their P.E. lessons and school sport. This wider code included comments on the activities being too challenging or too easy. This ensured that a wider range of answers could be represented and included within the code.-</i></p>
Working with groups / partners	<p>Children working with groups / partners</p> <ul style="list-style-type: none"> • <i>The word 'children' was included in this code for clarity.</i>
Competing against self	<ul style="list-style-type: none"> • <i>This code was not altered or modified.</i>
Competing against others	<ul style="list-style-type: none"> • <i>This code was not altered or modified.</i>
Competing alongside others	<ul style="list-style-type: none"> • <i>This code was not altered or modified.</i>
Experiencing encouragement from family	<p>Experiencing encouragement from others</p> <ul style="list-style-type: none"> • <i>The word family was modified, as children spoke about both their friends and family who provided encouragement and support during physical activity.</i>
New opportunities to experience competition	<ul style="list-style-type: none"> • <i>This code was not altered or modified</i>
Concept of winning/losing	<p>Concept of winning/losing in physical competition</p> <ul style="list-style-type: none"> • <i>The words 'physical competition' were added so that it was clear that the comments made about winning/losing were in relation to their experiences of Inter and Intra school sport.</i>
	<p>External factors</p> <ul style="list-style-type: none"> • <i>This code was added, after the interviews were transcribed. Many children commented on additional, external factors like their use of spikes, attending a running club outside of school hours and having notice about the upcoming competition. This code ensured that the children's ideas were accounted for and accurately represented.</i> <p>Literature was then referred to from Chapter 2, since this additional code emerged from the transcribed interviews. The literature included references from:</p>

	<p>Ames, C. (1992). 'Classrooms: Goals, structures, and student motivation', <i>Journal of Educational Psychology</i>.</p> <p>Escartí, A. and Gutiérrez, M. (2001). 'Influence of the motivational climate in physical education on the intention to practice physical activity or sport', <i>European Journal of Sport Science</i></p> <p>Greenwood, M., Stillwell, J. and Byars, A. (2000). 'Activity preferences of middle school PE students', <i>Research Quarterly for Exercise and Sport</i></p> <p>Grout, H. and Long, G. (2009). <i>Improving teaching and learning in Physical Education</i>.</p> <p>Taber, K. S. (2007). <i>Classroom-based research and evidence-based practice: a guide for teachers</i>.</p> <p>Mosston, M. and Ashworth, S. (2002). <i>Teaching Physical Education</i>.</p>
--	--

Table 3 - Modifications made to codes

Even though the data was analysed using deductive coding, it was essential that I engaged with the data continuously during the analysis. There were further additional, unexpected comments that arose throughout the various interviews that were thought provoking and insightful, but did not necessarily fall suitably into one of the predetermined categories. Silverman (2000) adds that when coding data, one has to be aware of the risk to miss out data that does not fit into the categories. Hence, it is crucial to define the categories very carefully and to watch out for potentially important data outside the categories. After initially reading the transcribed interviews the first time, I noticed that some children commented on external factors that made them feel

prepared for Intra and Inter competition such as: the use of their spikes, having a pacemaker during a race and these ideas did not fall into a predetermined category from the literature review. The modification of predetermined codes has been advocated by Bennett et al. (2018) who understands that when deductive coding is carried out, there may be transcribed data that does not fit into the initial set of codes that had been predetermined and that the titles of the codes must be flexible to allow for unexpected findings. The additional code that was added to the set of predetermined codes was titled 'External factors'. In addition to the new code, to ensure that reporter bias was reduced to a minimum, some of the codes were slightly modified to show a true representation of the data collected. For example, initially, one code was titled 'tiring/too hard' and data included comments from the non talented children about their experiences of their P.E lessons and the Intra Cross Country competition that they had recently taken part in. The title had a negative connotation and some of the talented children commented on aspects of their P.E. lessons and Intra competitions being quite easy and not so challenging compared to Inter competitions. To allow these opinions to be included within the results and to ensure a wide variety of the participants' voices and views were accounted for, the title of the code was broadened to 'level of difficulty'. Reducing bias was additionally achieved by ensuring that constant comparisons were made (Morse et al., 2002) across the participants' audio recordings and transcriptions to ensure that all the data had been accurately correctly and presented.

There were also additional comments that arose that were not necessarily linked to one of the predetermined codes, although these views were still transcribed and formed part of the data collection. I acknowledge that all the thoughts and answers from the children should be included within the thesis and these additional comments could be reviewed within further research that may be carried out in the future in the case study setting. When future research is carried out in the case study setting, more than one researcher will be included in the data collection process to analyse and reflect on the data and on the coding process to further help eliminate bias of the solo researcher.

For the children who were regarded as talented, I gathered data on their perceptions of both the Inter and Intra Cross Country competitions that they competed in. The same questions were asked and their responses were given based on their feelings and views

for each type of competition. From this, I was able to compare their feelings of readiness for each type of competition by using percentages and ranking scales from quantitative data. This showed a clear difference between how the teachers and staff prepared the children for the Inter competition, compared to the Intra competition.

The transcribed interviews were used to look at the differing views between the talented children compared to the non talented children, in relation to their feelings and views towards P.E., competition and the readiness for the Inter competition at school. Tables were used to display the questions that obtained quantitative results and these were recorded as percentages of children. When open questions were asked, certain themes were exposed through the children's responses and these were firstly coded and then recorded. Next to these themes were relevant quotes relating to specific themes and these were quoted directly from the transcripts (see Chapter 4).

3.11.2 Data Analysis of Questionnaires

The data from the questionnaires was collected via a Google Form. Collecting data through the use of Google forms has been advocated by Vasantha Raju and Harinarayana (2016) due to their anywhere-anytime-access and survey answers and data are automatically collected in Google Spreadsheets, making it easy and accessible for me to interpret and analyse the gathered data. Once the response deadline approached, the form was closed and the responses were downloaded into an excel sheet. From these responses, I converted the data gathered into raw data and these were recorded in a table, question by question. Data from all respondents was presented in table and this made it easier to analyse and view the data. From looking at the data, I was able to identify the teacher's feelings towards P.E., the strengths and weaknesses in current teaching practice with reference to competition, how teachers typically group their children and the barriers that teacher's feel they are facing during their P.E. lessons.

The results from the interviews and questionnaires were compared. The similarities and differences were identified and explored through looking at what the children thought and what the teachers' thought with regards to preparation for competition and analysing common themes.

3.12 Conclusion

In this chapter, the key methodological debates that have influenced the research design have been discussed. The chosen approaches for the methodology have helped shape the research question and focus, and highlighted the case study design, data collection methods, ethical considerations, validity and reliability. These approaches along with semi-structured interviews and questionnaires have been chosen to effectively investigate how we prepare children for competition. Data analysis approaches discussed in this chapter will be used to aid explanations in the next chapter.

Chapter 4: Results, Discussion and Recommendations

4.1 Introduction

In this chapter, the main findings, in relation to the research question, are discussed and conclusions based on the findings of the quantitative and qualitative data are presented. Due to the reflective nature of the case study research process (McNiff, 2016), the researcher will be centring herself in this chapter and next step implications for her school. As the focus of the research is to reflect upon how we prepare children for competition from a children's and teachers' voice, the role as the researcher and P.E. Coordinator was to ensure that results were examined and responded to. The data that had been obtained from both the questionnaires and interviews has been presented as a mixed method data collection in that the data from the teachers' questionnaires had produced quantitative data and the data from the children's interviews had produced qualitative data. This chapter discusses the next part of the case study research where the researcher will then outline the suggested actions and next steps that were implemented, all of which were shared with the Senior Leadership Team, as well as teaching staff, to ensure that teaching practice and school sporting experiences maximise the children's opportunities to feel prepared for Intra and Inter competitions. This chapter will also include the researcher's proposed changes to the policy of the case study school to ensure that the new policy document supports staff to provide opportunities for children to feel prepared for physical competition. During this part of the thesis the researcher will outline the themes that emerged from the teacher questionnaire and pupil interview. These themes will help the researcher to understand what currently is hindering the preparation for competition in the case study school, as well as strategies that can be implemented to support children in how they can feel prepared for competition at both Intra and Inter level. The main areas that were discussed within both the questionnaires and interviews that prepare children for competition included: opportunities for regular Intra level competition, opportunities for competition in P.E lessons, suitable challenges in P.E. lessons, grouping and pairing children in P.E. lessons, promoting an element of fun, developing children's self perception and improving teacher confidence through CPD. For each of the areas outlined, the researcher will discuss how the case study setting currently prepares children for competition. Following this, the teacher's views and then the children's views about each particular theme will then be presented. Results from the data collection phase will be displayed using quotes and statements from the questionnaires and interviews, through the use of mixed-method research. The statements made from the participants, both teachers and pupils, will then be discussed and further explained using previous research to support, discuss and critique the results. Finally,

from that data obtained by the teachers and pupils, recommendations for each theme will then be suggested to ensure that children are best prepared for competition within the case study setting.

4.2 Opportunities for regular Intra Competitions can help children to feel prepared for competition

At the beginning of the academic year in the case study school, children in KS2 had the opportunity to compete in three Intra competitions throughout the academic year, whilst KS1 had two opportunities and Foundation Stage had one. Whilst this was progressive for the children, as they moved through the school, on reflection, having analysed this process, it was recognised that this was actually very limiting in terms of equally distributed opportunities throughout the school year (see table 4 below).

	Term 1 Sept - Oct	Term 2 Oct - Dec	Term 3 Jan - Feb	Term 4 Feb - April	Term 5 April - May	Term 6 May - July
Foundation Stage						Sports Day
Key Stage 1 (Year 1 and 2)						Swimming Gala Sports Day
Key Stage 2 (Year 3, 4, 5 and 6)		Cross Country				Swimming Gala Sports Day

Table 4 - Overview of Intra opportunities for children (2018/19)

When analysing the data from the teachers' questionnaires, many held the opinion that the Intra competitions were not organised with competition in mind, therefore suggesting that currently, these competitions are 'too casual' and consequently, could imply that they were not supporting the children in feeling prepared for competition, because of their lack of severity.

"I don't feel that there is much competition in the way our sports day and swimming galas are run" (Teacher 1, 10/7/2017)

“There are lots of chances for competition in school but I don’t feel it is taken too seriously e.g. swimming gala - champion races have too many children in pool at any one time, no lanes etc; sports day - events are rushed and children’s techniques aren’t corrected.” (Teacher 6, 11/7/2017)

“Intra cross country only works for children who can run well and swimming gala is just about having fun” (Teacher 11, 15/7/2017)

“Too few and far between to be successful; competitions seems an add on for the children.” (Teacher 27, 21/7/2017)

When interviewed, children spoke positively about their experiences with Intra School competitions, but wanted to experience these more often. It was also identified that the children felt there was a need for more Intra competitions more consistently throughout the year, not just in the Summer Term.

“...then having more events too.” (Talented Child C, 15/12/2017)

“It would be nice doing more (competitions) each year rather than just doing the events really in the summer term.” (Talented Child E, 16/12/2017)

“More competitions like a netball competition and tennis and more competitions from the sports we learn in P.E., not just in the summer.” (Talented Child G, 17/12/2017)

“...because in KS1 we didn’t do many competitions and now we are in KS2 we get to do so many more competitions.” (Talented Child G, 17/12/2017)

“...we can do more events in the competitions so they last for longer.” (Talented Child H, 17/12/2017)

“more competitions with medals and prizes for me to win.” (Talented Child J, 20/12/2017)

To ensure that the researcher had addressed the findings from the data, an additional aim had been added to the school’s P.E. policy to provide the children with a broad range of competitive experiences throughout each term, in their P.E. lessons. The purpose for adding this into the school policy (see statement below) was to ensure that staff have a definitive guide and understand the entitlements the children should have to ensure that teachers are suitably preparing them for competition in a positive way so that children

foster a love for sport and competition for many years to come (Schempp, 2003). Thus, also supporting the views outlined by Wong and Wong (2009).

*To provide termly opportunities, within the school (Intra) and between schools (Inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team
(New P.E. Policy Statement proposed for 2019-20)*

The additional Intra opportunities (see table 5, page 86) the researcher had proposed to the Senior Leadership team will offer more possibilities for the children to compete with, alongside (Morley and Bailey, 2013) and against (Pickup and Price, 2007) one another and should additionally help them feel more prepared for future competitions and competitive situations that they may experience. These additional opportunities support the previously discussed work of MacPhail, Gorley and Kirk (2003), who remind us of the importance of variety in physical activity to help encourage enjoyment in competition. To ensure that the concerns outlined by the teachers have been addressed, the profile of Intra school sport must be raised over the forthcoming academic year to ensure that children have more opportunities to experience competitive sport and in turn, feel more prepared for competition. These regular opportunities to compete in Intra competitions will help the children to experience both winning and losing and cope with their feelings around these experiences (Chi, 2004) and ultimately give them the opportunity to develop their emotional resilience. The researcher will achieve this by working closely with staff to plan and outline termly expectations with regards to Intra school sport, establishing rules and structure to competitions and placing a closer emphasis on the importance of true competition (Shields and Funk, 2011). Alongside this, regular learning walks and learning conversations will be held so the researcher can ensure that staff are planning in time for competition and holding them to account.

	Term 1 Sept - Oct	Term 2 Oct - Dec	Term 3 Jan - Feb	Term 4 Feb - April	Term 5 April - May	Term 6 May - July
Foundation Stage						Sports Day
Key Stage 1 (Year 1 and 2)		Cross Country		Multi sports (involving skills learnt during P.E lessons)		Swimming Gala Sports Day
Key Stage 2 (Year 3, 4, 5 and 6)		Cross Country		Netball or Hockey (depending on what sport is being taught)		Swimming Gala Sports Day

Table 5 - Overview of proposed Intra opportunities for children (2019/20)

4.3 Variety of opportunities for competition within P.E. lessons can help children feel prepared for competition

As well as opportunities for children to compete in more regular Intra competitions, it is also important that children have the opportunity to experience competition in their weekly P.E. lessons. Although all thirty of the teachers believed the competition was healthy for the children, unsurprisingly, teachers stated that there were a variety of barriers which were preventing them in practicing competition in their P.E. lessons (see table 11, page 106). Currently, in the case study setting, these barriers could be emerging due to teachers lacking in confidence (Atencio et al. 2013) to deliver high quality P.E. lessons which encompass elements of competition, primarily due to a lack of training (Blair and Capel, 2008).

When asked what competition meant to them, many children (in particular, the talented children) expressed competition was about being the best and beating others, showing very little awareness of competing against self, but more about competing against others.

“against someone and you try and beat them and try to win something.”

(Talented Child A, 15/12/2017)

“trying to beat someone” (Talented Child C, 15/12/2017)

“you’re against someone and ummm to try and win something and try and beat them” (Talented Child D, 16/12/2017)

“It is good to win” (Talented Child E, 16/12/2017)

“kinda like that you’re against someone” (Talented Child F, 17/12/2017)

“trying to work to win things” (Talented Child G, 17/12/2017)

“against people to try and see what you can do against someone” (Talented Child I, 17/12/2017)

“Like if you’re in a race or you are going against other people.” (Talented Child H, 17/12/2017)

“I have to win” (Talented Child J, 20/12/2017)

“Well I think it is about people trying to win” (Non Talented Child R, 20/12/2017)

The non talented children responded to the question and showed a better awareness of competition being an opportunity to try and improve your personal best. Their opinions were centred around enjoying the experience and having fun as well as the effort that is put into competition, rather than the outcome, as illustrated below:

“It isn’t about winning, it is really just about having fun with classmates.” (Non Talented Child L, 15/12/2017)

“...it is about taking part and enjoying yourself.” (Non Talented Child N, 20/12/2017)

“for me competition for me is about trying my hardest.” (Non Talented Child O, 20/12/2017)

“competition isn’t all about being the best, it is about how you enjoy it and how you do it and how you take part.” (Non Talented Child T, 16/12/2017)

In the literature review, Howells et al. (2017) discussed the use of objective measurements to move the children away from the idea of ‘who is the best’. Through teachers planning more opportunities for children to set and measure themselves against personal best, athletes will have chances to maximise their performance and ultimately improve their chances to prepare for competition, through dedication to

training. It is important that teachers can show children that competition is not as simple about 'beating others' but how children can record their own individual progress so that all children can experience success (Hayes and Stidder, 2016) through measuring their achievements. Through the use of a new P.E. scheme which was trialled in 2017/18 in Year 1 and 4, teachers have been encouraged to provide opportunities for children to develop their personal best. Year 1 and 4 were chosen to pilot the new scheme due to teachers in these year groups having a more comprehensive P.E. training during their teacher training. Following the success of the scheme, full training to use the scheme across the whole school occurred in the Summer Term of 2019 so that teachers were trained to use the programme in 2019/20. This particular scheme provides opportunities for children to establish a personal best score in week 1 for a specific activity. This recording could be a distance, time (Howells, 2015) or number. Following this, lessons will then be carefully planned and tailored to help the children develop specific skills so they can improve on their personal best. In the final week of the half term, they will then repeat the activity from week 1 and have the opportunity to 'evaluate and recognise their own success' (DfE, 2013 p. 199). This action advocates the views of Ames (1992), as discussed in Chapter 2; highlighting the importance of setting goals and targets in a motivational climate. Lawrence (2017) supports this finding by highlighting the importance of providing pupils with opportunities for children to cooperate and work alongside each other.

The P.E. Coordinator suggested changes to the way that competition has been set up within P.E. and school sport to ensure that these barriers that teachers outlined, no longer prevent them from delivering competitive P.E. lessons. Providing opportunities for the children to compete against themselves enables pupils to challenge themselves to reach new heights of performance by pushing their talents to the limits. Providing opportunities for the children to work against each other through setting up mini games and small competitive situations will ensure that children have more exposure to competition and in turn, will learn how to cope better with the concept of winning and losing in a safe environment (Schmidt and Wrisberg, 2008). This will help children to no longer shy away from activities and situations where winning and losing have importance, as found by Lund and Tannehill (2014) in Chapter 2, but encourage them to

embrace them in a positive way. Working alongside peers will if the children have the opportunity to work alongside each other, not only do they develop their physical skills, but the interaction with their peers develops their social, cognitive and emotional domains of learning.

4.4 Suitable challenges for all in P.E. lessons can help children feel prepared for competition

From the quantitative data collected, it could be suggested that teachers were unsure on how to challenge their most able children, possibly due to a lack of training (Petrie, 2010) and understanding in how to assess their children, and therefore lacking in an understanding on how to meet the needs of all pupils (Haydn-Davies et al., 2010). 17 of the teachers felt that their subject knowledge was a barrier to preparing children for competition, (see table 11, page 106) suggesting that teachers lack knowledge in how to support the needs of all pupils to ensure lessons are differentiated and opportunities for competition are planned.

“I am not very confident in stretching more able children- they get bored and distracted.” (Teacher 24, 18/7/2017)

“Some children don't feel the activities are hard enough.” (Teacher 28, 19/7/2017)

When referring back to the data collected from the children on their feelings towards P.E., some of the non talented children spoke about finding the content of their P.E. lessons and the Intra Cross Country competition too hard and tiring, as illustrated from the quotes below:

Non Talented children:

“I feel quite tired and worn out quickly.” (Non Talented Child L, 15/12/2017)

“I thought maybe it was going to be a bit more relaxed and that it wouldn't be so hard so I guess I wasn't really ready for it.” (Non Talented Child M, 15/12/2017)

“I don't like it when I can't do something very well because it is too hard some sports.” (Non Talented Child N, 20/12/2017)

"I don't like swimming much because I find it really hard." (Non Talented Child N, 20/12/2017)

"lessons are really tiring and hard" (Non Talented Child P, 16/12/2017)

"I find it really hard like running because I get tired." (Non Talented Child Q, 16/12/2017)

"P.E is okay but sometimes it is just too hard and I get really tired." (Non Talented Child R, 20/12/2017)

"...some of them (sports) are also really hard and I struggle a bit." (Non Talented Child S, 20/12/2017)

"I don't enjoy like when we do lots of running and hard exercise." (Non Talented Child T, 16/12/2017)

From the teacher and pupil data, the researcher identified the importance of careful groupings and pairings to ensure that the non talented children were not feeling too tired quickly or feeling that their lessons were too challenging. In Chapter 2, Doherty and Brennan (2014) emphasised the use of objective measurements so that competition and success can be experienced by all. For future practice and recommendations, non talented pupils will need clear objective measures, not only to focus on their own performance but to ensure that they have the chance of experiencing success (Hayes and Stidder, 2016). By planning opportunities for children to experience success, they are more likely to develop a better self perception of their abilities in P.E.

In comparison, none of the talented children commented on the fact that their P.E. lessons were tiring or too hard, which suggested that they were not being challenged enough within their P.E. lessons. This could be due to the fact that they were not working alongside, against or with children who are able to challenge them, as predominantly, they are working in mixed ability pairings. Two of the children were able to justify their reason behind scoring the enjoyment of their P.E lessons, 4 out of 5.

Talented children:

"I'm not a 5 because sometimes things in P.E are too easy like when we do just throwing or catching or we just run a few laps of the field and I can run more." (Talented Child D, 16/12/2017)

“but sometimes when we do P.E we only really do some skills rather than playing full games straight away and I don’t like skills. I just want to play the games, because I know how to do the skills already and want more to challenge myself by learning the rules and playing with other sporty children.”

(Talented Child E, 16/12/2017)

From the quotes below, it could be suggested that some talented pupils are currently taking on a supportive and friendly role, when working with their peers. However, it is important to recognise that this was only the view of two talented pupils and that their opinion can be considered to be the minority, but one that should still be considered when grouping pupils. The two quotes below illustrate the positive feelings that two talented children had about working in mixed ability groups or pairs.

Talented children:

“you get to work in teams and I like helping children who aren’t as sporty as me.”

(Talented Child H, 17/12/2017)

“I liked doing things in teams because we get to help each other and not just work on our own all the time.” (Talented Child I, 17/12/2017)

In particular, Child H enjoys scaffolding learning for their peers and being the significant other, when working in mixed ability groups and teams. While this type of pairing is advocated by Hardy and Mawer (2012), when talented children are paired or grouped with non talented peers, it is important to acknowledge the potential risk that they could become bored or distracted due to the lack of challenge that they are faced with. As already recommended, this emphasises the need for teachers to appropriately pair or group their children by ability, and carefully consider their pupils as individuals so that they are meeting their needs.

As referenced previously, Taber (2007) warns that talented students are more prone to becoming bored or may lose interest in their P.E. lesson, if the content does not constantly stimulate them. Ndahi and Badaki (2014) recommend the use of specialist physical educators to teach talented students, and while in this particular setting,

specialist P.E. teachers are not employed, as a more confident and trained teacher with a P.E. specialism, the researcher will use her expertise to plan alongside and support staff to ensure that they are able to design and implement lessons for such high achievers. This could be as simple changing their equipment and changing rhythms, speeds and levels, giving them opportunities to match or beat their personal best (Ames, 1992). When children have opportunities to focus on their individual improvement over beating other athletes, there is a positive impact on the children's levels of sportsmanship (Kavussanu, 2006). As well as planning and teaching lessons alongside staff, the researcher will encourage the use of child demonstrations to support the teacher's ability to challenge their talented children. Not only do demonstrations give children the opportunity to model good practice and skill but Rowe (1997) recognised that demonstrations allow the child to further understand how they can improve in physical activities and it supports them to learn how to evaluate and recognise their own success, as discussed in Chapter 2. It is important to acknowledge that asking children to demonstrate a skill must be a carefully planned concept. If non talented children hold misconceptions about a skill or an action, teachers need to be able to identify this, before it is demonstrated to a wide audience.

4.5 Careful consideration into grouping and pairing children during P.E. lessons can help children feel prepared for competition

Within the case study setting, currently, when asked how teachers most commonly grouped the children for their P.E. lessons, teachers were most commonly putting the children in mixed ability groupings/ partners during their lesson with only a very small proportion of teaching staff allowing the children to select their own groups/ partners.

Question 10 - When the children work in groups and partners, do you mostly (please select the single most appropriate option that applies to you and your teaching)	Number of participants
Let children choose their own groups/ partners	2/30
Put the children into mixed ability groups/ partners	24/30
Put the children into ability groups/ partners	4/30

Table 6 - Current methods of grouping children

Question 11 - When do you find that children's levels of competition increases?	Number of participants
If children are working in mixed ability groups/ partners	9/30
If children are working in ability groups/ partners	21/30

Table 7 - Using groupings to increase motivation

Mixed ability pairing was advocated by Goetz and Frenzel (2006) as it provides better engagement for children and reduces the chances of talented children becoming bored or disinterested about a task (an accurate representation of how teachers group children for their P.E. lessons). Despite this, 21 teachers believed that children's levels of competition increased when pupils worked in ability groups/ partners.

Currently, only 4 teachers are putting the children into ability groups/partners and these findings supported the views discussed earlier by Muijs and Dunne (2010). Teachers are unintentionally inhibiting the level of competition in their P.E. lessons and are not allowing the children to fully engage in competitive sports and activities (DfE, 2013), because of inaccurate pairing and grouping. This may be due to teachers lacking in confidence (Morgan and Bourke, 2005) when assessing their pupil's physical ability (Haydn-Davies et al., 2010), suggesting they may be unsure how to suitably partner/group children to bring about the highest level of competition. With 17 of the teachers stating that their subject knowledge was a barrier to them being able to prepare children for

competition (see table 11, page 106), currently, teachers lack knowledge in how to support their pupils to ensure lessons have differentiation and competition is apparent.

This data obtained from the teachers had a direct link with the data obtained from the children. When asked how we as teachers could make the Intra competition more enjoyable, both the talented and non talented children spoke about working with groups/ partners, as something that they would like to change, as illustrated in the following examples. For the talented children, their opinions supported the views of Kinchin (2001), and although currently, the talented children were predominantly working with mixed ability groupings and partners during their P.E. lessons, they held a desire and an enjoyment for being in the same group with others who were competitive and possessed similar athletic abilities.

Talented children:

“When you’re in a team you have to wait for slower people and I know I am really fast and I would like going with other really fast children.” (Talented Child A, 15/12/2017)

“I would like us to be able to pick our teams so we can go with faster children.” (Talented Child A, 15/12/2017)

“We could do more squad events so that all the squad people go in a team and then we can keep winning stuff because we are all really good.” (Talented Child B, 15/12/2017)

“I would like to work in smaller teams so that then you don’t have to take all that time to wait for your team to finish and you’re not like standing around more when we do the races in sports day and stuff.” (Talented Child C, 15/12/2017)

The data collected from the talented children’s interviews suggested that for these children, the mixed ability grouping that they were currently experiencing was causing them frustration and not performing at their maximum potential. Combining these feelings with the lack of subject knowledge from teachers (with 17 teachers stating that their subject knowledge was a barrier to them preparing children for competition), it is apparent that teachers in the setting are unsure how to support their more able pupils

so that they are engaged, on task and can set high expectations, goals and targets that will help prepare them for future competition. Currently, lessons have little differentiation, because of the lacking subject knowledge that many teachers possess. These highly talented children preferred to be partnered with children of a similar ability to them to ensure they were able to find opportunities to compete against and alongside their partner to improve their own performance (Koller, 2004) and ultimately feel more prepared for future competition. It was also important to acknowledge the feelings expressed by the non talented pupils. Fletcher (2008) showed that many pupils felt embarrassed or humiliated because of public criticism they may have to face from their peers, if they were working in mixed ability pairings or groups. This research (Fletcher, 2008) corresponds to the results and feedback shared by the children which are outlined below.

Non Talented children:

“we could maybe pick our teams so that we don’t have to like worry about letting other children down.” (Non Talented Child K, 15/12/2017)

“I think if we could pick our friends to go in our team that would be better because sometimes when you’re in a team with really sporty children that makes me really nervous because I know I won’t be as good as them.” (Non Talented Child L, 15/12/2017)

“I think it would be nice if we mixed the teams up more often.” (Non Talented Child P, 16/12/2017)

“maybe it would be quite fun if we could pick our teams which we could go in because I have some friends which are fun to be with and it would be nice to go with friends who like the sports and things that I do too.” (Non Talented Child T, 16/12/2017)

For the non talented children, there is a need for them to be carefully grouped with pupils who are able to behave in a supportive manner to ensure that non talented children are able to experience success too so that they do not develop low self esteem and are not turned off or lack motivation in sport (Hallam, Ireson and Davies, 2004).

While it is important to listen to the opinions of children who want to pick their own groups or partners in P.E. (primarily for ability reasons), it is also important to identify the potential problem of teachers constantly allowing this to happen. Over time, children will become limited to who they interact and work with and in some cases, children become left out (Bailey, 2001). It is important that children have a rich and broad experience in working with many of their peers (Rovegno and Bandhauer, 2013). Before teachers and coaches can consider how to group their children, they need to consider what their goal is for the task or activity and how they are going to ensure that children are prepared for competition.

For future practice and recommendations, the P.E. Coordinator will ensure that teachers are confident in assessing their student's sporting ability and will recommend the use of ability groupings and pairings to ensure that there are higher levels of competition amongst the children, during their P.E. lessons. Alongside this, teachers within the school setting need to have the knowledge to be able to identify talented children so that in future, they feel confident in challenging these pupils to prevent them becoming bored or losing interest in their P.E. lesson, if the content does not constantly stimulate them (Taber. 2007). The P.E. Coordinator will work closely with staff to ensure that suitable challenges are planned into lessons to ensure that personalised learning is evident. In turn, this will have a more positive impact upon children's motivation, and engagement in the lesson, if they are being suitably challenged and have a peer of equal or similar ability to work alongside, against and with.

4.6 Promoting an element of 'fun' can help children feel prepared for competition

Table 8 below illustrates the findings from the children to show their enjoyment, when taking part in Intra competitions.

Question 4a - Do you enjoy taking part in school events like sports day, swimming galas?	Number of children (non talented)	Number of children (talented)
Yes	6/10	9/10
No	1/10	0/10
Sometimes	3/10	1/10

Table 8 - Children’s enjoyment of Intra Competitions

Despite a high percentage of children stating that they enjoyed these events, when asked to elaborate to justify their answers, none of the children discussed the content of activity or having fun. This could imply that the non talented children do not find the Intra competitive situations fun or particularly enjoyable, because they may be too challenging.

“I find them really hard and I don’t like being the worst at something or bad at something.” (Non Talented Child L, 15/12/2017)

“I thought maybe it was going to be a bit more relaxed and that it wouldn’t be so hard so I guess I wasn’t really ready for it.” (Non Talented Child M, 15/12/2017)

“I don’t like swimming much because I find it really hard and I think this is why I don’t enjoy it so much.” (Non Talented Child O, 20/12/2017)

“I don’t enjoy like when we do lots of running and hard exercise.” (Non Talented Child T, 16/12/2017)

Contrarily, neither did the talented children. It could be perceived that the talented children were not finding the Intra competitions fun, but were finding them simple and easy and lacking in challenge, therefore the element of fun was lost. Talented children preferred and felt more prepared for their Inter competition, because there was a challenge for them.

“because I was verusing people who were the best in their school and it made me want to run my fastest race ever.” (Talented Child B, 15/12/2017)

“Garons was better because we had to run just against the boys and this made it harder and more competitive because at school we had to run against boys and girls and it was so easy and short.” (Talented Child C, 15/12/2017)

“we had done loads of training and our warm up was a bit harder at Garons and it made us feel more ready.” (Talented Child D, 16/12/2017)

“I think Garons because it was longer and more challenging but school was quite easy.” (Talented Child F, 17/12/2017)

“we had harder children to go against.” (Talented Child I, 17/12/2017)

“I like it because it is a longer race and it was harder which makes me push myself more.” (Talented Child J, 20/12/2017)

When reflecting upon their answers, it was clear that there was more enjoyment when they competed at Inter level, because the children were competing against others (Pickup and Price, 2007) and this allowed the opportunity for the children to stretch to their best efforts and embrace the challenges, positively. The children also felt more prepared for this event, due to the time and energy that had been put into the preparation for the Inter competition by the P.E. Coordinator. This is evident from the comments the children made about the additional training and warm ups they experienced.

When asked about what teachers could do to make the Intra competitions more enjoyable, children found it tricky to articulate what they would like to change, particularly with regards to making these competitions more fun. However, one child’s suggestion about the importance of listening and choice is illustrated below:

“maybe we all should agree on a certain event that we do, so kind of make it a year vote and we pick which sports we have competition in each year. Like give the children a bit more control, rather than just the teachers deciding for us all the time about what we are doing.” (Non Talented Child S, 20/12/2017)

Although the researcher has discussed adding in termly Intra competitions (see table 5, page 86) so the children experience physically competitive events more frequently, it is

important that the researcher listens to the views expressed by the children. Through the use of the School Sports Council, the P.E. Coordinator will ensure that when planning the Intra competitions for the children, their suggestions for specific competitions and activities are taken into account to ensure that children are enjoying these experiences. With reference to the Key Stage 2 National Curriculum content, 'children should have opportunities to enjoy communicating, collaborating and competing with each other (DfE, 2013 p. 199). As a result of these opportunities, 'they should learn how to evaluate and recognise their own success' (DfE, 2013 p. 199), as well as others. Through the use of Intra competitions, children can communicate, collaborate and compete to bring about an element of enjoyment and fun.

For future recommendations, when researching how to make Intra competitions fun and enjoyable for all children, the researcher found that there was a lack of direct research and examples of how to achieve this. As a result, the researcher will need to review and further research in how to ensure that Intra competitions are as fun for the children, and this theme around enjoyment and fun competition could form a new area of research. While continuing with this potential new area of inquiry, the P.E. Coordinator will also draw upon examples from the Youth Sport Trust (2019). They highlight the importance of using Intra competitions to provide all young people with the opportunity to compete in that type of environment, whether that is between houses, classes, or even friendship groups. The researcher recommends the use of the resources from the Youth Sport Trust, as they explore a range of sports and activities which have been designed to be fully inclusive. These include methods of adapting competitions to make them easier for the non talented children, and in the instance of this case study, those children who have been put off by Intra competitions, possibly because they are too challenging and these children are not experiencing success, therefore they are no longer considered 'fun'. They also provide more challenging activities and competitions for talented children, and in the instance of this case study, for those children who are not finding these competitions 'fun' because they can become easily bored, due to the lack of challenge the competition may offer (Taber, 2007).

For future policy and practice as P.E. Coordinator, when planning Intra competitions, the researcher will ensure that there are opportunities for talented children in particular, to compete against others by planning competitions for individual sports, such as swimming, dance, cross country (see table 5, page 86). These fun opportunities where children compete against each other, will help to improve their own performance due to the challenges posed by their opponent's effort and they will also help children understand the importance of both winning and losing (Lund and Tannehill, 2014).

4.7 Developing self perception can help children feel prepared for competition

Teachers were asked about the impact of Intra school events in relation to competition in P.E. for children; one teacher recognises these feelings that children are possessing:

“Some try to get out of it/do not enjoy it because they feel they will let their team down.” (Teacher 29, 19/7/2017)

Question 1 - On a scale of 1- 5, how much do you enjoy your P.E lessons?	Number of children (non talented)	Number of children (talented)
1 - I dislike P.E a lot.	0/10	0/10
2 - I dislike P.E	0/10	0/10
3 - I don't mind P.E.	5/10	0/10
4 - I like P.E	5/10	3/10
5 - I really like P.E.	0%	7/10

Table 9 - Children's perceptions of P.E.

Supporting this, none of the children in the case study expressed that they did not like P.E. Therefore, it is evident that generally, P.E. is subject of positivity and this has been expressed by this group of children.

5 of the non talented children stated that they 'did not mind their P.E. lessons', yet when asked to elaborate on this answer and discuss their feelings about P.E. lessons, many of the non talented children spoke negatively and with poor self perception with regards to their sporting ability, as illustrated by the quotes below. In turn, this questions the reliability of the likert scales. Firstly, whether the children understood what was meant by 'don't mind P.E.' and used this as a safety response (Chambers and Johnston, 2002). In addition, whether the children opted for this response as they did not want to answer with a negative opinion, as children may have felt as though there was a desired answer, 'I like P.E.', in order to make the reporter happy (Clark, 2005).

Non Talented children:

"I don't feel very good at P.E." (Non Talented Child L, 15/12/2017)

"I don't like being the worst at something or bad at something." (Non Talented Child L, 15/12/2017)

"I have done some Cross Country but I wasn't that sporty so I knew I would find it harder." (Non Talented Child N, 20/12/2017)

"I just can't really do it (P.E.) that well." (Non Talented Child R, 20/12/2017)

"I am not really very sporty." (Non Talented Child S, 20/12/2017)

"Some of them (sports) are also really hard and I struggle a bit." (Non Talented Child S, 20/12/2017)

When asked about how teachers could make P.E. and Inter school sport competitions more enjoyable, the non talented children referenced letting teammates and peers down, suggesting that they held a really negative outlook on their sporting ability.

"we could maybe pick our teams so that we don't have to like worry about letting other children down." (Non Talented Child K, 15/12/2017)

"when you're in a team with really sporty children that makes me really nervous because I know I won't be as good as them." (Non Talented Child L, 15/12/2017)

"I just get really scared of letting people down and not winning and I would rather be inside so I don't get cold." (Non Talented Child R, 20/12/2017)

These statements highlight the fact that currently in the school setting, non talented children in particular possess poor perceptions about P.E., because they lack in self confidence and self esteem. As discussed in Chapter 2, Chi (2004) found children lose motivation, if they experience losing or lack confidence in their ability. The Girls Active Stepping Up for Change survey, carried out by The Youth Sport Trust (2018), showed that 21% of the primary aged girls (aged 7-11) surveyed cited a lack of confidence as stopping them from enjoying being active in school and 13% of boys cited the same lack of confidence. This has previously been found by Quick et al. (2010) who found that girls from Year 3 onwards (the start of KS2) withdraw from competitive P.E., whereas boys remain competitive. As teachers, we see the impact low confidence has on children every day.

As a result, the researcher recommends the importance of teachers taking an active role in supporting the children to develop and improve their self confidence and esteem, with regards to their physical ability, particularly as Schempp (2003) identified the teacher's role as pivotal when encouraging the children to foster a positive attitude towards their sporting ability. It is important that alongside promoting a love for competition, children have opportunities to develop a positive self perception. Introducing a weekly award into Superstar Assemblies for 'Outstanding Sportsmanship' and 'Most Improved Athlete' will provide opportunities for children to build the confidence that they need. These types of awards will help encourage children to understand that awards are not just given to the 'most talented' in sport and will ultimately allow children to thrive, as a result of their award (Howells et al., 2017). Currently, when asked about how they promote competition in their lessons, only 1 teacher stated that they used strategies such as sportsman/women awards (see table 10, page 103).

Question 9 - What teaching strategies do you use in your lesson to promote competition?	Number of participants
Use of dojos	18/30
Verbal praise	27/30
Mini games/ competitions	18/30
Sportsman/ woman awards	1/30
Opportunities for children to demonstrate skills	27/30
Shaking hands at the end of games/ opportunities to develop sportsmanship	4/30
Opportunities to reflect on personal/ group performance (through peer assessment/ teacher feedback)	21/30
Other	0/30

Table 10 - Strategies to promote competition used by teachers

The idea of these awards will promote inclusion, as these certificates can be awarded to anyone, and not just the most naturally talented. This recommendation supports the work previously discussed by Graham (2008). For these non talented children, their sporting experience is limited to what they do in school. Many of these children have not had an experience in competing at an Inter School competition and this new opportunity would provide them with some valuable confidence. When they were asked to share their experiences of Intra school sport, this particular non talented child spoke positively of this experience, because of the opportunities that they may not have had previously:

“never normally get picked for anything or get to do much sport so it is really nice to keep getting to do sports and doing new competitions.” (Non Talented Child T, 16/12/2017)

From this quote, it can be suggested that the children associate being 'picked' for a festival or competition with their ability to perform and therefore by not being 'selected' it can have a negative impact upon their confidence. Additional to this, it is clear that when they have the opportunity to represent their school and have these new opportunities, it is important to them and helps to increase their confidence. By entering inclusive festivals set up by the local School Games Organisers, such as Boccia and New Age Kurling, children who do not normally get selected to compete at Intra level, will have new opportunities which will in turn hopefully develop their love for sport and help to improve their self confidence, especially if they have been 'selected'. Alongside these local festivals, the P.E. Coordinator will work closely with colleagues to continue to organise an annual Multi Sports Festival that invites disadvantaged and non talented children to learn, explore and compete in a range of sports, in a friendly and non threatening manner so that ultimately, they are preparing for future competition in a risk free, safe and sensitive environment. These opportunities support the finding of Zhang and Lui (2008), where teachers must be careful not to create a learning environment that is too formal and that may warn children off competition and competing in the future. As previously discussed in Chapter 2, Bailey (2001) emphasises the importance for children to receive verbal praise from their teachers and coaches, as it is believed to have a direct link with the children's levels of confidence. Many of the children commented on the effect that encouragement, praise and 'pep talks' from teachers, parents and peers had on their ability to feel prepared for Intra and Inter competitions, as demonstrated in the examples below:

"your family to cheer you on and that makes me feel happy." (Talented Child C, 15/12/2017)

"when we had our pep talk so it made me realise that I just had to do my best." (Talented Child D, 16/12/2017)

"I also liked having my mum there to cheer me on." (Talented Child F, 17/12/2017)

"the pep talk because it got me prepared and ready to try my hardest and make you feel proud." (Non Talented Child K, 15/12/2017)

"because people can come and watch you and clap you." (Non Talented Child M, 15/12/2017)

“...made me feel happy that someone was cheering and encouraging me.” (Non Talented Child N, 20/12/2017)

As a result, it is important that teachers are guided in how to appropriately praise and encourage children, to ensure that it is meaningful and also supports the child’s physical progression. While praise can build a child’s self esteem, it is important that teachers are able to build upon a child’s current success so they feel suitably challenged. This supports the views of Dweck (1999) to ensure that pupils have a healthy level of competition towards their own abilities. These recommendations should support the confidence levels of our children, as part of a wider goal set by the DfE (2013), in helping to build the platform so children lead healthy, active lives.

4.8 Improving teacher confidence through CPD can help children feel prepared for competition

From the results gathered from the teacher questionnaire, staff identified that the biggest barriers (see table 11, page 106), they felt prevented their ability to ensure competition was incorporated into their P.E. lessons were: the duration of the lesson, lack of their own sporting subject knowledge and lack of confidence in their own ability to demonstrate and teach sporting skills.

Question 13 - What potential barriers do you find can impact your ability to ensure competition is incorporated into your weekly lessons?	Percentage of answers (30 participants)
Poor weather	31%
Duration of the lesson	55%
Lack of resources/ equipment	21%
Lack of children's sporting subject knowledge	38%
Lack of your own sporting subject knowledge	57%
Lack of confidence in your own ability to demonstrate and teach a sport	52%
Poor attitudes from children	21%
Fears of health and safety elements	14%
Other	0%

Table 11 - Barriers discussed by teachers that prevent competition

These results illustrated the potential lack of teacher confidence and the recent absence of professional development within the school on P.E. was a key barrier for teachers, when it came to incorporating competition in their lessons and ensuring their children felt prepared for competition. This was illustrated further from the teachers' views:

"I lack confidence in my own abilities." (Teacher 26, 19/7/2017)

"I enjoy getting the children out of the classroom but sometimes lack confidence in sports I don't regularly play - football/rugby." (Teacher 25, 18/7/2017)

"I don't feel confident in teaching P.E." (Teacher 2, 10/7/2017)

"I'm just not very sporty." (Teacher 4, 10/7/2017)

"I am not very confident in stretching more able children- they get bored and distracted. I find it hard to motivate children who don't enjoy P.E." (Teacher 24, 18/7/2017)

"I don't enjoy teaching P.E. because I don't know the skills well enough myself. I find lessons can become unmanageable and chaotic." (Teacher 23, 17/7/2017)

These statistics and opinions from the teachers involved in the research advocate the views from Randall (2016) that were discussed earlier. It was evident that limited training opportunities were having a negative impact upon a teacher's confidence to deliver P.E. lessons, as discussed earlier by Blair and Capel (2008). These findings suggested that there was a need for continual CPD so that teachers have the confidence to deliver high quality P.E. lessons to ensure that they are successfully preparing their children for competition, consequently following the advice outlined by Hunzicker (2011). Alongside the specific actions that the researcher recommended to teachers to help improve the elements of competition within their lessons, it is highly important that teachers have the opportunity to improve their confidence in delivering P.E. lessons and in turn, develop a more positive opinion about the provision of P.E. in the primary school setting. This will be achieved by providing ongoing opportunities to team teach lessons alongside staff so that they feel more confident in delivering lessons, particularly where they may lack knowledge in specific sports. This type of CPD is 'supportive, job-embedded, instructionally focused, collaborative and ongoing', as advocated by Hunzicker (2011, p. 178). This will also be an action for the school, ensuring that professional development collaborative and ongoing so that teachers have opportunities to progressively develop their confidence and sporting expertise (Armour and Yelling, 2004), this will allow the school to create a shared vision or goal that focuses on preparing the children for competition. This shared goal/vision will ensure that there is consistency across the school in ensuring that all teachers are growing in confidence, when providing competitive opportunities for their pupils, regardless of the class or year group.

The P.E. Coordinator will continue to provide support with planning lessons so that; teachers do not feel restricted by lesson timings; they develop the confidence and understanding to use modified games; they use adapted equipment and overcome their lack of self belief so they can demonstrate skills to the children. These were some of the barriers that teachers outlined that prevented them in incorporating competition into their lesson (see table 11, page 106). Overcoming these barriers will ensure that pupils are being adequately challenged and sustain physical activity (DfE, 2013). This will help

to control the concerns that the DfE (2012) raised, whereby they found there often wasn't enough physical, strenuous activity in P.E. lessons.

4.9 Impact and Changes to Teaching Practice

The researcher then had the opportunity to address the barriers that were identified from the teacher and pupil data. Although these recommendations have been outlined in each theme in this chapter, the following sections will summarise the recommendations and actions that were carried out during this part of the case study research.

The whole school teachers' data highlighted the need for changes to teaching practice to ensure that children are suitably prepared for Intra and Inter competitions. Maughan et al. (2012), emphasised the importance of involving whole school communities, as in this research, in developing practice to ensure that it is sustainable. The proposed changes will be carried out over the academic year in a supportive and collaborative manner. Through various staff meetings, team teach sessions, twilight training and video support, teachers will develop an understanding of the importance of regular opportunities for competition in P.E. lessons so that children are exposed more frequently to winning, losing and sportsmanship values. Currently competition is perceived by teachers to be a big phenomenon that can be too challenging to implement into their lessons. Thinking back to what Shields and Funk (2011) identified about the different interpretations of the actual meaning of the word competition, it appeared that teachers within the case study school struggled to understand the meaning of the word, due to its complex nature and this could be an additional reason as to why there are a wide range of perceived barriers to incorporating it into their P.E. lessons. Many teachers felt that to provide competition into a lesson it had to be in the form of a formal game or structured event, which they felt they could not manage in an hour long P.E. lesson (17 of the teachers felt that the duration of their lesson was a barrier to incorporating competition). Yet actually, this is not the case and there is a need to alter teachers' mindset around their perception of what competition is. Teachers need to understand that competition can be achieved subtly and simply through small changes to lessons

such as: mini games, shaking hands at the end of the lesson and setting personal best targets. There will be more regular CPD to enhance teachers' subject knowledge so that teachers feel more confident in supporting and challenging their more able pupils, and in turn this will allow more suitable groupings and pairings to occur so that children feel challenged and supported by their peers.

4.10 Impact and Changes to the School's P.E. Policy

The following actions and next steps are due to be implemented into the school's 2019/20 P.E. policy (see Appendix 13) drawing on the data from this thesis. The justification for this change to the policy is recommended by Wong and Wong (2009) who voice that policies are important, because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability for staff. Without putting this proposed idea into the school policy, this could lead to a lack of structure and inconsistency across year groups, especially with the new knowledge and results that have been obtained from focusing on lower KS2. As discussed earlier, the previous P.E. policy had limited focus on competition, with only one reference being made to this word. The phrase 'thirst for competition' (see Appendix 6) only implied that children in the school would develop a want, a wish or a hope to take part in competition, without actually specifying how. As a result of the data from both teachers and children, it was clear that children were not engaging in competitive situations frequently enough and ultimately, children were not feeling fully prepared for physical competition. The proposed changes to the policy will see pupils from Year 1 – 6 having the opportunity to compete in four Intra competitions over the academic year. The researcher felt the need for these competitions to be spread out so that pupils experienced competition each term, rather than the previous model that had a heavy emphasis on competition in the summer term.

Chapter 5 – Conclusion

5.1 - Introduction

The final chapter in this case study research will draw conclusions in relation to the research question, 'how do we, as primary educators, prepare children for Intra and Inter competition in a primary school setting?' The researcher will consider the limitations of this study and suggest recommendations for further research in this area and draw upon and summarise the findings from both the children's interviews and the teachers' questionnaires.

5.2 - How do the children want to be prepared for Intra and Inter competition?

Talented children had a strong desire for more competitive situations at Intra level, where they would have the opportunity to practice and rehearse their skills for more formal and competitive situations such as the Inter competitions for which they were selected. Not only did they require more of these to feel prepared, they also wanted more Intra competitions to ensure that they had regular exposure to healthy competition, but it was important that these competitions were evenly distributed throughout the year, as many were planned in the summer term. Careful consideration needs to occur when planning these competitions, to ensure that they are not too easy or lack challenge for the talented children. It is important that these competitions give children the opportunity to excel at Intra level and in turn support them in feeling prepared to face more challenging situations at Inter level. Creating a safe and positive environment to demonstrate and play sport, be competitive and undertake P.E. is important for all, but has a greater impact upon the non talented and this was primarily because of their poor self perception they held on their sporting ability. The use of competition against self will play an important role in ensuring that this group of children feel prepared so that they are able to measure and see progress within their learning. In turn, this will allow them to see progress in their ability which will develop their self esteem and self perception.

Finally, both the talented and the non talented children spoke about the way they are grouped and its impact on their ability to feel prepared for competition. For the talented

children, they wanted to work alongside and against other talented peers to bring about their best performance so that they experienced an element of challenge, which in turn would prepare them for the challenges that they would face at the Inter competitions. Similarly, the non talented children also wanted to work alongside and against other non talented children to ensure that they were working in a safe and inclusive environment. This would allow them to progress at their own pace, without them being in a fiercely competitive environment that may put them off competing again.

5.3 - How do the teachers feel they can prepare children for Intra and Inter competition?

Teachers spoke about the need for the Intra competitions to be set up with a more competitive drive and focus placed upon them. The actions that have been outlined in this chapter with regards to the Intra competition set up, will provide opportunities for this to be possible in the 2019/20 academic year, ensuring that all children are prepared for Intra competitions, and additionally, talented children will also feel prepared for Inter competitions.

A large proportion of teachers also felt that competition increased in their lessons and therefore children feel more prepared, when children work in ability groups (see table 7, page 93). Giving teachers the opportunity to trial and explore grouping and pairing children will ensure that competition increases within their lessons and therefore, children will feel more ready to face competitive situations. Although there were some teachers who recognised that suitable challenges, sportsmanship opportunities and peer assessment helped children feel prepared for competition (see table 10, page 103), in particular, these three strategies will be more commonly practiced in P.E. lessons across the whole school to ensure that children feel prepared for competition. Teachers will then understand the importance of why we need to prepare children for competition (Laker, 2001) and how they can achieve this, with these strategies that will be developed using whole school CPD, as advocated by Armour and Yelling (2004).

5.4 - Limitations to the Study

5.4.1 - Case Study

There are limitations to acknowledge in this research. Due to the nature of case study research, the findings could not be generalised to different schools, contexts or used as a representative view of all children in the primary school setting. Although the results and findings from my case study cannot be generalised (Gomm, Hammersley, and Foster, 2000), the focus of this particular study was to use research to gather a depth of knowledge of my school (Hamilton, 2011) , teachers and children to help inform and better the P.E. policy and practice (Leedy and Ormrod, 2014) in the school setting. While my findings may not be conclusive for all primary settings, they will enable me as the P.E. Coordinator to have a detailed knowledge of this particular setting and results will be used and expanded upon to ensure that children are prepared for all types of competition and that teachers are supported in this process.

5.4.2 - Lower Key Stage 2 focus

Due to the complexity of the study, the data was collected from only Year 4 pupils, therefore the conclusions and findings discussed are only relative to lower KS2 pupils. While the data and findings do not account for the whole primary spectrum, the data collected has been too vast to explore any additional year groups or Key Stages. Collecting data from different year groups or key stages may have shown different outcomes on how they specifically need to be prepared for competition. This is something which could be researched, following on from this cycle. Therefore, with reference to the results discussed, it should be noted that they are only conclusive of one year group in the primary school.

5.4.3 - Researcher Bias

As discussed in Chapter 2, children can struggle to distinguish the role the researcher adopts during interviews, as they often perceive researchers to be in a 'teacher role' (Goodenough et al., 2003). Therefore, when answering questions during the interview, they are likely to think there is a right answer (Hill, 2006). This could have potentially impacted the answers that were obtained during the qualitative data collection. However, these risks were minimised through reassurance that there were no right or

wrong answers (Punch, 2002) and creating a safe, familiar interview environment (Shaw, Brady and Davey, 2011). Similarly, there was a limitation with the teachers' feeling pressured to answer in a specific way, despite them answering the questions in a safe, isolated environment, away from the researcher (Cohen, Manion and Morrison, 2011). The influence of my role as P.E. Coordinator may have caused participants to feel that there was a desired or correct answer and this may have influenced the way that they answered questions.

Both these limitations discussed can bring about responder bias, whereby the responder feels pressured to answer in a specific way to please the researcher. To minimise the responder bias, the interviews and questionnaires were conducted and explained clearly to the participants so that they understood that the researcher was seeking their assistance in helping to understand their perspectives on a specific topic (Mayall, 2000). Any future research that will be carried out following on from this cycle should take all the possible limitations highlighted above into consideration.

5.5 - Future Research Considerations

The researcher believes that the findings from this study have contributed to the gap in research, how we prepare children for competition, in particular within the case study school setting.

Having identified the impact and proposed changes to the preparing of competition in lower KS2, it would be interesting to carry out the same research to identify the best way to prepare KS1 and upper KS2 pupils for competition. Repeating research across the primary key stages will help to identify and observe how skill development changes from developing fundamental movement skills and engaging in competitive physical activities (DfE, 2013) in KS1, to pupils in KS2 applying and developing a broader range of skills and playing competitive games, where they develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success (DfE, 2013). Research will provide evidence to suggest how skill development changes from Year 1 - Year 6 and will then help the researcher identify the different ways that we can prepare different aged children for competition. This research

could reveal important comparisons across different age groups and would be a fascinating area to extend for further research. Alongside this, during the feedback that the researcher provided to the SLT, the EYFS Lead was keen to discuss how to ensure competition is implemented, safe and suitable during P.E. lessons for children in the Foundation Stage, especially as this is where children's beliefs, attitudes and feelings start to form. The researcher, therefore, could conduct an additional case study in the Foundation Stage setting to help further understand the opinions of children aged 4-5 and how teachers can best ensure that pupils' first experience of competition in P.E. is positive.

While the focus of the thesis was on competition in P.E. lessons and how school staff can prepare for competition linked to primary national curriculum, further research could focus on the role of competition beyond the P.E. lesson. It would be interesting to focus upon pupils who experience competition in a sporting context, outside of school. The researcher would then observe and evaluate the impact that these external opportunities have had on preparing children for competition.

Finally, the theme of groupings was one that provided great discussion and thought during this case study research. The data gathered from pupils and teachers provided the researcher with contrasting views on how children should be grouped in P.E. Following this research, staff will be supported through CPD to ensure that careful consideration is given to the ability grouping and pairing of pupils to bring about high levels of safe competition for all. This change to practice could encourage the researcher to carry out further investigation that could build upon new knowledge and assumptions made from the findings within this case study. This change in practice would also further reveal important information about children's readiness for Intra and Inter competitions depending upon the peers that they are working with, alongside and against.

From the case study research that has been carried out, various subjects have sparked further discussion and captured the interest of the researcher. Having now completed this research, the researcher has outlined three new questions that could be researched following the findings from this case study. These are outlined below:

- How can we, as primary educators, ensure competition is a safe and positive experience for children in the Foundation Stage?
- How do we, as primary educators, prepare children for competition outside of their curriculum P.E. lessons?
- How could the dynamics of grouping in P.E. lessons help children feel prepared for competition?

References

- Allen, W. (2013). *Games, Ideas, and Activities for Primary PE*. 2nd ed. Pearson.
- Ames, C. (1992). 'Classrooms: Goals, structures, and student motivation', *Journal of Educational Psychology*, 84(3), pp.261-271.
- Anderson, G. and Arsenault, N. (1998). *Fundamentals Of Educational Research*. London: Routledge.
- Armour, K. and Yelling, M. (2004). 'Continuing professional development for experienced physical education teachers: towards effective provision', *Sport, Education and Society*, 9(1), pp.95-114.
- Atencio, M., Yi, C., Clara, T. and Miriam, L., (2014). Using a complex and nonlinear pedagogical approach to design practical primary physical education lessons. *European Physical Education Review*, 20(2), pp.244-263.
- Atkins, L. and Wallace, S. (2012). *Qualitative research in education*. London: SAGE Publications.
- Babbie, E. (2007). *The practice of social research*. 11th edn. Belmont: Wadsworth Publishing.
- Bailey, R. (2001). *Teaching Physical Education: A Handbook for Primary and Secondary School Teachers*. London: Routledge.
- Bailey, R. (2008). Youth sport and social inclusion, In Holt, N. (ed.) *Positive Youth Development Through Sport*. London: Routledge, pp.85 - 98.
- Bailey, R. and McFayden, T., (2000). *Teaching Physical Education 5-11*. London/New York: Continuum.
- Bailey, R., Morley, D. and Dismore, H. (2009). 'Talent development in physical education: a national survey of policy and practice in England', *Physical Education and Sport Pedagogy*, 14(1), pp.59-72.

- Bailey, R., Hillman, C., Arent, S. and Petitpas, A. (2013). 'Physical Activity: An Underestimated Investment in Human Capital', *Journal of Physical Activity and Health*, 10(3), pp.289-308.
- Banerjee, A., and Chaudhury, S. (2010). 'Statistics without tears: Populations and samples', *Industrial Psychiatry Journal*, 19(1), pp.60-65.
- Beashel, P. and Taylor, J. (1996). *Advanced Studies In Physical Education And Sport*. Nelson Thornes Ltd.
- Bell, J. (2010). *Doing Your Research Project*. 5th edn. Open University Press.
- Bennett, D., Barrett, A. and Helmich, E., (2018). How to...analyse qualitative data in different ways. *The Clinical Teacher*, (online) 16(1), pp.7-12. Available at: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/tct.12973?saml_referrer> (Accessed 7 December 2020).
- Bergmann, D. (1998). Competing conceptions of competition: Implications for physical education. *European Physical Education Review*, 4, 5–20
- Berman, G. (2016). *Ethical considerations for research with children*. (online) Globalkidsonline.net. Available at: <http://globalkidsonline.net/wp-content/uploads/2016/05/Guide-2-Ethical-considerations-Berman.pdf> (Accessed 13 January 2019).
- Bernstein, E., Phillips, S. R. & Silverman, S. (2011). Attitudes and Perceptions of Middle School Students Toward Competitive Activities in Physical Education, *Journal of Teaching in Physical Education*, 30(1), pp.69-83.
- Blair, R. and Capel, S. (2008). 'Intended or Unintended? Issues arising from the implementation of the UK Government's 2003 Schools Workforce Remodelling Act', *Perspectives in Education*, 26(2), pp.105-121.
- Blatchford, P., Kutnick, P., Baines, E., and Galton, M. (2003). 'Toward a social pedagogy of classroom group work'. *International Journal of Educational Research*, 39, pp.153-72.
- Bhattacharyya, D. (2006). *Research Methodology*. Excel Books.

Boaler, J. (1997) When even the winners are losers: evaluating the experiences of 'top set' students. *Journal of Curriculum Studies*, 29(2), pp.165-182.

Bogdan, R. and Biklen, S. (2007). *Qualitative research for education*. 5th ed. Boston: Pearson.

Bompa, T. and Carrera, M. (2015). *Conditioning Young Athletes*. Champaign, IL: Human Kinetics.

Breen, R. (2006). 'A Practical Guide to Focus-Group Research', *Journal of Geography in Higher Education*, 30(3), pp.463-475

Briggs, M. and Nieuwerburgh, C. (2010). 'The development of peer coaching skills in primary school children in years 5 and 6', *Procedia - Social and Behavioral Sciences*, 9, pp.1415-1422.

British Education Research Association (BERA) (2011). *Ethical Guidelines for Educational Research*. (online) Available at: www.bera.ac.uk/publications/guidelines. (Accessed 6 June 2018)

Brown, J. D., and Coombe, C. (2015). *The Cambridge guide to research in language teaching and learning*. Cambridge: Cambridge University.

Brown, T. D. and Payne, P. G. (2009) *Conceptualizing the Phenomenology of Movement in Physical Education: Implications for Pedagogical Inquiry and Development*. *Quest*, 61, 418- 441.

Bulmer, M. (2004). *Questionnaires. 1*. London: SAGE publications.

Burton, D. and Raedeke, T. (2008). 'Sport Psychology for Coaches', *International Journal of Sports Science and Coaching*, 3(2), pp.291-292.

Caldecott, S., Warburton, P. and Waring, M. (2006). 'A survey of the time devoted to the preparation of primary and junior school trainee teachers to teach physical education in England', *British Journal of Teaching Physical Education* 37(1) pp.45-48

- Calgary Board of Education (2013). Calgary Board of Education - Programs - Special Education – Gifted Education. In *Calgary Board of Education*. (online) Available at: <http://www.cbc.ab.ca/programs/speced/se-gifted.asp>. (Accessed 15 February 2019).
- Cameron, H. (2005). 'Asking the tough questions: a guide to ethical practices in interviewing young children', *Early Child Development and Care* 175(6) pp.597-610.
- Capel, S. and Whitehead, M. (2015). *Learning To Teach Physical Education In The Secondary School*. Hoboken: Taylor and Francis.
- Carroll, T. (1974). 'A rational curriculum plan for PE', *British Journal of Physical Education*, 5(6), p.103.
- Chambers, C. and Johnston, C. (2002). 'Developmental differences in children's use of rating scales', *Journal of Pediatric Psychology*, 27(1) pp.27-36
- Chi, L. (2004) in Morris, T and Summer, J (eds) *Sport psychology: theory, applications and issues*. 2nd edn. New Jersey: John Wiley and Sons
- Choi, H., Johnson, B. and Kim, Y. (2014). 'Children's Development Through Sports Competition: Derivative, Adjustive, Generative, and Maladaptive Approaches', *Quest*, 66(2), pp.191-202.
- Clark, A. (2005) Ways of seeing: using the Mosaic approach to listen to young children's perspectives. In Miller, L. Drury, R. and Cable, C. (2012) (eds) *Extending Professional Practice in the Early Years*. London: SAGE Publications. pp.11-28.
- Cliffe, J. and Williams, A. (2011). *Primary PE: Unlocking the Potential (Primary Physical Education)*. Open University.
- Cohen, L., Manion, L., and Morrison, K. (2011). *Research Methods in Education*. 7th edn. Oxon, Routledge.
- Collins, M. (2004). Sport and Social Exclusion. *Journal of Leisure Research*, 36(1), pp.130-132.
- Connolly, P. (2003). Ethical principles for researching vulnerable groups. Available at: <http://www.ofmdfmi.gov.uk/ethicalprinciples.pdf>. (Accessed 1 February 2019).

Cooper, D. and Schindler, P. (2001). *Business Research Methods*. McGraw-Hill Higher Education, London.

Coulson, M. (2010). *Teaching Exercise to Children: A Complete Guide to Theory and Practice*. London: A & C Black Publishers Ltd.

Coyle, J., and Williams, B. (2000). 'An exploration of the epistemological intricacies of using qualitative data to develop a quantitative measure of user views of health care', *Journal of Advanced Nursing*, 31(1), pp.1235-1243.

Crace, J. (2008). *The future of the gifted and talented programme*. (online) The Guardian. Available at: <https://www.theguardian.com/education/2008/apr/22/schools.uk2>. (Accessed 15 February 2019).

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. 2nd edn. Thousand Oaks, CA: SAGE Publications.

Creswell, J. W., and Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE Publications.

Creswell, J. W., and Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. 2nd edn. Thousand Oaks, CA: SAGE Publications.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4th edn. Los Angeles: SAGE Publications.

Darlington, Y. and Scott, D. (2002). *Qualitative Research in Practice: Stories from the Field*, Buckingham, Open University Press.

De Corby, K., Halas, J., Dixon, S., Wintrup, L. and Janzen, H. (2005). 'Classroom teachers and the challenges of delivering quality physical education', *The Journal of Educational Research*, 98(4), pp.208-220.

Dean, I. S. (1978). 'Marginal role in a marginal profession?', *British Journal of Physical Education*, 9(5), p.124.

Department of Children, Schools and Families (2007). *Effective Provision for Gifted and Talented Students in Secondary Education*. (online) Available at:

<https://webarchive.nationalarchives.gov.uk/20110813180902/http://nsonline.org.uk/node/288025> (Accessed 1 February 2019)

Department for Culture, Media and Sport (2000). *A Sporting Future for All*. London: DCMS.

Department for Culture, Media and Sport (2002). *Game Plan: A Strategy for Delivering Government's Sport and Physical Activity Objectives*. London: DCMS.

Department for Culture, Media and Sport (2008). *Playing to Win: A New Era for Sport*. London: DCMS.

Department for Culture, Media and Sport (2012). *School Games 2011/12*. Statistical Release.

Department for Culture, Media and Sport (2013). *Taking Part October 2011 to September 2012 Supplementary Child Report*. Statistical Release, April 2013.

Department for Education (1999). *National Curriculum Primary Handbook*. (online) London: Department for Education and Employment and Qualifications and Curriculum Authority, p.132. Available at:

<http://www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf?fbclid=IwAR3X7DsRKTWAWUBNr6aS-hri6p7W271NCXemR0heBu69IQVrP2Oq7qgXXEw> (Accessed 17 November 2018).

Department for Education (2000). *Excellence in Cities: Report March 1999 – September 2000*. London: Department for Education and Employment.

Department of Education (2010). *SoS Letter to Youth Sport Trust*. (online) Assets.publishing.service.gov.uk. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322261/SoS_letter_to_YST-october_2010.pdf (Accessed 18 February 2019).

Department for Education (2013). *The National Curriculum in England: Key Stages 1 and 2 framework document*. (online) Available at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>. Accessed 12 November 2018.

Department for Education (2017). Justine Greening statement to parliament on school funding. (online) GOV.UK. Available at:

<https://www.gov.uk/government/speeches/justine-greening-statement-to-parliament-on-school-funding> (Accessed 18 February 2019)

Department for Education and Skills (2001). *Excellence in cities: annual report 2000 - 2001*. London: Department for Education and Skills.

Department for Education and Skills and Department for Culture, Media and Sport (2003). *Learning through PE and sport – A guide to the physical education, school sport and club links strategy*. Annesley: DfES Publications. Dillman D. A., Smyth J. D., and Christian L. M. *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Hoboken, New Jersey: John Wiley and Sons.

Dixon, K. and Gibbons, T., (2015). *The Impact Of The 2012 Olympic And Paralympic Games: Diminishing Contrasts, Increasing Varieties*. Basingstoke, United Kingdom: Palgrave MacMillan.

Dillman D. A., Smyth J. D. and Christian L. M. (2014) *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: John Wiley & Sons, Inc.

Doherty, J. and Brennan, P. (2014). *Physical Education 5-11*. 2nd edn. Oxen: Routledge.

Dombrowski, D. A. (2009). *Contemporary Athletics and Ancient Greek Ideals*, University of Chicago Press, Chicago.

Downey, J. (1979). *The training in physical education of the non-specialist primary school teacher*, Bulletin of Physical Education, 15(1), pp.5-10

Dunning, H., Williams, A., Abonyi, S., and Crooks, V. (2008). 'A mixed method approach to quality of life research: A case study approach', *Social Indicators Research*, 85(1) pp.145-158.

Dweck, C. S. (1999). 'Caution-praise can be dangerous', *American Educator*, 23(1), pp.4-9.

Dwyer, J. J. M., Allison, K. R., Barrera, M., Hansen, B., Goldenberg, E. and Boutilier, M. (2003). 'Teachers' perspective on barriers to implementing physical activity curriculum guidelines for school children in Toronto', *Canadian Journal of Public Health*, 94(6), pp.448-452

Eder, D. and Fingerson, L. (2003). Interviewing Children and adolescents. In J. A. Holstein and J. F. Gubrium (eds) *Inside Interviewing: New Lenses, New Concerns*. Thousand Oaks, CA: Sage, pp.33-53.

Editorial (1970). *The concept of physical education*, *British Journal of Physical Education*, 1(4), pp.81-82.

Eison, J. (2010) Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.7986&rep=rep1&type=pdf> (Accessed 13 January 2020)

Ellerton, H. (2018). *7 Great Ideas For Teaching Sportsmanship To Children*. (online) Human Kinetics Blog. Available at: <https://humankinetics.me/2018/01/11/teaching-sportsmanship> (Accessed 19 June 2019).

Elliot, D. L., Atencio, M., Campbell, T and Jess, M. (2013). 'From PE experiences to PE teaching practices? Insights from Scottish primary teachers' experiences of PE, teacher education, school entry and professional development', *Sport, Education and Society*, 18(6) pp.749-766.

Escartí, A. and Gutiérrez, M. (2001). 'Influence of the motivational climate in physical education on the intention to practice physical activity or sport', *European Journal of Sport Science*, 1(4), pp.1-12.

Fairclough, S. and Stratton, G. (2006). 'Effects of physical education intervention to improve student activity levels'. *Physical Education and Sport Pedagogy*, 11(1) pp.29-44.

Faulkner, G., Reeves, C and Chedzoy, S (2004). 'Non-specialist, preservice primary-school teachers: Predicting intentions to teach physical education' *Journal of Teaching in Physical Education* 23(1) pp.200- 215.

Field, P. (2019). *10-year-old skateboarder Sky Brown expected to become Great Britain's youngest ever Olympian in Tokyo*. (online) The Telegraph. Available at: <https://www.telegraph.co.uk/olympics/2019/03/14/10-year-old-skateboarder-sky-brown-expected-becomegreat-britains/>. (Accessed 2 March 2019).

Fink, A. (2016). *How to Conduct Surveys*. 6th edn. Thousand Oaks: SAGE Publications.

Fletcher, T. (2008). 'Grouping students by ability in Physical Education: The good, the bad, and the options', *Physical and Health Education Journal*. 74(1) pp.6-10.

Flewitt, R. (2014) 'Interviews', In A. Clark, R. Flewitt, M. Hammersley and M. Robb (eds), *Understanding Research with Children and Young People*. London: SAGE Publications. pp.136-153

Fritzley, V.H, Lindsay, R.C and Lee, K. (2013). 'Young children's response tendencies toward yes-no questions concerning actions', *Child Development*, 84(1) pp.711-725.

Fullan, M. (2007). *The new meaning of educational change*. 4th edn. New York: Teachers College Press.

Garrett, R. and Wrench, A. (2007). 'Physical experiences: primary student teachers' conceptions of sport and physical education', *Physical Education and Sport Pedagogy*, 12(1) pp.23-42.

Gay, L. R., Mills, G. E., and Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. 9th edn. Upper Saddle River, NJ: Pearson Education.

Gillham, B. (2008). *Developing a questionnaire*. 2nd edn. London: Continuum.

Giulianotti, R. (1995). 'Participant observation and research into football hooliganism: reflections on the problems of entree and everyday risks'. *Sociology of Sport Journal*, 12(1), pp.1-20.

Goetz, T., and Frenzel, A. C. (2006). 'Phenomenology of boredom at school', *Zeitschrift fur Entwicklungspsychologie und Pädagogische Psychologie*, 38(1), pp.149-153.

Goodenough, T., Williamson, E., Kent, J. and Ashcroft, R. (2003). "'What Did You Think About That?'" Researching Children's Perceptions of Participation in a Longitudinal Genetic Epidemiological Study'. *Children and Society* 17(1), pp.113-125.

- Goodwin, C. (2007). 'Participation, stance and affect in the organization of activities', *Discourse and Society*, 18(1), pp.53–73.
- Gomm, R., Hammersley, M and Foster, P (2000). *Case study method. Key issues, key texts*. London: SAGE Publications.
- Graham, G. (2008). *Teaching Children Physical Education: Becoming a Master Teacher*. 3rd ed. Champaign, Ill.: Human Kinetics.
- Graham, G., Holt/Hale, S. and Parker, M. (2013). *Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel*. 9th ed. New York: McGraw-Hill Education.
- Grant, R. (2019). 'Grouping primary children by ability is indefensible'. (online) Tes. Available at: <https://www.tes.com/news/grouping-primary-children-ability-indefensible> (Accessed 19 November 2018).
- Gratton, C. and Jones, I. (2004). *Research methods for sports studies*. Oxon, Routledge.
- Gratton, C., and Jones, I. (2010). *Research Methods for Sports Studies*. London: Taylor and Francis.
- Green, M. (2004). Changing policy priorities for sport in England: the emergence of elite sport development as a key policy concern. *Leisure Studies*. 23(4), pp.365-385.
- Greenwood, M., Stillwell, J. and Byars, A. (2000). 'Activity preferences of middle school PE students', *Research Quarterly for Exercise and Sport*, 71(1), p.70.
- Griggs, G. (2012). *An Introduction to Primary Physical Education*. Oxon: Routledge.
- Grout, H. and Long, G. (2009). *Improving teaching and learning in Physical Education*. Open University Press.
- Hallam, S., Ireson, J. and Davies, J. (2004). 'Primary pupils' experiences of different types of grouping in school', *British Educational Research Journal*, 30(4), pp.515-533.
- Hamilton, L. (2011). *Case studies in educational research*, *British Educational Research Association on-line resource*. Available at:

<https://www.bera.ac.uk/researchers-resources/publications/case-studies-in-educational-research>. (Accessed 10 November 2018).

Hamilton, L., and Corbett-Whittier, C. (2013). *Using case study in education research*. London: SAGE Publications.

Hammer, E. and Mashek, D. (2011). *Empirical Research in Teaching and Learning*. Wiley-Blackwell.

Hammersley, M., (2000). The Relevance of Qualitative Research. *Oxford Review of Education*, 26(3-4), pp.393-405.

Hammersley, M. and Atkinson, P. (2007). *Ethnography: Principles in Practice*. 3rd edn. Oxen: Routledge.

Hannay, J. (2008). 'Physical Education: Luxury or an Entitlement?', *Primary Physical Education Matters*, 4(1), pp.3-5.

Harcourt, D., and Conroy, H. (2005). 'Informed assent: ethics and processes when researching with young children', *Early Child Development and Care*, 175(6) pp.567-577.

Hardman, K. (2008). *Physical education in schools: a global perspective*. Kinesiology, 40(1), pp.5-28.

Hardman, K., and Green, K. (2011). *Contemporary issues in physical education*. Maidenhead, England: Meyer and Meyer Sport.

Hardy, C. and Mawer, M. (2012). *Learning and teaching in Physical Education*. London: Routledge.

Harris, L. and Brown, G. (2010). 'Mixing interview and questionnaire methods: Practical problems in aligning dat', *Practical Assessment, Research and Evaluation*, 15(1), pp.1-19.

Harris, J., Cale, L and Musson, H. (2012). 'The predicament of primary education a consequence of insufficient and ineffective CPD', *Physical Education and Sport Pedagogy* 14(4) pp.367-381.

Hattie, J and Timperley, H. (2007). 'The Power of Feedback', *Review of Educational Research*. 77(1) pp.81-112.

Haydn-Davies, D., Kaitell, E., Randall, V. and Spence, J. (2010). 'The Importance of Goats in Primary Initial Teacher Education: A Case Study in Physical Education', *British Educational Research Conference*. University of Warwick.

Hayes, S. and Stidder, G. (2016). *The really useful Physical Education book*. London: Routledge.

Hill, M (2006), 'Children's Voices on Ways of Having A Voice: Children's And Young People's Perspectives on Methods Used in Research And Consultation', *Childhood*, 13(1), pp.69–89.

HM Government and Mayor of London (2013). *Inspired by 2012: The legacy from the London 2012 Olympic and Paralympic Games*. London: Cabinet Office, p.14.

Hopkins, D. (2008). *A teacher's guide to classroom research*. 4th edn. Maidenhead: Open University Press.

Houlihan, B., and Green, M. (2006). 'The changing status of school sport and physical education: Explaining policy change', *Sport, Education and Society*, 11(1), pp.73–92.

House of Commons Education Committee (2013). *School sport following London 2012: No more political football: Government Response to the Committee's Third Report of Session 2013–14*. (online) The Stationery Office by Order of the House. Available at: <https://dera.ioe.ac.uk/18578/1/9780215062765.pdf>. (Accessed 4 November 2018).

Howe, L. (2008). 'On competing against oneself, Or "I need to get a different voice in my head" ', *Sport, Ethics and Philosophy*, 2(3), pp.353-366.

Howells, K. (2015). Physical Education Planning. In K. Sewell (ed.), *Planning the Primary National Curriculum: A Complete Guide for Trainees and Teachers*. London: SAGE Publications, pp.262-76.

Howells, K., Carney, A., Castle, N. and Little, R. (2017). *Mastering Primary Physical Education*. London: Bloomsbury Academic.

Humbert, M. L., Chad, K. E., Spink, K. S., Muhajarine, N., Anderson, K. D., Bruner, M. W. (2006). 'Factors that influence physical activity participation among high- and low-SES youth', *Qualitative Health Research*, 16(1), pp.476-483.

- Hunzicker, J. (2011). 'Effective professional development for teachers: a checklist', *Professional Development in Education*, 37(2), pp.177-179.
- Hyland, D. A. (1988). 'Competition and friendship'. In Morgan, W and Meier, K (eds). *Philosophic Enquiry in Sport*, Champaign: Human Kinetics, pp.231-239.
- Irwin, L. G and Johnson, J. (2005) Interviewing Children: Explicating our practices and dilemmas. *Qualitative Health Research*, 15, pp. 821-831
- Iveroth, E. (2012). *Föreläsning 8. F8 Case Studies and action research*, Available at: <http://www.diva-portal.org/smash/get/diva2:1050903/FULLTEXT01.pdf> (Accessed 12 January 2019).
- Jenkin, M. (2015). *Does competitive sport in school do more harm than good?*. (online) The Guardian. Available at: <https://www.theguardian.com/teacher-network/2015/jan/29/competitive-school-sport-harm>. (Accessed 24 November 2018).
- Jenkinson, K. and Benson, A. (2010). 'Barriers to Providing Physical Education and Physical Activity in Victorian State Secondary Schools', *Australian Journal of Teacher Education*, 35(8).
- Johnson, R. and Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational researcher*. 33(14). 10.3102/0013189X033007014.
- Jones, I. (2015). *Research methods for sports studies*. New York, NY: Routledge.
- Kavussanu, M. (2006). 'Motivational predictors of prosocial and antisocial behaviour in football', *Journal of Sports Sciences*, 24(1), pp.575–588.
- Keeley, P. and Tobey, C. (2011). *Mathematics formative assessment*. Thousand Oaks, Calif: Corwin.
- Kellett, M. and Ding, S. (2004). 'Middle childhood', In Fraser, S., Lewis, V., Ding, S., Kellett, M. and Robinson, C. (eds) *Doing Research with Children and Young People*, London: SAGE Publications.

- Kelley, K., Clark, B., Brown, V. and Sitzia, J. (2003). 'Good practice in the conduct and reporting of survey research', *International Journal for Quality in Health Care*, 15(3), pp.261-266.
- Kervin, L., Vialle, W., Herrington, J., and Okely, T. (2006). *Research for educators*. South Melbourne: Cengage.
- Kinchin, G. (2001). 'A High Skilled Pupils' Experiences with Sport Education', *The ACHPER Healthy Lifestyles Journal*. 48(3), pp.5-9.
- Kim, H. (2006). *A comparative study on gifted education for mathematics in Korea and foreign countries..* Master's Thesis. Dankook University.
- Kirk, D. (1998). *Schooling Bodies: School Practice and Public Discourse 1880–1950*. London: Leicester University Press.
- Koller, O. (2004). *Effects of ability grouping*. Minster: Waxmann. pp.110-129.
- Kortesluoma, R.L., Hentinen, M and Nikkonen, M. (2003). 'Conducting a qualitative child interview: Methodological considerations', *Journal of Advanced Nursing* 42(5) pp.434–441.
- Kretchmar, R. S. (2000) Movement Subcultures: Sites for Meaning. *Journal of Physical Education, Recreation and Dance* 71(5) pp. 19-25
- Kutnick, P., Sebba, J., Blatchford, P., Galton, M. and Thorp, J. (2005). *The effects of pupil grouping: Literature review*. Nottingham: DfES Publications.
- Kutrovátz, K. (2017) Conducting qualitative interviews with children – methodological and ethical challenges. *Corvinus Journal of Sociology and Social Policy*, 8(2), pp.66-88.
- Kvale, S. (2007). *Doing Interviews*, London, SAGE Publications.
- Lai, E. R., and Waltman, K. (2008). 'Test preparation: Examining teacher perceptions and practices', *Educational Measurement: Issues and Practice*, 27(2), pp.28-45.
- Laker, A. (2001). *Developing Personal, Social and Moral Education through Physical Education: A Practical Guide for Teachers*. London: Routledge

- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research*. Berkshire: Open University Press.
- Lawrence, J. (2017). *Teaching primary physical education*. 2nd edn. London: SAGE Publications.
- Layne, T. (2014). 'Competition within Physical Education: Using Sport Education and Other Recommendations to Create a Productive, Competitive Environment', *Strategies*, 27(6), pp.3-7.
- Le Masurier, G. and Corbin, C. B. (2006). 'Top 10 reasons for quality physical education', *Journal of Physical Education, Recreation and Dance*, 77(6), pp.44-53.
- Leah, J. and Capel, S. (2000). Competition and cooperation in physical education. in Loland, S. (2002). *Fair Play in Sport: A Moral Norm System*. London: Routledge pp.90-92.
- Leedy, P. and Ormrod, J. E. (2014). *Practical Research Planning and Design*. 10th edn. Edinburgh: Pearson Educational Inc
- Lenskyj, H. (1994). 'Sexuality and femininity in sport contexts: issues and alternatives', *Journal of Sport and Social Issues*, 18(4), pp.356-376.
- Lewis, A. (1992) Group child interviews as a research tool. *British Educational Research Journal*. 18, pp. 413–21.
- Lincoln, Y., and Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Linneberg, M. S., and Korsgaard, S. (2019). Coding qualitative data: a synthesis guiding the novice. *Qualitative Research Journal*, 19(3), pp.259-270.
- Locke, E. A. (1968). Towards a theory of task motivation and incentives. *Organizational Behavior and Human Performance*, 3, pp. 157-189
- Luke, M. D., and Sinclair, G. D. (1991). 'Gender differences in adolescents' attitudes toward physical education', *Journal of Teaching in Physical Education*, 11(1), pp.31-46.
- Lund, J. and Tannehill, D. (2014). *Standards-Based Physical Education Curriculum Development*. 3rd ed. Jones and Bartlett Publishers.

- MacPhail, A., Gorley, T and Kirk, D. (2003). 'Young people's socialisation into sport: a case study of an athletics club', *Sport EducSoc*, 8, pp.251–67.
- Lynn, S. and Ratliffe, T. (1999). 'Grouping Strategies in Physical Education', *Strategies*, 12(3), pp.13-15.
- Mahenthiran, S., and Rouse, P. (2000). 'The impact of group selection on student performance and satisfaction', *The International Journal of Education Management*, 14(1) pp.255-264.
- Malina, R. M. (2001). 'Adherence to physical activity from childhood to adulthood: A perspective from tracking studies', *Quest*, 53(1) pp.346-355
- Mangan, J. (1998). *The Games Ethic and Imperialism: Aspects of the Diffusion of an Ideal*. London: Routledge.
- Mangan, J. (1999). *Sport in Europe: Politics, Class, Gender*. 1st ed. London: Frank Cass Publishers.
- Martens, R. (2004). *Successful coaching*. 3rd edn. Champaign, IL: Human Kinetics
- Marton, F., and Pong, W. (2005). 'On the unit of description in phenomenography', *Higher Education Research and Development*, 24(4), pp.335–348.
- Maughan, S., Teeman, D. and Wilson, R. (2012). *What Leads to Positive Change in Teaching Practice* (NFER Research Programme: Developing the Education Workforce). Slough: NFER.
- Mayall, B. (2000). Conversations with children: working with generational issues, In P. Christensen and A. James (eds) *Research with children*. New York: Falmer Press, pp.120–135.
- McFadyen, J. and Rankin, J. (2016). 'The Role of Gatekeepers in Research: Learning from Reflexivity and Reflection' *GSTF Journal of Nursing and Health Care*, 4(1), pp.82-88.
- McIntosh, P. C. (1968). *Physical Education in England Since 1800*. London: Bell.
- McCormack, F. (2001). 'The Potential of Outreach Sports to Achieve Community Development and Social Inclusion through Leisure', In McPherson, G. and Reid, G. (eds.)

Leisure and Social Inclusion: New Challenges for Policy and Provision. Brighton: Leisure Studies Association pp.7-22.

McNiff, J. (2016). *You and Your Action Research Project*. 4th edn. Routledge.

Mertler, C. (2018). *Introduction to Educational Research*. 2nd edn. London: SAGE Publications.

Miles, M., Huberman, M. and Saldaña, J. (2013). *Qualitative Data Analysis*. 3rd edn. SAGE Publications.

Moore, A. (2012). *Teaching and learning: pedagogy, curriculum and culture*. 2nd edn, London: Routledge.

Morgan, P. J. and Bourke, S. F. (2005). 'An investigation of pre-service and primary school teachers' perspectives of PE teaching confidence and PE teacher education', *ACHPER Healthy Lifestyles Journal*, 52(1), pp.7-13.

Morgan, P. and Hansen, V. (2008). 'Classroom Teachers' Perceptions of the Impact of Barriers to Teaching Physical Education on the Quality of Physical Education Programs', *Research quarterly for exercise and sport*. 79(1), pp.506-16.

Morison, M., Moir, J. and Kwansa, T. (2000). 'Interviewing Children for the Purposes of Research in Primary Care', *Primary Health Care Research and Development*, 1 pp.113-130.

Morley, D. and Bailey, R. (2013). *Meeting the needs of your most able pupils in Physical Education and Sport (The Gifted and Talented Series)*. London: Routledge.

Morse, J. M., and Field, P. A. (1995). *Qualitative research methods for health professionals*. 2nd edn. Thousand Oaks, CA: SAGE Publications

Morse, J., Barrett, M., Mayan, M., Olson, K. and Spiers, J., (2002). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*, (online) 1(2), pp.13-22. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/160940690200100202> (Accessed 9 November 2020).

- Morse, J. M., and Chung, S. E. (2003). 'Toward holism: The significance of methodological pluralism', *International Journal of Qualitative Methods*, 2(3), pp.1-12.
- Mosston, M. and Ashworth, S. (2002). *Teaching Physical Education*. San Francisco, CA: B. Cummings.
- Muijs, D. and Dunne, M. (2010). 'Setting by ability – or is it? A quantitative study of determinants of set placement in English secondary schools', *Educational Research* 52(4), pp. 391-407.
- Munn, P., and Drever, E. (1990). *Using Questionnaires in Small-Scale Research. A Teacher's Guide*. Edinburgh: The Scottish Council for Research in Education.
- Murphy, M. (2014). *What are the benefits and drawbacks of case study research? - Social Theory Applied*. (online) Social Theory Applied. Available at: <https://socialtheoryapplied.com/2014/05/24/benefits-drawbacks-case-study-research/> (Accessed 3 January 2019).
- Ndahi, P. and Badaki, O. (2014). 'Evaluation of Physical Education, Sports and Recreation for the Gifted', *Journal of Sports and Physical Education*, 1(7), pp.13 - 17.
- Nichols, G. (2007). *Sport and crime reduction*. London: Routledge.
- O'Cathain, A., Murphy, E., and Nicholl, J. (2010). 'Three techniques for integrating data in mixed methods studies', *British Medical Journal*, 341.
- O'Leary, Z. (2014). *The essential guide to doing your research project*. 2nd edn. London: SAGE Publications.
- O'Reilly, E., Tompkins, J. and Gallant, M. (2001). 'They Ought to Enjoy Physical Activity, You Know?': Struggling with Fun in Physical Education', *Sport, Education and Society*, 6(2), pp.211-221.
- O'Reilly, M. and Dogra, N. (2016). *Interviewing Children and Young People for Research*. SAGE Publications Ltd.
- Ofsted (2013). *Beyond 2012 - Outstanding Physical Education for all. Physical Education in Schools 2008-12*. Available at:

<https://www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all>. (Accessed 2 December 2018).

Ofsted, (2014). *Going the extra mile - Excellence in competitive school sport*. (online). Available at: <http://www.ofsted.gov.uk/resources/140002> (Accessed 12 November 2020).

Oslin, J. and Mitchell, S. (2006). Game-Centered Approaches to Teaching Physical Education. In: D. Kirk, D. Macdonald and M. O'Sullivan, ed., *Handbook of Physical Education*. London: SAGE Publications.

Passer, M. and Wilson, B (2002). Motivational, emotional and cognitive determinants of children's age-readiness for competition. In Smoll, F and Smith, R. (eds) *Children and youth in sport: A biopsychosocial perspective Boston: McGraw-Hill Education*. pp.83-104.

Paton, G. (2009). *School reward culture is 'harming education'*. (online) Telegraph.co.uk. Available at: <https://www.telegraph.co.uk/education/6833871/School-reward-culture-is-harming-education.html>. (Accessed 12 January 2019).

Paton, G. (2012). 'Bad Behaviour in schools "fuelled by over-indulgent parents" ', *Times Education Supplement*.

Penney, D., Clarke, G. and Kinchin, G. (2002). 'Developing Physical Education as a 'Connective Specialism': Is Sport Education the Answer?', *Sport, Education and Society*, 7(1), pp.55-64.

Petrie, K. (2010). 'Creating confident, motivated teachers of physical education in primary school', *European Physical Education Review*, 16(1), pp.47-64.

Pickup, I., and Price, L. (2007). *Teaching Physical Education in the Primary School: A Developmental Approach* London: Continuum.

Pickup, I., Price, L., Shaughnessy, J., Spence, J. and Trace, M. (2008). *Learning to Teach Primary PE*. Exeter: Learning Matters.

Polit, D. and Beck, C., (2006). *Essentials Of Nursing Research*. Philadelphia: Lippincott Williams & Wilkins.

Pollard, A. (1988). Physical Education, Competition and Control in Primary Education, In Evans J (eds) *Teachers. Teaching and Control in Physical Education*. London: Falmer Press, pp.109-123

Pollard, A. (2010) *Professionalism and Pedagogy: A contemporary opportunity*. A Commentary by TLRP and GTCE. London: TLRP.

Portman, P. A. (2003). 'Are physical education classes encouraging students to be physically active? :Experiences of ninth graders in their last semester of required physical education', *The Physical Educator*, 60(3), pp.150-161.

Press Association (2012). *David Cameron backs compulsive competitive sports for primary children* (online). Available at: <https://www.theguardian.com/education/2012/aug/11/david-cameron-compulsory-competitive-team-sports>. (Accessed 19th November 2018)

Prior, J. and Herwegen, J. V (2016.). *Practical research with children*. London: Taylor and Francis.

Punch, S. (2002). 'Interviewing Strategies with Young People: The "Secret Box", Stimulus Material and Task-Based Activities', *Children and Society* 16, pp.45–56.

Quant, D. (1975). 'The (in)credibility of PE in the 1970s', *British Journal of Physical Education*, 6(5), p.77.

Quick, S., Simon, A. and Thornton, A. (2010). *PE and Sport Survey 2009/10*. (online) Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181556/DFE-RR032.pdf. (Accessed 18 April 2018).

Randall, V. (2016). 'Becoming a Primary Physical Educator: Sourcing professional knowledge and confidence', *Education 3 to 13*, University of Winchester, pp.1-14 DOI: 10.1080/03004279.2019.1594330.

Rasinger, S. M. (2013). *Quantitative research in linguistics: An introduction*. A & C Black.

- Ravitz, J.L., Becker, H.J., and Wong, Y.T. (2000). *Constructivist-compatible beliefs and practices among US teachers* (Teaching, Learning and Computing: 1998 National Survey Report). Irvine, CA: centre for Research on Information Technology and Organization.
- Raymond, C. (2017). *Coordinating physical education across the primary school*. London: Routledge.
- Richardson, H. (2011). *Britain's pupils 'are bad losers'*. (online) BBC News. Available at: <https://www.bbc.co.uk/news/education-12938578>. (Accessed 10 February 2019).
- Richardson, H. (2013). *Olympic legacy on 'life support'*. (online) BBC News. Available at: <https://www.bbc.co.uk/news/education-23383742>. (Accessed 19 February 2019).
- Rink, J. E. (2010). *Teaching physical education for learners*. 6th edn. New York, NY: McGraw-Hill.
- Rovegno, I., and Bandhauer, D. (2013). *Elementary physical education: Curriculum and instruction*. Burlington, MA: Jones and Bartlett Learning.
- Rowe, F. (1997) A ten step guide to the effective use of demonstrations in physical education. *Primary PE Focus*, Spring Edition, p. 23
- Royeen, C. B. (1985). 'Adaption of Likert scaling for use with children', *Occupational Therapy Journal of Research*, 5(1), pp.59-69.
- Royse, D. (2007). *Research Methods in Social Work*. 5th ed. Belmont: Wadsworth Publishing Co Inc.
- Sabato, T., Walch, T. and Caine, D. (2016). The elite young athlete: strategies to ensure physical and emotional health. *Open Access Journal of Sports Medicine*, 7, pp.99-113.
- Sage, G. (1998). 'Does Sport Affect Character Development in Athletes?', *Journal of Physical Education, Recreation and Dance*, 69(1), pp.15-18.
- Schempp, P. (2003). *Teaching Sport and Physical Activity*. Champaign, IL: Human Kinetics.
- Schmidt, R.A., and Wrisberg, C.A. (2008). *Motor Learning and Performance: A Problem-based Learning Approach*, 3rd edn. Champaign, IL: Human Kinetics.

- Seidman, I. (2006) *Interviewing As Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York, Teacher's College Press
- Shaw, C., Brady, L.M. and Davey, C. (2011). *Guidelines for Research with Children and Young People*. London: National Children's Bureau Research Centre.
- Shields, D. and Bredemeier, B. (2009). *True competition*. Champaign, IL: Human Kinetics.
- Shields, D. and Funk, C. (2011). 'Teach to Compete', *Strategies: A Journal for Physical and Sport Educators*, 24(5), pp.8-11.
- Shields, D., La Voi, N., Bredemeier, B. and Power, F. (2007). 'Predictor of poor sportsmanship in youth sports: personal attitudes and social influences', *Journal of Sport and Exercise Psychology*. 29(1) pp.747-762.
- Shimon, J. (2011). *Introduction to Teaching Physical Education*. Champaign, Ill.: Human Kinetics.
- Singleton R. A. and Straits, B. C. (2009). *Approaches to social research*. New York: Oxford University Press.
- Slavin, R.E. (1990). 'Achievement effects of ability grouping in secondary schools: A best-evidence synthesis', *Review of Educational Research*, 60(3), pp.471-499.
- Sloan, S. (2010). 'The continuing development of primary sector physical education: Working together to raise the quality of provision', *European Physical Education Review*, 16(3), pp.267- 281.
- Smith, R., Smoll, F. and Curtis, B. (1978). Coaching behaviors in Little League Baseball. In Smoll, F and Smith, R (eds.), *Psychological perspectives in youth sports*. Washington, DC: Hemisphere. pp. 173–201. .
- Smoll, F. L., and Smith, R. E. (2005). *Sports and your child: Developing champions in sports and in life*. 2nd edn. Palo Alto, CA: Warde.
- Spear, E. (2018). *Themes Don't Just Emerge — Coding The Qualitative Data*. [online] Medium. Available at: <https://uxdesign.cc/themes-dont-just-emerge-coding-the-qualitative-data-a83115178f7f> (Accessed 5 March 2020).

Stipek, D. (2010). *How Do Teachers' Expectations Affect Student Learning*. Available from: <http://www.education.com/reference/article/teachers-expectations-affect-learning/> (Accessed 19 November 2017).

Somerset, S. and Hoare, D.J. (2018) Barriers to voluntary participation in sport for children: a systematic review. *BMC Pediatr* 18, pg. 47 Available from: <https://doi.org/10.1186/s12887-018-1014-1> (Accessed 14 May 2020)

Suter, W. (2012) *Introduction To Educational Research: A Critical Thinking Approach*. 2nd edn. Thousand Oaks: SAGE.

Taber, K. S. (2007). *Classroom-based research and evidence-based practice: a guide for teachers*. London: SAGE Publications

Tashakkori, A. and Teddlie, C. (2010). *Sage Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks, CA: SAGE Publications.

Taub, D. and Greer, K. (2000). 'Physical Activity as a Normalizing Experience for School-Age Children with Physical Disabilities', *Journal of Sport and Social Issues*, 24(4), pp.395-414.

Thomas, G. (2013). *How to Do Your Research Project*. 2nd edn. London: SAGE Publications.

Tiwari, S., Rathor, C. and Singh, Y. (2006). *History of Physical Education*. New Delhi: APH Publishing Corporation.

Tripp, A., Rizzo, T. and Webbert, L. (2007). 'Inclusion in Physical Education,' *Journal of Physical Education, Recreation and Dance*, 78(2), pp.32-48.

Vasanth Raju N. and Harinarayana, N. S. (2016), *Online survey tools: A case study of Google Forms*. Paper presented at the National Conference on "Scientific, Computational & Information Research Trends in Engineering", GSSS-IETW, Mysore

Vallerand, R.J. and Losier, G.F. (1994). 'Self-determined motivation and sportsmanship orientations: An assessment of their temporal relationship', *Journal of Sport and Exercise Psychology*, 16(1) pp.229-245.

- Vallerand, R. (2004). 'Intrinsic and Extrinsic Motivation in Sport', *Encyclopedia of Applied Psychology*. 2.(1) pp.427-435.
- Vaughn, S., Schumm, J.S. and Sinagub, J. (1996). *Focus group interviews in education and psychology*. London: Sage.
- Wagg, S. (2015). *The London Olympics Of 2012*. Palgrave MacMillan.
- Waterman, A. H., Blades, M and Spencer, C. (2001) 'Interviewing Children and Adults: The Effect of Question Format on the Tendency to Speculate', *Applied Cognitive Psychology*. 15(1) pp.1–11.
- Watson, N. (2007). Muscular Christianity in the Modern Age: 'Winning for Christ' or 'playing for glory'? In: Parry J, Robinson S, Watson N, et al. (eds) *Sport and Spirituality: An Introduction*. London: Routledge, pp.80–94.
- Weems, G. H., Onwuegbuzie, A. J., Schreiber, J. B., and Eggers, S. J. (2003). 'Characteristics of respondents who respond differently to positively and negatively worded items on rating scales', *Assessment and Evaluation in Higher Education*, 28(6), pp.587-607.
- Westthorp, G. (1974). 'PE as a worthwhile activity', *British Journal of Physical Education*, 5(1), pp.4-9.
- Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington: Solution Tree Press.
- Wiliam, D. and Bartholomew, H. (2004). 'It's not which school but which set you're in that matters: the influence on ability-grouping practices on student progress in mathematics'. *British Educational Research Journal*, 30 (2), pp.279–294.
- Wilson, N. and McLean, S. (1994). *Questionnaire Design: A Practical Introduction*. Newtown Abbey, Co. Antrim: University of Ulster Press.
- Wong, H. and Wong, R. (2009). *The First Days of School: How to Be an Effective Teacher*. 4th edn. Mountain View, CA: Harry K. Wong Publications.
- Woods, B. (1998). *Applying Psychology to Sport*. Oxford: Bookpoint.

Wright, R. and Powell, M.B (2006). 'Investigative interviewers' perceptions of their difficulty in adhering to open-ended questions with child witnesses', *International Journal of Police Science and Management*, 8(1), pp.316-325.

Xiang, P., Lowy, S. and McBride, R. (2002). 'The impact of a field-based elementary physical education methods course on preservice classroom teachers' beliefs', *Journal of Teaching in Physical Education*, 21(2), pp.145-161.

Yin, R. K. (2009). *Case study research designs and methods*. 4th edn. Thousand Oaks, CA: Sage.

Young, P. and Tyre, C. (1992). *Gifted or able?: Realizing Children's Potential*. Open University Press.

Youth Sport Trust (2019). Your School Games - School Games sports and activities. (online) Your School Games. Available at: <https://www.yourschoolgames.com/taking-part/our-sports/> (Accessed 20 March 2019).

Zhang, H. and Lui, X. (2008). 'Understanding of Competitive Sports Conducted by School Under the New Curriculum Standard', *International Education Studies*, 1(3).

Appendices

Appendix 1 - Participant Information Sheet (parents)



How do we prepare children for competition?

PARTICIPANT INFORMATION SHEET

For parents / carers to read to your child

A research study is being conducted at Canterbury Christ Church University (CCCU) by Emily Milne as part of my MA by Research in Physical Education and Physical Activity.

Background

The research will investigate how at school we prepare children for competition within a sporting context in a primary school setting.

What will you be required to do?

Your child will be required to answer planned interview questions which will focus on their thoughts and ideas around the theme of competition within their P.E lessons and additional Physical Activity experiences that they have had within the school.

To participate in this research you must:

- Your child will need to be in Key Stage 2
- Your child will need to have been a member of Blenheim Primary School since the age of 4 or 5.

Procedures

Your child will be asked to participate in an interview. The interview will be audio recorded using a school electronic device.

Feedback and dissemination of results

Feedback will be given to you as parents / carers at the end of the project and please feel free to share this with your child. Findings will form part of the final Masters by Research report.

Confidentiality

All data and personal information will be stored securely within CCCU premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements. Data can only be accessed by Emily Milne. After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and the data from audio recordings from the interviews will be destroyed.

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide for your child to participate, your child will be free to withdraw at any time or you may withdraw your child at any time, without having to give a reason.

Any questions?

Please contact Emily Milne via email: e.milne323@canterbury.ac.uk.

Appendix 2 - Participant Information Sheet (teachers)



How do we prepare children for competition?

PARTICIPANT INFORMATION SHEET

A research study is being conducted at Canterbury Christ Church University (CCCU) by Emily Milne as part of my MA by Research in Physical Education and Physical Activity.

Background

The research will investigate how we prepare children for competition within a sporting context in a primary school setting.

What will you be required to do?

Participants in this study will be required to complete a questionnaire which will focus on their thoughts and ideas around the theme of competition within P.E lessons and additional Physical Activity experiences that they undertake within the school.

To participate in this research you must:

- Not be part of the P.E working team.
- Be a class teacher.

Procedures

You will be asked to participate in an interview.

Feedback and dissemination of results

Feedback will be given to the class teachers at the end of the project. Findings will form part of the final Masters by Research report.

Confidentiality

All data and personal information will be stored securely within CCCU premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements. Data can only be accessed by Emily Milne. After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed).

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to ~~withdraw~~ at any time without having to give a reason.

Any questions?

Please contact Emily Milne via email: e.milne323@canterbury.ac.uk.

Appendix 4 - Ethics Form



**Education Faculty Research Ethics Review
Application for full review**

For Faculty Office use only	
FREC Protocol No:	Date received:

Your application **must** comprise the following documents (please tick the boxes below to indicate that they are attached):

Application Form	<input checked="" type="checkbox"/>
Peer Review Form	<input type="checkbox"/>
Copies of any documents to be used in the study:	
Participant Information Sheet(s)	<input checked="" type="checkbox"/>
Consent Form(s)	<input checked="" type="checkbox"/>
Introductory letter(s)	<input checked="" type="checkbox"/>
Questionnaire	<input type="checkbox"/>
Interview Questions	<input type="checkbox"/>

Education Faculty Research Ethics Review

Application for full review

1. PROJECT DETAILS

MAIN RESEARCHER	Emily Milne
E-MAIL	e.milne323@canterbury.ac.uk
POSITION WITHIN OCCU	MA by Research In Physical Education and Physical Activity
POSITION OUTSIDE OCCU	N/A
COURSE (students only)	MA by Research In Physical Education and Physical Activity
DEPARTMENT (staff only)	N/A
PROJECT TITLE	How do we prepare children for competition?
TUTOR/SUPERVISOR: NAME	Kristy Howells
TUTOR/SUPERVISOR: E-MAIL	kristy.howells@canterbury.ac.uk
DURATION OF PROJECT (start & end dates)	February 2017- January 2019

OTHER RESEARCHERS	N/A
-------------------	-----

2. OUTLINE THE ETHICAL ISSUES THAT YOU THINK ARE INVOLVED IN THE PROJECT.

Children will be involved within a study which will require them to answer questions based upon their own opinions and views. Children will be audio recorded and this document will be password protected and then destroyed once all the relevant data has been collected.

Specialised teaching staff will be interviewed and will answer questions based upon their teaching practice.

The ethical issues that have been identified are:

The need for anonymity and confidentiality - the children and staff will remain anonymous, whilst data is collected e.g. Child A, Child B, Teacher 1, Teacher 2. Therefore names will not be used in the study, ensuring confidentiality. Electrical documents containing interviews and voice recordings will be password protected and held on school property. Data will then be destroyed after the study has been completed, to ensure that confidentiality is continued.

Potential for mild emotional harm - there is a possibility of mild emotional harm which may arise from children or adults disclosing native experiences which may be upsetting for them to recall during interview. I will remind participants that if they become upset during the interviews; they have the right to stop and withdraw their participation at any time.

Informed consent and assent – a letter will be sent to parents of participating children to gain consent. The letter will be read to the children prior to interviewing to gain their assent, so they fully understand the research. An email will be sent to staff members who are participating, as an introduction to the research and then a consent letter will be completed prior to their participation.

3. GIVE A BRIEF OUTLINE OF THE PROJECT In no more than 100 words. (Include, for example, sample selection, recruitment procedures, data collection, data analysis and expected outcomes.) Please ensure that your description will be understood by the lay members of the Committee.

20 children will be selected from Key Stage 2 (aged 7-11) for interview. 10 of these children will be selected as 'talented' in P.E and the additional 10 children will be selected as 'non talented'. The 'talented' children selected will be children who have represented the school in a sporting competition and have taken part in extra-curricular or after school clubs. 'Non talented' children will be selected as children who have not represented the school in a sporting competition and have not taken part in extra-curricular or after school clubs. These definitions will prevent any potential distress in being labelled.

Children will be spoken to prior to being interviewed and parents/ carers will provide consent through a signed letter. Children will then provide assent prior to being interviewed. Staff members will voluntarily complete their questionnaire and the findings will remain anonymous. The 4 staff members being interviewed have been identified as skilled in the area of teaching P.E and therefore have been selected for interview. Prior to interview, these staff members will give consent.

Audio recordings will be transcribed and analysed according to themes. Questionnaire findings will statistically analysed.

My expected outcome will be that I am able to use the data to answer my question; 'How can children be prepared for competition?'

4. How many participants will be recruited?	20 children from Key Stage 2 for interview. 4 specialist teaching staff members for interview. 24 class teachers for questionnaire.
5. Will you be recruiting STAFF or STUDENTS from another faculty?	NO
6. Will participants include minors, people with learning difficulties or other vulnerable people?	YES Participants will include 20 children from Key Stage 2 (aged 7- 11). Children being interviewed will have assent and their data will remain confidential.
7. Potential risks for participants: - Emotional harm/hurt* - Physical harm/hurt - Risk of disclosure - Other (please specify) *Please note that this includes any sensitive areas, feelings etc., however mild they may seem.	Please indicate all those that apply. YES NO NO
8. How are these risks to be addressed?	There is a possibility of mild emotional harm which may arise from children or adults disclosing native experiences which may be upsetting for them to recall during interview. I will remind participants that if they become upset during the interviews; they have the right to stop and withdraw their participation at any time.
9. Potential benefits for participants: - Improved services - Improved participant understanding - Opportunities for participants to have their views heard. - Other (please specify)	Please indicate all those that apply. NO NO YES- participants will be answering questions which will require them to share and voice their own views and opinions around a topic.

<p>10. How, when and by whom will participants be approached? Will they be recruited individually or en bloc?</p>	<p>The opportunity to be selected will be open to all children, however 10 children will be identified as talent sports children. And a further 10 will be selected.</p> <p>Teachers will be recruited en bloc and all teachers are invited to participate.</p>
<p>11. Are participants likely to feel under pressure to consent / assent to participation?</p>	<p>Participants will have the right to withdraw at any time.</p>
<p>12. How will voluntary informed consent be obtained from individual participants or those with a right to consent for them?</p> <ul style="list-style-type: none"> - Introductory letter - Phone call - Email - Other (please specify) 	<p>Please indicate all those that apply and add examples in an appendix.</p> <p>YES (letter to parents of participating children to gain consent) NO YES (email to staff members who are participating)</p>
<p>13. How will permission be sought from those responsible for institutions / organisations hosting the study?</p> <ul style="list-style-type: none"> - Introductory letter - Phone call - Email - Other (please specify) 	<p>Please indicate all those that apply and add examples in an appendix.</p> <p>NO NO NO YES- formal meeting with head teacher to gain permission</p>
<p>14. How will the privacy and confidentiality of participants be safeguarded? (Please give brief details).</p>	<p>Children and staff will remain anonymous, whilst data is collected. Names will not be used in the study. Electrical documents containing interviews and voice recordings will be password protected. Data will be destroyed after the study has been completed.</p>
<p>15. What steps will be taken to comply with the Data Protection Act?</p> <ul style="list-style-type: none"> - Safe storage of data - Anonymisation of data - Destruction of data after 5 years - Other (please specify) 	<p>Please indicate all those that apply.</p> <p>YES YES YES</p>
<p>16. How will participants be made aware of the results of the study?</p>	<p>Letter home to parents. Staff meeting dissemination</p>
<p>17. What steps will be taken to allow participants to retain control over audio-visual records of them and over their creative products and items of a personal nature?</p>	<p>Audio records will be password protected. Participants will have the option to pause or stop the recording at any given time during the interview.</p>

18. Give the qualifications and/or experience of the researcher and/or supervisor in this form of research. (Brief answer only)	Researcher- BA (Hons) Primary Education Supervised by Kristy Howells (PhD)
19. If you are NOT a member of CCCU academic staff or a registered CCCU postgraduate student, what insurance arrangements are in place to meet liability incurred in the conduct of this research?	N/A

Attach any:

- Participant information sheets and letters*
- Consent forms*
- Data collection instruments*
- Peer review comments*

DECLARATION

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
- I certify that a risk assessment for this study has been carried out in compliance with the University's Health and Safety policy.
- I certify that any required CRB/VBS check has been carried out.
- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research Governance Handbook.
- I undertake to inform the relevant Faculty Research Ethics Committee of any significant change in the question, design or conduct of the study over the course of the study. I understand that such changes may require a new application for ethics approval.
- I undertake to inform the Research Governance Manager in the Graduate School and Research Office when the proposed study has been completed.
- I am aware of my responsibility to comply with the requirements of the law and appropriate University guidelines relating to the security and confidentiality of participant or other personal data.
- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or other specified period.
- I understand that the personal data about me contained in this application will be held by the Research Office and that this will be managed according to the principles established in the Data Protection Act.

Researcher's Name: Emily Milne

Date: 3rd April 2017

FOR STUDENT APPLICATION ONLY

I have read the research proposal and application form, and support this submission to the FREC.

Supervisor's Name: Kristy Howells

Date: 3rd April 2017

Appendix 5 - Consent Form - Gatekeeper



Consent Form (Gatekeeper)

Title of Project: How do we prepare children for competition?

Name of Researcher: Emily Milne

Contact details:

Address:

Blenheim Primary School,
School Way,
Lleigh on Sea,
SS9 4HX

Email:

e.milne828@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that pupils' participation is voluntary and that pupils are free to withdraw at any time, without giving any reason.
3. I understand that any personal information that pupils provide to the researchers will be kept strictly confidential
4. I agree for the above study to take part at the school.
5. I agree for the pupils' interview to be audio recorded and I understand that the recordings will be destroyed after use.

Name of Gatekeeper

Date

Signature

Researcher (Emily Milne)

Date

Signature

Copies: 1 for participant
1 for researcher

Appendix 6 - Aims from the School's 2017/18 P.E. Policy

Aims and Objectives

Throughout our learning community we aim to deliver a broad and balanced P.E. curriculum which provides all children with opportunities to enhance their physical development and competence, and to develop artistic, aesthetic and linguistic understanding through movement. We aim to give all children the opportunity to extend their range of psychomotor skills and develop their proficiency as well as appreciating the benefits of participation. We also aim to develop interpersonal and problem-solving skills, develop personal qualities such as self-esteem, confidence, tolerance and empathy and help forge links between the school and its community through encouraging community involvement and responsibility.

The main aims of P.E. are:

- To promote physical activity, physical development and healthy lifestyles through a range of well planned activities which meet the needs of all pupils.
- To develop social cooperation, positive attitudes and to compete with a sense of fair play and good sportsmanship.
- To promote lifelong learning, active participation and a thirst for competition.
- To promote and develop safe practice in physical activities through high quality opportunities and outcomes.
- To provide equal opportunities for all pupils regardless of race, religion, gender, background or ability.
- To provide opportunities for all pupils to achieve their full potential and assist each individual to be the best they can be whilst raising achievement and supporting excellence.
- To create a lasting legacy of the 2012 Olympic Games and Paralympic Games in London.

**Statement in yellow indicates the only reference to the word 'competition' in the 2017-18 policy.*

Appendix 7 - Interview Questions (Talented Children - Inter Competition)

1. On a scale of 1- 5, how much do you enjoy your P.E. lessons?

1 - I dislike P.E. a lot.

2 - I dislike P.E.

3 - I don't mind P.E.

4 - I like P.E.

5 - I really like P.E.

2. What is your reason for this?

3. What does the word competition mean to you?

4. Do you enjoy taking part in school events like sports day, swimming galas?

4a. Why do you enjoy these events?

4b. What could we as teachers do to make you enjoy these events more?

5. How did you feel before your Cross Country competition at Garons?

1- I felt really prepared.

2- I felt prepared.

3- I did not feel prepared.

4- I really did not feel prepared.

6. Why did you feel like this?

7. What helped you feel more prepared for your competition? Please rank these in order

- Miss Milne's instructions on the day of the event
- Talking about what will happen at the competition, before the event
- Travelling on the coach to the competition
- Pep talk before the race
- Warming up before the race

8. What do you think would have helped you feel more prepared for the competition?

Appendix 8 - Interview Questions (Talented Children - Intra Competition)

1. How did you feel before your Cross Country competition at school?

1- I felt really prepared.

2- I felt prepared.

3- I did not feel prepared.

4- I really did not feel prepared.

2. Why did you feel like this?

3. What helped you feel more prepared for your competition? Please rank these in order

- Miss Milne's instructions on the day of the event
- Talking about what will happen at the competition, before the event
- Walking out onto the field for the competition
- Pep talk before the race
- Warming up before the race

4. What do you think would have helped you feel more prepared for the competition?

5. What competition did you enjoy more and why?

6. What competition did you feel more prepared for?

Appendix 9 - Interview Questions (Non Talented Children - Intra Competition)

1. On a scale of 1- 5, how much do you enjoy your P.E. lessons?

1 - I dislike P.E. a lot.

2 - I dislike P.E.

3 - I don't mind P.E.

4 - I like P.E.

5 - I really like P.E.

2. What is your reason for this?

3. What does the word competition mean to you?

4. Do you enjoy taking part in school events like sports day, swimming galas?

4a. Why do you enjoy these events?

4b. What could we as teachers do to make you enjoy these events more?

5. How did you feel before your Cross Country competition at school?

1- I felt really prepared.

2- I felt prepared.

3- I did not feel prepared.

4- I really did not feel prepared.

6. Why did you feel like this?

7. What helped you feel more prepared for your competition? Please rank these in order

- Miss Milne's instructions on the day of the event
- Talking about what will happen at the competition, before the event
- Walking out onto the field for the competition
- Pep talk before the race
- Warming up before the race

8. What do you think would have helped you feel more prepared for the competition?

Appendix 10 - Interview transcript from Child A (Talented)

Talented- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child A: 5, I really like it.

Researcher: What is your reason for this?

Child A: I like the things that we learn in P.E and I feel happy because it is fun and I am really sporty.

Researcher: What does the word competition mean to you?

Child A: Where you go against someone and you try and beat them and try to win something.

Researcher: What does it mean to you to try and win then?

Child A: I think it is really important and I love winning and it's why I do competitions.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child A: Not really. I don't like swimming that much so I don't really like the swimming gala that much because it is not my best sport.

Researcher: Can you tell me about your feelings towards sports day?

Child A: I don't like sports day because we get put into teams and I quite like doing races and events on my own. When you're in a team you have to wait for slower people and I know I am really fast and I would like going with other really fast children.

Researcher: What could I do to make you enjoy these events more?

Child A: I would like us to be able to pick our teams so we can go with faster children and I would like more long distance races because that is what I am best at.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child A: 1. 1, definitely 1. I felt really prepared but I also felt really really super nervous. I felt ready but I didn't want to lose. I really wanted to try and beat my record from last year.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child A: Ummm.. this one. I think having your instructions on the day event helped me because although I had done the competition before, I had forgotten some things like how far we had to run and I didn't know how many children I would race against. Then the warm up made me more excited and prepared because I was getting closer to the race. Then 3 would be talking about what will happen at the competition, before the event because you only told us little things like what to wear and bring, you couldn't tell us how far we were running and what it would exactly be like. Then probably 4 would be the pep talk before the race and then last travelling on the coach just helped me to relax a bit with my friends.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child A: If I had a longer warm up.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child A: 2, prepared because I knew it was going to be okay.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child A: Ummm... probably the instructions on the day of the event so we knew how far we had to run. Then walking out onto the field because I walked with Jensen and we were talking about how fast we were going to run off because we know we are the fastest in the yeargroup. Then warming up so we didn't injure ourselves and then the pep talk got me all excited and umm then talking about what will happen at the competition, before the event and we didn't really do this because we only knew about the competition the day before so we couldn't really talk about it.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child A: Ummm I don't really know. Maybe if we had more time to prepare because and you told us maybe on Monday because I wanted to run in my spikes.

Researcher: What competition did you enjoy more and why?

Child A: I liked it at Garons more because the fields were much bigger and we got to run even further than we did at school and it was good to go against other children from other schools.

Researcher: What competition did you feel more prepared for and why?

Child A: Definitely Garons again. I felt more nervous but my nerves were because I had done training and I was more excited because it was a more serious competition than at school.

Appendix 11 - Interview transcript from Child B (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? So one being I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child B: 5 because it's my favourite subject because I really wanted to do sport all my life, I did.

Researcher: What is your reason for this?

Child B: It's not like an English lesson where you have to sit down and write boring things, it's about doing fun activities and I do 4 clubs a week and it makes me feel really sporty and I am so good at sport and be like Mo Farah and be the world record.

Researcher: What does the word competition mean to you?

Child B: Ahhh competition means to me, it's like a race and normally when I do a competition I feel nervous. I want to be in an actual competition where I do it for my job and get a gold medal. I like doing competitions.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child B: Well... I am quite good at swimming but it isn't my favourite and I feel ready and blue team won and I felt happy but swimming isn't favourite.

Researcher: What about sports day?

Child B: I like doing sports day because I get to show off to everyone all the things that I can do well like speedy hurdles and sprints and dribbling and shooting footballs and I do those clubs too and they help me be really good at sport.

Researcher: What could I do to make you enjoy these events more? Is there anything I can change?

Child B: We could do more squad events so that all the squad people go in a team and then we can keep winning stuff because we are all really good.

Researcher: How did you feel before your Cross Country competition at Garons? So, 1 you felt really prepared, 2- you felt prepared, 3- you did not feel prepared or 4 you really did not feel prepared.

Child B: 2 because I was nervous and shaking and I wanted to beat my record and my time from last year and I felt prepared and once I started the race I felt more relaxed and calm and I said to myself this is okay.

Researcher: From looking at the list in front of you, can you put these things in order from which one helped you the most to feel prepared for your competition, down to the one that least helped you feel prepared for your competition.

Child B: Ummm.. I think talking about what will happen at the competition before we went. It helped me to be like okay like not nervous and we could ask you questions which is good. Then Miss Milne's instructions on the day because you told us where to run on the field and we knew we had to pace ourselves. Umm then warming up before the race because if I tripped up I would have twisted my ankle or something like that and **when you warm up you just don't get hurt**. Then I think having a little chat with my friends before the race but we were all excited and cheering each other. And then last just the travelling on the coach.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child B: We could have done a little lap around Garons when we arrived.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child B: I would say two because I felt half prepared but I was also panicking because I didn't really know what was going to happen.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child B: Um okay well first was the instructions on the day of the event because we knew then how far we had to run and **I knew that I would probably win**. Then the warm up because that is where **I get myself ready and talk to myself and think I can win this**. Then the **pep talk cos it make me smile**. Then we didn't really talk about the competition before Wednesday when we did it. Then last walking to the field.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child B: Oh maybe like **if we had more time to warm up** and have more stretches rather than just doing it all quickly.

Researcher: What competition did you enjoy more and why?

Child B: I liked it more at Garons **because I was verusing people who were the best in their school and it made me want to run my fastest race ever** and **I did really well**.

Researcher: What competition did you feel more prepared for and why?

Child B: I think the Garons competition because we did loads of training at your Cross Country club and we met in our classroom and we could bring spikes and stuff to Garons.

Appendix 12 - Interview transcript from Child C (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child C: 5

Researcher: Can you explain why you're a 5?

Child C: Because I like doing sports and I am really good at it. I love running around because it helps you get fit and urmm I think probably because I am really sporty.

Researcher: What does the word competition mean to you?

Child C: I guess trying to beat someone but sometimes it can be about trying your hardest but I sometimes when you're in a big competition it is important that you try and win and I really like winning.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child C: I like them because people are there like your family to cheer you on and that makes me feel happy. Sometimes I do get really nervous though.

Researcher: What could I do to make you enjoy these events more?

Child C: It would be nice to be in smaller teams so that then you don't have to take all that time to wait for your team to finish and you're not like standing around more when we do the races in sports day and stuff. Umm and then having more events too.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child C: 2

Researcher: Can you tell me why you were a 2, what are your reasons for this?

Child C: I was a bit nervous because there were loads of people at the event and I wanted to do really well and I think I was prepared because I had my best trainers on and I also had my water bottle and I had done loads of laps at cross country club which had helped me to get even faster.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child C: Miss Milne's instructions on the day of the event were the most helpful because they helped me a lot and you explained them really clearly and they helped me to relax my nervous stuff. Umm number 2 was **warming up before the race, because it helped my muscles**. Then talking about what will happen at the competition, because sometimes when I have too much information before a big competition it makes me even more nervous. 4 travelling on the coach because I got to chat and chill with my friends and number five is **pep talk because it encouraged me to do my best**.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child C: **If I had my spikes with me.**

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child C: 3, I didn't really feel prepared.

Researcher: Can you explain why?

Child C: Umm because we knew about Garons like weeks ago before the race because you gave us a letter with all the information but with the school competition we errr like only knew the day before and I forgot we were doing it till lunchtime so I suddenly was starting to feel more nervous.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child C: First was definitely talking about what was going to happen so like your instructions in the morning because I had time to then get myself ready mentally. Then the **pep talk because it got me all excited**. Uhhhh then the **warm up because I like stretching and getting my muscles ready** and then last both like the walking to the field and then also telling us before the competition because you didn't do it.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child C: I think if you had told us all the details earlier like with Garons and like maybe if we did more stretches to get us ready.

Researcher: What competition did you enjoy more and why?

Child C: I liked it at Garons more because it felt more like a real competition because we were against loads of other schools and it meant that it would have been harder for us, rather than running against boys and girls.

Researcher: What competition did you feel more prepared for and why?

Child C: Garons was better because we had to run just against the boys and this made it harder and more competitive because at school we had to run against boys and girls and it was so easy and short.

Appendix 13 - Interview transcript from Child D (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child D: Umm 4

Researcher: Can you explain why you're a 4?

Child D: Because I like playing the warm up games, they are fun and learning all about different sports and my favourite sport is doing running, especially cross country. I'm not a 5 because sometimes things in P.E are too easy like when we do throwing or catching or we just run a few laps of the field and I can run more.

Researcher: What does the word competition mean to you?

Child D: It means like where you're against someone and ummm to try and win something and try and beat them

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child D: I like taking part in these events but I prefer doing the swimming and running events where we have to go to different venues and play against different schools, because it feels like more of a challenge.

Researcher: What could I do to make you enjoy these events more?

Child D: I don't really know.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child D: Ummm 2.

Researcher: Can you tell me why you were a 2, what are your reasons for this?

Child D: I was a bit nervous because it was my first competition of Year 4 and I didn't know exactly how far we were running because you couldn't see the whole field where we had to run but going to your club really helped me get so much faster so I kinda felt ready because I knew how to pace myself.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child D: I think first talking before the race when we had our pep talk so it made me realise that I just had to do my best. Then hmm, Miss Milne's instructions on the day of the event so that I knew what would happen. Umm warming up before the race so I could get ready and not hurt myself. Talking about what would happen before the event and then finally travelling on the coach just made me feel nervous because the boys were all talking about how fast other children were.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child D: Ummm, like if I had a chance to walk around the whole field so I could see how far we had to run because you couldn't really see the end line.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child D: 3, I didn't really feel that prepared.

Researcher: Can you explain why?

Child D: Umm because everyone was chatting on the start line and people weren't taking it as seriously compared to Garons where I was more focused and ready.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child D: The pep talk got me all excited for the race and made me feel more ready and encouraged. Then the instructions you gave us in the morning so we had some time to kind of like get it. Then warm up because I liked playing the games. Then next was walking to the field and then last was telling us before the competition because we did it on the day but not like before before.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child D: Umm I think it would have been better if we had time to do a practice warm up lap so we could get our muscles ready and just have a lap to practice pacing ourselves.

Researcher: What competition did you enjoy more and why?

Child D: I liked it at Garons more because I had never been before and it was more fun because we got to race against all the fastest boys in the area.

Researcher: What competition did you feel more prepared for and why?

Child D: Garons because it was our first competition of the year and we had done loads of training and our warm up was a bit harder at Garons and it made us feel more ready.

Appendix 14 - Interview transcript from Child E (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child E: Hmm, I think 4

Researcher: Can you explain why you're a 4?

Child E: I like P.E because we get to do lots of fun activities but sometimes when we do P.E we only really do some skills rather than playing full games straight away and I don't like skills. I just want to play the games, as I know how to do the skills already and want more to challenge myself by learning the rules and playing with other sporty children.

Researcher: What does the word competition mean to you?

Child E: I think it means just working really hard to do your best. It is good to win sometimes but it is about doing your best.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child E: I like them because they made me feel very exciting and I know that I am good at them and I like being active.

Researcher: What could I do to make you enjoy these events more?

Child E: I think maybe playing more competitions and doing more each year rather than just doing the events really in the summer term.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child E: 1 but I also felt nervous but I thought I would do my best no matter what and I had been doing some little runs with my Dad and I had been to the race before in Year 3 and I felt confident because I knew I had been selected because we were the fastest people from Blenheim.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child E: Umm I think number one would be the pep talk before the race and it made me understand exactly how to pace myself because I knew everyone would sprint off at the

beginning. Then Miss Milne's instructions on the day of the event because the biggest thing I was worried about was that maybe I would forget the things I would need for the race or what would happen when we arrived at Garons. Then **warming up before the race and I thought it would give me a good chance at doing better because I felt more relaxed** and I also thought this is another step getting closer to the race which made me nervous. Then number 4 would be talking about what would happen before the event because it just made me feel even more nervous and I didn't like that. And then travelling on the coach also made me nervous because I knew we were getting closer.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child E: I think it would have helped more if maybe if we had the chance to walk round or jog the track first to see exactly how far we had to run so I wasn't so worried.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child E: I would think a 2.

Researcher: Can you explain why?

Child E: I felt a little bit prepared but it was just the fact that we only knew we were going to be running that day.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child E: First was the **warm up because I liked playing the games and stretched helped me to get calm** and be ready to go the start line. Then number two was probably the instructions you gave us in the morning but my teacher didn't know the answer to my question about who gets a medal. Then probably I would say the **pep talk because it is always nice to be encouraged**. Then next was the walking to the field because **I spoke to my friend and we were going to pace each other**. Last was talking about what will happen at competition because we didn't do it until the actual day.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child E: I think if we had known that the competition was happening a little earlier it would have helped me maybe to go out and have a little practice that week, before our competition.

Researcher: What competition did you enjoy more and why?

Child E: I think Garons because it tested me a little bit more and there were more people that we were racing against and I knew that I could achieve more at Garons.

Researcher: What competition did you feel more prepared for and why?

Child E: I think I felt more prepared at Garons because we had more notice, although I felt much less nervous at our school competition.

Appendix 15 - Interview transcript from Child F (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child F: 4

Researcher: Can you explain why you're a 4?

Child F: Because I am good at it and I think I am quite sporty.

Researcher: What does the word competition mean to you?

Child F: Hmm. Kinda like that you're against someone and that word makes me feel nervous because I like winning and I want to do well.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child F: Hmm yes because it is normally a team effort and I like working in a team.

Researcher: What could I do to make you enjoy these events more?

Child F: Uhhhh. I think if we do more competitions it would be better because it would help us get more ready for our competitions that we enter against the other schools and it would give us a chance to win more things.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child F: 2.

Researcher: Can you explain why you were a 2?

Child: Um because we had practiced it a lot at Cross Country club and in P.E. I felt really excited because we could have won the overall competition but nervous too because I didn't want to let the team down.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child F: Uhh. I think the most helpful thing that got me prepared for the competition was probably talking about what would happen at the competition, before the event because

it helped us to know what we were doing to have to do and we could feel calmer once we knew this. Then probably your instructions and then the warm up, then the talk and last travelling to the coach was the least helpful in getting me prepared.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child F: Hmm. It would have been good to practice a little lap on the day of the competition and run with my friends to practice and use each other for pace.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child F: I would think a 2.

Researcher: Can you explain why?

Child F: I felt a little bit prepared but it was just the fact that we only knew we were going to be running that day.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child F: I don't really know. I think maybe you telling us like how the race would work so like um like it was four laps and top 30 would score. Then the pep talk because I wanted to score points for my house. Then the warm up because I have my bad back and if I don't warm up it really hurts. Then walking to the field. Then the last one isn't really true.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child F: I think probably just being able to run as girls and boys. So um like separate races like it was at Garons. I would have felt more like settled and less worried.

Researcher: What competition did you enjoy more and why?

Child F: I think Garons because it was longer and more challenging but school was quite easy and I knew I would get in the top 5 but at Garons I didn't know where I would finish. I also liked having my mum there to cheer me on.

Researcher: What competition did you feel more prepared for and why?

Child F: I think I felt more prepared for Garons because we got like proper letters and we knew for ages about it and what we needed to bring and stuff.

Appendix 16 - Interview transcript from Child G (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child G: I really like them. 5

Researcher: Can you explain why you're a 5?

Child G: Because they're really fun and I do a lot of sports and I love being active and I think I am really good at P.E so it is more fun because I am achieving things.

Researcher: What does the word competition mean to you?

Child G: Well it is a bit of doing your best and trying hard and trying to work to win things.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child G: Well because swimming is my favourite sport and I get to show off what I can do and race really fast and I am really good at it and it is nice to win my races. I like sports day too because we work in teams.

Researcher: What could I do to make you enjoy these events more?

Child G: Hmm they are really fun already. I think maybe it would be nice if we do more competitions like a netball competition and tennis and more competitions from the sports we learn in P.E, not just in the summer.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child G: Ummm. I felt prepared so probably 1 and I was really excited too. It was really nice to do more competitions because in KS1 we didn't do many competitions and now we are in KS2 we get to do so many more competitions.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child G: Hmm. Well I think talking about what will happen at the competition, before the event helped me because it made my nerves calm down and I knew what was going to happen and how far I would have to run so I tried to run the distance in P.E to get myself

ready. Warming up helped me too and I was really cold before the race and warming up got me ready to do my running. Miss Milne's instructions was 3rd because it reminded me to pace myself. Then travelling on the coach because I sat next to Kimberley and she was telling me all about it and it helped me to calm down. Then last the pep talk, that just got me excited.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child G: Well when I was at the competition, it would have been good to maybe walk around the field to see how big it was and this would have calmed me down.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child G: Umm I was a little prepared so probably a 2.

Researcher: Can you explain why?

Child G: I was a bit nervous because I wanted to do really well and I also wasn't feeling that well and I forgot that it was happening because it felt just like a normal P.E lesson.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child G: Okay so number 1 was definitely talking about what was going to happen because we didn't know until the day which was hard but once we knew I was calm. Then probably the warm up because I like to do my own warm up sometimes and get ready. Then walking to the field because I chatted to Kimberley about where we thought we would come and who would be first. Then the pep talk and then last the telling us before the competition.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child G: I would have preferred it if we knew how far we were running because I would have liked to have trained for it because I really wanted to finish in the top 30 so I could score points.

Researcher: What competition did you enjoy more and why?

Child G: I think Garons because my parents came to watch me and I felt really proud to represent the school and it was a really serious competition.

Researcher: What competition did you feel more prepared for and why?

Child G: Um Garons because everyone was talking about it and we had more information about it and I was really excited to run my first proper race in Year 4.

Appendix 17 - Interview transcript from Child H (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child H: 5.

Researcher: Can you tell why you're a 5?

Child H: Because P.E is my favourite lesson and I like doing lots of sports because um I like working in teams.

Researcher: What does the word competition mean to you?

Child H: I think it means going against people to try and see what you can do against someone. Sometimes you go against people because you are the best and I feel good when I do some competitions because I have been picked out of loads of children and get to play with other sporty children.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child H: It is really nice to be active and it is a chance to like show off what you can do and it is also good because you get to work in teams and I like helping children who aren't as sporty as me.

Researcher: What could I do to make you enjoy these events more?

Child H: Hmm. Maybe we can do more events in the competitions so they last for longer.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child H: 1 I felt really prepared.

Researcher: Can you tell me why you felt really prepared?

Child H: Because well I am usually really fast and I knew that I had done loads and loads of training at club and I was starting to be as fast as some of the boys and I know that doing the training helped me to get even faster at running.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child H: Umm I think your instructions before the event helped me the most because you explained what we were going to do. I think then telling us on the day the instructions again helped us and reminded us what would happen and I didn't feel so scared and weird and you helped me to feel like I was going to do good and I knew what to do. Warming up made me feel a little bit prepared because my body was ready to run but then my mind was starting to get more nervous because I knew I was getting closer to doing the race like. Then a pep talk which got me more excited and then travelling to the coach to the competition because I was just chatting and having fun.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child H: Maybe have someone from our year to possibly like run with to help you pace yourself, especially at the start. Or it would have been good otherwise if you could have run with us to help set our pace and then we could have gone off on our own.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child H: Probably a 2 because I didn't know how well I would do and um I didn't know how I was going to do.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child H: Okay well the first one is easy because it is the only one that really helps me and that is the warm up. I like doing warm ups because it gets me really ready to then run. Then probably you telling us about like how far we were running and stuff about the race. The talk you gave us got me excited so that is 3. Then probably walking to the field because I chatted to my friend about pacing. Then well like I didn't know it was happening so I guess like the last one doesn't work.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child H: I think if we had known that the competition was happening a little earlier it would have helped me maybe to go out and have a little practice that week, before our competition.

Researcher: What competition did you enjoy more and why?

Child H: Probably Garons because it was more competitive and you got given like a number with a position on it and you knew where you came where as Blenheim was more fun.

Researcher: What competition did you feel more prepared for and why?

Child H: Probably Garons because that was when I was my fastest and I wanted to do my best and I ran my fastest race ever because I knew exactly how to pace myself because I went to every single Cross Country club session.

Appendix 18 - Interview transcript from Child I (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child I: Umm I really like P.E so a 5.

Researcher: Can you explain why you're a 5?

Child I: Because it is really fun and enjoyable and I liked doing things in teams because we get to help each other and not just work on our own all the time.

Researcher: What does the word competition mean to you?

Child I: Like if you're in a race or you are going against other people and you shouldn't cry if you lose, it is just about trying your hardest.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child I: Because they're fun and nobody loses because it is all about just enjoying yourself in the team races.

Researcher: What could I do to make you enjoy these events more?

Child I: Umm they are already fun but maybe it would be good if we were able to pick your teams so that you could go with different children, not the same children in your coloured team all the time otherwise sometimes the same coloured teams win.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child I: 1 I felt really prepared for the competition because we had done lots of running in Cross Country at school for P.E and I learnt how to pace myself and I couldn't do that well before.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child I: Um um talking about what will happen at the competition before the event because this let me be ready and I was feeling more confident because I knew what would happen and I didn't need to be worried anymore. Then the instructions on the

day, then pep talk before the race got me super excited and then probably warming up so my muscles were ready to run and then just travelling on the coach.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child I: Umm maybe like if you didn't feel prepared **we could practice mini races together** and have like a short practice race.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child I: Ummm probably a 2.

Researcher: Can you explain why?

Child I: Because you told us on Wednesday that we were going to have a competition on the Thursday and **you told us what classes we would be against** but we didn't know for that many days just the one.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child I: First was the pep talk because it was nice to hear. Then the instructions on the day so we knew where to run and stuff. Next was probably the **warm up stretches which were good**. Then after was talking about the event before the competition. Then last was walking to the field because I didn't really feel ready then.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child I: **I would have liked to have known how far we were running so I could think for longer about how to pace myself.**

Researcher: What competition did you enjoy more and why?

Child I: Ummm, **I would say Garons because like we had harder children to go against,** although it was scarier.

Researcher: What competition did you feel more prepared for and why?

Child I: I think Garons because we had worked really hard on how to pace ourselves and we had lots of talks with you and **did proper warm ups with you before the race.**

Appendix 19 - Interview transcript from Child J (Talented)

Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child J: 5, I really like P.E

Researcher: Can you explain to me why you're a 5?

Child J: Because the games are really fun and it helps me to get more fit and I especially like running because I really am good at it.

Researcher: What does the word competition mean to you?

Child J: It means like I have to win and my mum and dad see it as getting into the top ranking and for me I like to win as much as I can.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child J: Because they are fun because you can get some medals and rewards for it in your house team if your house team wins. But sometimes the competitions that we do against other schools are even better because you get medals and trophies then too and you get more of them.

Researcher: What could I do to make you enjoy these events more?

Child J: Umm doing more activities and more competitions with medals and prizes for me to win.

Researcher: How did you feel before your Cross Country competition at Garons? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child J: I was really prepared, 1. Because I had my kit and my drinks and I had worked so hard in Cross Country competition and I got some special trainers to run in properly and then sometimes I would also go running at running club outside of school so I was really confident and knew that I would do well.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child J: Warming up was really important for me because it helps me to get ready and so that I don't hurt myself. Hmmm then probably talking about the race, before the

competition because we also had the letter with the times and dates and what we needed to bring and this helped me to be organised. Then instructions on the day so that we knew how far we had to run and what would be happening when. Then the pep talk which got me excited and made me want to win and then travelling on the coach.

Researcher: What do you think would have helped you feel more prepared for the competition at Garons?

Child J: Umm by getting more warmed up and some little jogging around the field.

Talented Child- Inter competition

Researcher: How did you feel before your Cross Country competition at school? So 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child J: I felt really prepared, 1

Researcher: Can you explain why?

Child J: Because I had my best trainers to help me run faster. I took deep breaths to calm me down.

Researcher: Putting these things in a ranked order from 1 to 5, what helped you feel more prepared for your competition?

Child J: 1 is the warm up because it helped me to prepare and keep calm and like stretches were good for my muscles. 2 was the talk and instructions because then I knew how far we had to run and then that I had to finish quickly so I could score good points. Then after that was walking to the field when I spoke to the other cross country girls to see how fast they were going to run. Then the pep talk and then last we didn't know till Wednesday so don't know about that last one.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child J: I think I wanted to know like how many points I could get and where I needed to try and finish because I wanted to come in the top 3 but we had boys and girls and it would have been better just two different boy and girls races then I could have focused more.

Researcher: What competition did you enjoy more and why?

Child J: I think the competition at Garons because I like it because it is a longer race and it was harder which makes me push myself more and at Garons you can win points for your team whereas at school it's just fun, no points.

Researcher: What competition did you feel more prepared for and why?

Child J: Garons because I had everything I needed and I did loads of training for the race once I found out that I had been selected.

Appendix 20 - Interview transcript from Child K (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child K: 4

Researcher: What is your reason for this?

Child K: Umm because you do all kinds of sports.

Researcher: What does the word competition mean to you?

Child K: To me it doesn't mean about winning, it is about having fun and trying your hardest and just seeing what happens when you do your best.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child K: Yes because the activities and games are fun and it is nice for you to improve and get better for yourself.

Researcher: What could I do to make you enjoy these events more?

Child K: Umm we could maybe pick our teams so that we don't have to like worry about letting other children down

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child K: Umm 3. Because I had done a little bit of running in P.E and I felt happy but we didn't really know what the competition would be like or how far we had to run until the day so this made me really nervous.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child K: Umm I think Miss Milne's instructions on the day of the event because this calmed me down and helped me to understand what we were doing. Then warming up, the games were fun and they helped me to relax a little bit. Then the pep talk because it got me prepared and ready to try my hardest and make you feel proud. Then walking out because I was with my friends and then the talk before the event because you only really

told us what was happening a little bit before the event so it was a bit hard to be really organised and ready.

Researcher: What do you think would have helped you feel more prepared for the competition at school?

Child K: Maybe you could like do a few **more warm ups to get us more ready.**

Appendix 21 - Interview transcript from Child L (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E alot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child L: 4 but sometimes a 3

Researcher: What is your reason for this?

Child L: Umm because I like getting fit and more sporty. But at the moment I don't feel very good and sometimes when we do P.E I feel quite tired and worn out quickly so I don't always enjoy it.

Researcher: What does the word competition mean to you?

Child L: I think it means um like just taking part in something with your friends, it isn't about winning, it is really just about having fun with classmates.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child L: Umm sometimes yes and sometimes no. I only really like sports day, not swimming gala because I am not good at swimming and I find them really hard and I don't like being the worst at something or bad at something. I like sports day though because people normally come and cheer you on.

Researcher: What could I do to make you enjoy these events more?

Child L: Ummm I think if we could pick our friends to go in our team that would be better because sometimes when you're in a team with really sporty children that makes me really nervous because I know I won't be as good as them.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child L: Umm I think I was number 3 because sometimes I am not really sure about how well I am going to do in competitions and I didn't really know how far we were going to have to run because our teacher only just told us on the day and I know that I am not very fast and I knew I would be near the end and that doesn't make me feel that good.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child L: Umm warming up before the race because I enjoy the games and they help me to get ready for exercise and they also calmed me down a little bit so my heart was going fast but also I was calmer because they were really fun. Then the pep talk before the race because it was nice to have someone encourage you and cheer you on and it made me feel like I would do okay. Then Miss Milne's instructions on the day of the event so that we knew how far we had to run and would we would have to do. Then walking out onto the field because it didn't really help me that much. Then we didn't talk about the competition before it happened so that one didn't really count.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child L: If someone was at the front of the race and like leading the way so we knew the route.

Appendix 22 - Interview transcript from Child M (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child M: I think I am a 4.

Researcher: What is your reason for this?

Child M: I think it is quite fun when we do our warm up games and I like to achieve things in P.E and play sports that I haven't done before.

Researcher: What does the word competition mean to you?

Child M: I think it means just like trying your best and trying to enjoy something you are doing with your friends.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child M: Umm yes because you're outside and you can work well when you work in your teams, I also like it because people can come and watch you and clap you.

Researcher: What could I do to make you enjoy these events more?

Child M: It would be nice if the events were just more fun rather than about what team came 1st or 2nd. Some people get upset when they don't win and it would be nice just if it was more fun for everyone.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child M: Probably a 3.

Researcher: Can you tell me why you did not feel prepared?

Child M: Because I didn't expect to do 4 laps. I thought maybe it was going to be a bit more relaxed and that it wouldn't be so hard so I guess I wasn't really ready for it.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child M: Umm telling us the instructions on the day of the event but it would have been good to have the instructions a little earlier maybe like a few days before so that I would have known how many laps I had to do. Number 2 was umm doing the pep talk because you were encouraging us and it got me ready to run. Then probably the warm up because it got my body ready. Then walking out onto the field because I was talking to myself and telling myself it was going to be okay. And then we didn't really talk about the competition before it happened but it would have been really helpful if we did.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child M: Maybe just to have known about the competition a little earlier so we knew what would have happened.

Appendix 23 - Interview transcript from Child N (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child N: Hmm I think a 3.

Researcher: What is your reason for this?

Child N: Umm because it is fun when we do all the different sports and we get to do fit exercise but sometimes I don't like it when I can't do something very well because it is too hard some sports.

Researcher: What does the word competition mean to you?

Child N: Hmm I think it is like a race and it is about taking part and enjoying yourself.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child N: Yes um I like swimming because I like getting into team events and it is good to take part in the competitions and just try your best with them because some boys just like winning.

Researcher: What could I do to make you enjoy these events more?

Child N: Ummm I think maybe we could do some more fun stuff like stuff we don't do in P.E lessons.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child N: Hmmm. 3 I think. I felt like a bit prepared because I was nervous because some of the children are really fast and I didn't think that I would beat them and I have done some Cross Country but I wasn't that sporty so I knew I would find it harder.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child N: Probably Miss Milne's instructions on the day of the event because they calmed me down a little bit. Then walking out onto the field because it helps me to calm down, as I was talking to myself and telling myself to try my hardest. Then warming up for the race was fun and it got all my muscles ready. Then the pep talk got me excited to race

and made me feel happy that someone was cheering and encouraging me on and then just probably talking about what would happen before the competition because we didn't really talk much about it in our class.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child N: Probably doing like a little practice lap before we ran the proper race.

Appendix 24 - Interview transcript from Child O (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child O: I'm a 4.

Researcher: Great, what is your reason for liking P.E?

Child O: I like it when we warm up because we play some fun games and I like doing the cross country running too.

Researcher: What does the word competition mean to you?

Child O: Most people think it is about people are against each other, like in a race. But for me competition for me is about trying my hardest.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child O: Sometimes but not so much swimming gala. I don't like swimming much because I find it really hard and I think this is why I don't enjoy it so much. But sports day is great because normally I have Mum and Nan cheering me on and we get to use lots of fun equipment when we do our little races.

Researcher: What could I do to make you enjoy these events more?

Child O: Ummm I think maybe less competitions and races and more just about people having a go and trying things and I would enjoy it more then.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child O: I felt probably a 2. I was warmed up which was helpful and I was ready and I knew that I had to just try my hardest.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child O: Miss Milne's instructions because I knew what I was doing because you explained everything clearly and carefully for us to understand. Then warming up before the race because the games are fun and they help me relax. Then number three was walking out onto the field, and I was taking deep breaths and just was calming myself

down and saying you don't have to win, you just have to try your hardest. Last like both the pep talk and then talking about what will happen at the competition, before the event.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child O: Like having a few minutes before we started running to relax and be on our own and get ourselves ready.

Appendix 25 - Interview transcript from Child P (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child P: I'm about a 4

Researcher: Can you tell me your reasons for being a 4?

Child P: Sometimes the lessons are really tiring and hard and it really can ache me so that is why I am not a 5. Lots of our lessons are really fun and I like those lessons.

Researcher: What does the word competition mean to you?

Child P: It means like taking part in a sport event and trying to do your best and it is the taking part that counts.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child P: Yes because at swimming galas you get to cheer your team on and get to do loads of different events and all the events are really fun that we do in swimming and sports day and I like working in a little team and trying our best altogether.

Researcher: What could I do to make you enjoy these events more?

Child P: I think it would be nice if we mixed the teams up more often.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child P: Hmm I think 3. I think.

Researcher: Why do you think you're a 3?

Child P: Well because sort of in my mind I was thinking about what pace I would go and how fast I would run but I only could really think about those things on the day because I didn't remember that we were doing it and I forgot a little bit.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child P: So I think Miss Milne's instructions on the day of the event because this helped me think about how I needed to pace myself and where I would be running and I would know what to do and know where to stop. Hmm number 2 I think the pep talk before the race because this got me all calm and it made me feel like I could do it. Then probably the warming up because it got me all active and made me feel like I was ready to run. Talking about what will happen before the event was 4 because I kind of forgot that we did this because I didn't remember that the competition was happening and I think I would have liked some more talking. Then number 5 walking out to the competition because this didn't really make me feel anything.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child P: I think to make me even more prepared um we could like maybe run one lap and you showing us what pace we should be going and this would help me understand my speed and I know then I would be ready to race.

Appendix 26 - Interview transcript from Child Q (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child Q: 3

Researcher: Can you tell me your reasons for being a 3?

Child Q: Well I don't mind P.E because sometimes it is fun but I sort of don't like P.E sometimes because I don't like doing some things because I find it really hard like running because I get tired and then I don't really enjoy it and sometimes people get too serious about it and it then doesn't become very fun anymore.

Researcher: What does the word competition mean to you?

Child Q: It means where hmm ummm. Well it means to me where like there are different teams and they work together and they take part and have fun like my mum always told me.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child Q: Well sometimes I get really nervous.

Researcher: What could I do to make you enjoy these events more?

Child Q: Hmmm, well in swimming galas I have got a bit better and I would like maybe to swim a longer distance and make it more challenging.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child Q: I think, I was prepared. 2

Researcher: Why do you think you're a 2?

Child Q: Because I don't usually get that nervous when I do little things like that running race at school because it didn't matter if I didn't win and so I was relaxed and I knew what I had to do. I didn't get nervous because it felt just like a normal P.E lesson and well I had a chat with my friends in lunch as well and I felt more ready when I was talking to them.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child Q: Well I think Miss Milne's instructions because if you didn't have your instructions and your talk on the field we wouldn't know what we were meant to do and I wouldn't feel very prepared. Then pep talk but I kind of had a pep talk with myself because sometimes I talk to myself and I tell myself that I just have to try my best and it doesn't matter when other people go past me. Then warming up before the race because it got me all active and ready to run. Then next talking about what will happen at the competition before the event and then walking out to the field last.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child Q: I think maybe a little practice run before the competition started would have got me better.

Appendix 27 - Interview transcript from Child R (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child R: 3

Researcher: Can you tell me your reasons for being a 3?

Child R: P.E is okay but sometimes it is just too hard and I get really tired and I don't like it because we have to run and do lots of exercise and I just can't really do it that well.

Researcher: What does the word competition mean to you?

Child R: It means where hmm ummm. Well I think it is about people trying to win and be the fastest or the best.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child R: I just get really scared of letting people down and not winning and I would rather be inside so I don't get cold.

Researcher: What could I do to make you enjoy these events more?

Child R: Hmm, well in swimming galas I have got a bit better and I like swimming. I just don't really like racing.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child R: I think, I was prepared. 2

Researcher: Why do you think you're a 2?

Child R: Because I don't usually get that nervous when I do little things like that running race at school. I didn't get nervous because it felt just like a normal P.E lesson and well I had a chat with my friends in lunch as well and I felt more ready when I was talking to them and we worked together when we were running our race which was nice.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child R: Well I liked it when you spoke to us with the talk because it made me feel okay. Then you telling us what would happen so like instructions. Then walking because I skipped with my friend. Then warm up games because I get too tired. Then last one is the stuff instructions before because we didn't know.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child R: I don't know.

Appendix 28 - Interview transcript from Child S (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child S: I'd say about a 3.

Researcher: Can you tell me your reasons for being a 3?

Child S: Umm it is alright. I just don't enjoy it that much and I am not really very sporty and there are quite a few sports that I don't really like because some of the sports are just boring and some of them are also really hard and I struggle a bit.

Researcher: What does the word competition mean to you?

Child S: I don't really think of competition as winning and worrying about whether you win. I don't really mind if I win or if I come last, I like that I just take part.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child S: Yeah, I like taking part in them and they're fun. It isn't really about winning but more just about taking part and I like little challenges.

Researcher: What could I do to make you enjoy these events more?

Child S: Umm maybe we all should agree on a certain event that we do, so kind of make it a year vote and we pick which sports we have competition in each year. Like give the children a bit more control, rather than just the teachers deciding for us all the time about what we are doing.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child S: I was probably about a 3. I wasn't really prepared for it because on the day I didn't even know we were going to do P.E. and sometimes it is on different days and I really wasn't ready at all and it almost shocked me and I don't enjoy running anyway so I found it hard to get myself kinda ready and excited by the competition.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child S: Maybe the most helpful thing for me was probably talking about what would happen but instead of doing it before the event, I did it on the day and spoke to my friends on the day and particularly some really sporty friends who knew maybe what might happen and I think that I asked children from different classes because it wasn't really explained to us in our class and it would have made me feel ready and prepared if we had spoken about it as a class and we could ask our teacher questions about it. So it was a good thing talking to friends but it was also not a good thing, if that makes sense. Then the next thing was probably a pep talk because it was nice to have that encouragement. Then warming up before the race and then I would have wanted to have better instructions from Miss Riley because we just didn't really know what we were doing. Then last I think that is just walking out onto the field because it didn't really change how I felt.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child S: I think if we had known that the competition was going to happen and this would have made me feel less nervous because I would have known what was going to happen and I think also doing a practice lap together with the teachers just to like help us a bit.

Appendix 29 - Interview transcript from Child T (Non-Talented)

Non Talented Child- Inter competition

Researcher: On a scale of one to five, how much do you enjoy your P.E lessons? One- I dislike P.E a lot, two- I dislike P.E, three- I don't mind P.E, four- I like P.E, five- I really like P.E.

Child T: Hmm I think I am a 3

Researcher: Can you tell me your reasons for being a 3?

Child T: There are parts of P.E I don't enjoy like when we do lots of running and hard exercise and there are some games that we do which are fun. Some sports I feel like are just for boys like football or just for girls netball and I like sports more like tennis which both boys and girls can play.

Researcher: What does the word competition mean to you?

Child T: That competition isn't all about being the best, it is about how you enjoy it and how you do it and how you take part.

Researcher: Do you enjoy taking part in school events like sports day, swimming galas?

Child T: I really quite enjoy swimming galas and sports day.

Researcher: Why do you enjoy these events?

Child T: Because I never normally get picked for anything or get to do much sport so it is really nice to keep getting to do sports and doing new competitions.

Researcher: What could I do to make you enjoy these events more?

Child T: Maybe it would be quite fun if we could pick our teams which we could go in because I have some friends which are fun to be with and it would be nice to go with friends who like the sports and things that I do too.

Researcher: How did you feel before your Cross Country competition at Blenheim? If you use the scale to help you answer this question, 1- I felt really prepared, 2- I felt prepared, 3- I did not feel prepared or 4- I really did not feel prepared.

Child T: I think I was about a 3. I was a little bit ready but not really totally prepared because well I don't really like competitions and everyone thinks it is about winning and I guess I wasn't ready to have a proper competition and I didn't really enjoy it that much because I didn't know what would happen or like how I would do.

Researcher: From looking at the list in front of you, can you put these things in order from which thing helped you the most to feel prepared for your competition, down to the thing that least helped you feel prepared for your competition.

Child T: Well I think the one that helped me the most was definitely **warming up because it helped me get ready and prepared in my head for exercise.** Then maybe the instructions and it was helpful to know what I was doing and it was good to have them on the day otherwise I would have forgotten them. Then probably walking to the field because I was with my friends and this relaxed me a bit and then we didn't really talk about what would happen at the competition because like I said I would have just forgotten stuff and then the last one a pep talk because I was too worried to listen.

Researcher: What do you think would have helped you feel more prepared for the competition at Blenheim?

Child T: Maybe if we knew about it a bit earlier but not exactly what we had to do, just that we were going to have a competition and the day so we could remember.

Appendix 30 - Coding Analysis

Colour	Theme
Yellow	Children's self perception in relation to their physical ability
Light Blue	The use of warm up activities/ mini-games
Pink	Using P.E. to keep fit and active
Red	Level of difficulty of activity/competition
Orange	Children working with groups / partners
Purple	Competing against self
Green	Competing against others
Brown	Competing alongside others
Lilac	Experiencing encouragement from others
Dark green	New opportunities in competition
Gold	External factors
Dark Blue	Concept of winning/losing in physical competition

Appendix 31 - Teacher Questionnaire

How can we prepare children for competition?

A research study is being conducted at Canterbury Christ Church University (CCCU) by Emily Milne as part of my MA by Research in Physical Education and Physical Activity.

Background

The research will investigate how we prepare children for competition within a sporting context in a primary school setting.

What will you be required to do?

Participants in this study will be required to complete a questionnaire which will focus on their thoughts and ideas around the theme of competition within P.E lessons and additional Physical Activity experiences that they undertake within the school.

1. Please select your gender

- Female
- Male
- Prefer not to say

2. Please select your age category

- 21 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 40 +
- Prefer not to say

3. How many years have you been teaching (including NQT year)

Your answer _____

4. What year group do you currently teach?

- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Prefer not to say

5. Please list the year groups you have previously taught in, as a qualified teacher

Your answer _____

6. Without researching, can you name any of the four aims of the P.E National Curriculum?

Your answer

7. On a scale of 1- 5, how much do you enjoy teaching P.E?
Please select your option.

- 1 - I dislike teaching P.E a lot.
- 2 - I dislike teaching P.E a little bit.
- 3 - I don't mind teaching P.E, I feel neutral about it.
- 4 - I enjoy teaching P.E.
- 5 - I really enjoy teaching P.E.

8. Please expand upon your reasons for your answer of question 7.

Your answer

9. What teaching strategies do you use in your lesson to promote competition? (Please tick)

- Use of dojos
- Verbal praise
- Mini games/ competitions
- Sportsman/ woman awards
- Opportunities for children to demonstrate skills
- Shaking hands at the end of games/ opportunities to develop sportsmanship
- Opportunities to reflect on personal/ group performance (through peer assessment/ teacher feedback)
- Other

10. When the children work in groups and partners, do you mostly (please select the single most appropriate option that applies to you and your teaching)

- Let children choose their own groups/ partners
- Put the children into mixed ability groups/ partners
- Put the children into ability groups/ partners

11. When do you find that children's levels of competition increases?

- If children are working in mixed ability groups/ partners
- If children are working in ability groups/ partners

12. Do you think competition is healthy for children, during their P.E lessons?

Your answer _____

13. What potential barriers do you find can impact your ability to ensure competition is incorporated into your weekly lessons?
(Please tick)

- Poor weather
- Duration of the lesson
- Lack of resources/ equipment
- Lack of children's sporting subject knowledge (including rules of a sport)
- Lack of your own sporting subject knowledge (including rules of a sport)
- Lack of confidence in your own ability to demonstrate and teach a sport
- Poor attitudes from children
- Fears of health and safety elements
- Other

14. From your experience, what do you feel events such as intra cross country, sports day and school swimming galas bring in relation to competition in P.E for children?

Your answer

15. Do you think there is a sufficient amount of these types of events each year?

Your answer

SUBMIT

Appendix 32 - Aims from the School's 2019/20 P.E. Policy

The main aims of P.E. are:

- To promote physical activity, physical development and healthy lifestyles through a range of well differentiated activities which meet the needs of all pupils.
- To develop social cooperation, positive attitudes and team work opportunities with a sense of fair play, good sportsmanship and competition.
- To provide termly opportunities, within the school (Intra) and between schools (Inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To promote lifelong learning, active participation and a thirst for competition.
- To promote and develop safe practice in physical activities through high quality opportunities and outcomes.
- To provide equal opportunities for all pupils regardless of race, religion, gender, background or ability.
- To provide opportunities for all pupils to achieve their full potential and assist each individual to be the best they can be whilst raising achievement and supporting excellence.
- To create a lasting legacy of the 2012 Olympic Games and Paralympic Games in London.

**Statements highlighted in yellow show the change in school policy, as a result of the findings from the research.*

Appendix 33 - High 5 Netball

- if you have students wanting to get involved in volunteering in the School Games then we have our Young Netball Organiser and into Officialising ward courses designed specifically to support students wanting to volunteer in events of facilitating. Roles including scorer/timkeeper/entire pass marker are a good start.

Netball inclusively!

High 5 Netball is designed to enable young people to pick up key skills and experiences through flexible, play that includes everyone. The rules give lots of room around the court and gives players more time to make decisions. A brightly coloured netball can be used for visually impaired players. Zones can be used to support children with additional needs.

How can we get more route from here to County Final - Inter School Competition (Level 3)

Coaches and runners-up (decided locally) should progress to County Final - Inter School Competition (Level 3). County Final - Inter School Competition (Level 3) should happen in either the spring or summer term.

How can regularity be achieved?

Netball can be offered on a regular basis through league format. This could be home and away games or at a central venue, depending on your school facilities.

- Five players on court.
- Seven to nine players in a squad.

Roles for young people:

- Scoring
- Umpiring
- Team management
- All roles are covered in the ECB Cricket Activators course, run locally by County Cricket Boards. www.ecb.co.uk/be-involved/volunteering/ young-volunteers

How can depth in competition through extra teams be achieved?

- Cricket is a wholly inclusive and accessible sport which engages young people of different abilities from a wide range of backgrounds.
- Each game last approximately 40 mins, so lots of games can be played in a festival, giving opportunity to rotate players.
- Schools are encouraged to enter B and C teams as there is usually plenty of space at the host venues to cater for this.

The route from here to County Final - Inter School Competition (Level 3)

- Inter School Competition (Level 2) events take place in May-June leading to County Final - Inter School Competition (Level 3) finals, hosted at a centrally based cricket club, in late June/early July.
- County Final - Inter School Competition (Level 3) events will use the same competition rules, allowing for any inclusive adaptations at Inter School Competition (Level 2).

How can regularity be achieved?

Encourage schools to set up local leagues at local club sites or suitable community venues

Rules:

Netball is played by teams of 8, squads of 10. Netball is played in teams for Y4, Y5 and 6 competitions (no specific gender) and Year 6 girls-only event exists.

Netball uses a hard plastic ball, known as a 'netball'. It is white with orange and black stripes.

Netball Scorecard.

A netball match lasts 8 overs per innings, with players batting for 2 overs.

At the start of 200, each wicket lost is 5 runs off the total. Traditional cricket scoring options exist.

Netball is played on a 16 yards in length, with 30 yards boundaries.

Netball can be marked on suitable grass outfields.

Netball inclusively!

Netball promotes the involvement of all children as every child will get the opportunity to bat, bowl and field in a game.

Netball is played in a way that is inclusive and accessible to all children, so they can play every position including wicket keeper.

Netball can be adapted to include underarm bowling and 'roller' bowling if necessary.

Netball can be reduced to 4 ball overs. Netball is also used as a warm-up for Special Schools (Continuous Cricket) and as a team-building exercise.

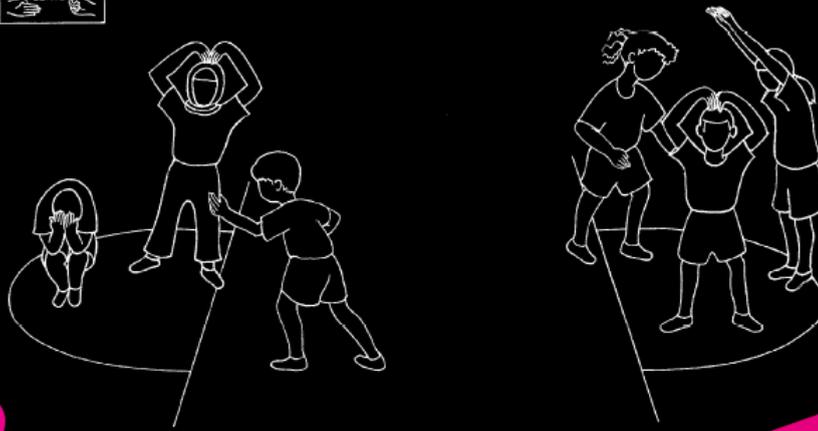
Web links:

www.ecb.co.uk/play/junior/kwik-cricket

For more information on netball, please visit the Netball website. We are wishing to learn more about the opportunities and activities available in your school. Which Chance to Shine can provide can view the following: www.chancetoshine.org/schools/how-to-join www.chancetoshine.org/schools/schools-clubs-area/ to compete

Appendix 34 - Kwik Cricket

ROCK, PAPER, SCISSORS Fusion Warm-up

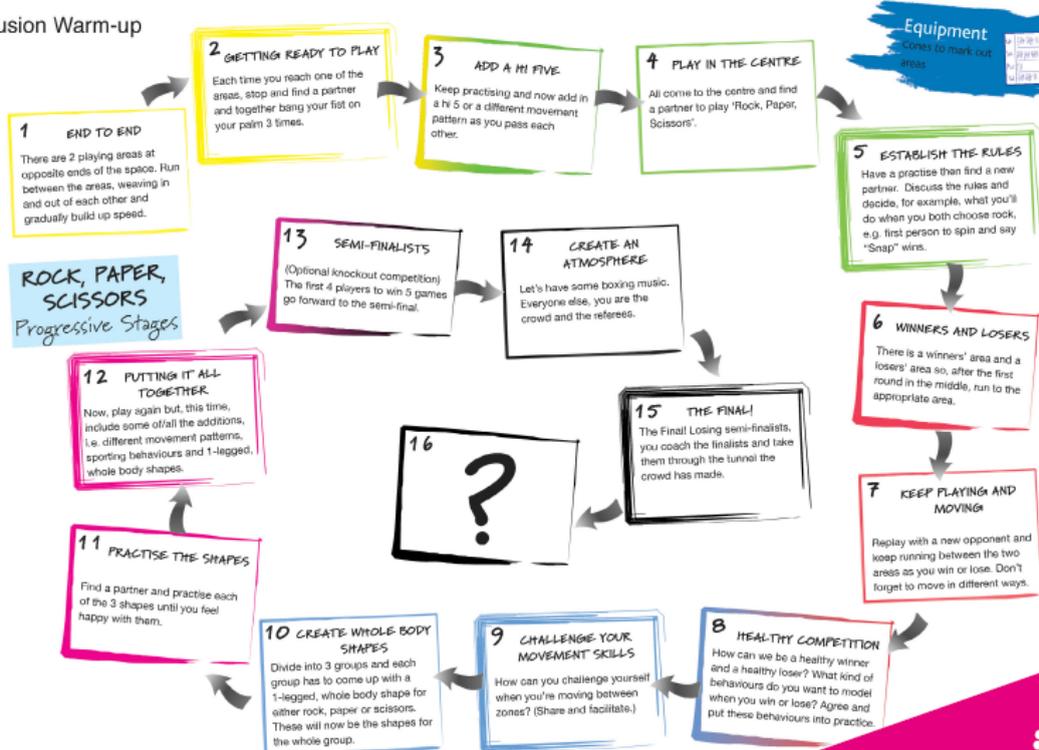


real PE

© Create Development



Fusion Warm-up



Appendix 36 - Class Dojo

Class Dojo is a free technical tool used for behavior management. Class Dojo is used to help reinforce positive behavior in both individual students and the class as a whole. The online tool allows teachers to set up classes and keep track of positive behaviours in class. Class Dojo allows you to award points in real time to individual students or the entire class. When they show a specific attribute the relates to the school rules, e.g. support. The program is customisable, and the teachers can change the skills for which the students obtain feedback to adapt to the needs of the class or of the school.

ClassDojo is available as a web application that can be used in any device with a web browser, and also with native applications for the iPhone (iOS) and Android.

