

Action 3:30 project: Key contact school 14

[Start of recording]

INT: Okay, so just to start. We, we're wondering how you feel about schools participating in research projects and if you have in the past?

RES: If our school's participated in the past? In ...

INT: In other things besides Action 330.

RES: A few things I think.

INT: Okay and what have your experiences been?

RES: Yes, interesting I think. Sometimes communication could be quite difficult and it makes sort of extra work for people, but I think there's been some interesting results. I, I haven't ... I'm only ... I was acting Head for a period, I'm Deputy Head, and we've got a new Acting Head now who's only been in the school for a couple of weeks so neither of us knows very much ...

INT: Right.

RES: ... kind of about what's been going on really.

INT: Yeah, that's okay. And some of these questions will not apply then.

RES: Okay.

INT: But, about the communication. We were wondering what you thought about the way that we initially contacted the school or if you really know much about that, just with the ... because we want to get a feel for who the best person to contact is.

RES: That's the thing I think. Lots of things come to the Head and I guess for something like this you would want the person who's in charge of PE or the person that's in charge of healthy school's perhaps or PHSE, those might be sort of job titles that you would find in most schools.

INT: Okay. And what about for the organisation of the data collection? Do you think we contacted the right people or do you think we should [inaudible 00:01:37]? (Speaking together)

RES: Right, in this occasion to our school?

INT: Yeah.

RES: I can't remember how that worked. Yeah, I think, well, it went to the Head and then basically I'm looking at the Head's email and then I passed it on to the teachers. So, yeah, I think probably some of the difficulties are in fact that our teachers don't have their own school e-mail and there's a very busy office that's kind of trying to field a lot of things. So, it's not necessarily the fault of the, you know your team. It's the way that our school is set up.

INT: Right, okay. And what, because I know you came in to it later, but what was your role in facilitating the study within your school?

RES: In the first place, when they first came in or like before or do you mean this time?

INT: Both of them?

RES: Before, nothing to do with me.

INT: And ...

RES: This time I just passed it on to the class teachers, it was literally that simple.

INT: Yeah, and what was it that interested your school in participating in Action 330?

RES: I'm, I'm having to guess because I don't know what ... I believe [unclear-00:02:48] was, but it was probably to do with the fact that we know there's ... we were probably wondering about there's not a huge amount of green spaces near our school and that we were concerned about the amount of sort of after school active kind of play that the children had.

INT: Okay, and does Action 330 fit in with your school's policy for physical activity provision?

RES: Does it fit in? I don't really know enough about it to say. I think is it to do with children you know doing things after school as such?

INT: I think so, and just like how your school like what the provisions are for [inaudible 00:03:30]. (Speaking together)

RES: Yeah, we have after school clubs for children. We bring in sports coaches to hold after school clubs and there's Tae Kwon Do and things and I think it's about four days out of five that there's stuff for different children in the school.

INT: Okay, and I'm not, I'm not sure if you're aware about the sports equipment, that we give your school about 200 pounds worth of equipment.

RES: Okay.

INT: And do you think that that was an incentive for the school to have?

RES: Yeah, definitely.

INT: Okay. Yeah and then cause we also trained two of your TA's for a day.

RES: Right.

INT: I'm not sure if you know about that either, but I mean, I know that some of the schools did say that that was an incentive for ...

RES: Yeah, definitely.

INT: How did your school feel about being put into the control group?

RES: I, I don't know I'm afraid.

INT: Do you think that would influence whether or not your school would take part in other research in the future? Or would you still be willing to do stuff?

RES: No, I think we would, yeah.

INT: Okay. And what impact, if any, did participating in Action 330 as a control school have in your school? Do you know if other people knew about it or if it was ...?

RES: No, I don't know about that I'm afraid.

INT: And did the children, you know if the children understood why they only had data collection and not the club?

RES: I don't know I'm afraid, sorry.

INT: No, that's okay. No, I know you don't know as much as some other ones, but I guess it just happens when that changes over. Do you know if the project affected your after school provisions in any way? If more or less clubs were added because you didn't have this one?

RES: Sorry could you ask me that question again?

INT: I'm sorry, do, do you know if this ... if participating in this project affected your after school clubs in any way? If you had more or less because of this?

RES: No.

INT: Okay. Do you think it would've if you actually had the Action 330 club?

RES: Yes, probably.

INT: Would you have run ...?

RES: Another club, well it would've been an additional activity. Yeah, probably.

INT: Also, do you have any exposure to any of the schools that did receive the club?

RES: No.

INT: Okay, and also I was just wondering if you think that your school would benefit from having the TA's deliver after school programmes. Like after they're trained up, do you think it would be good for your school to actually run Action 330?

RES: Yeah.

INT: Do you think that's something that your school would end up doing? Even if it's ... because we wouldn't be able to fund it then I guess because we're not ... wouldn't be a part of it, but do you think that's something that your school would look into?

RES: Yeah, probably.

INT: Okay. Well, that's all the questions I actually have today.

RES: Okay.

INT: Thank you so much for your help. Do you have any other questions or ...?

RES: No.

INT: Okay.

RES: All right.

INT: Thank you very much.

RES: Thanks, bye.

INT: Bye.

[End of Recording]