

Action 3:30 project: Key contact school 5

[Start of recording]

INT: So I was asking you what your general feelings about research projects are?

RES: Okay.

INT: And your experiences of them.

RES: Prior to yourselves or ...?

INT: Yes.

RES: To be perfectly frank, I haven't had much experience with research projects prior to the Action 330 Group coming in so yeah that was kind of a trial by fire.

INT: Oh okay.

RES: Yeah.

INT: What is your understanding of the Action 330 project?

RES: My understanding was it was to do with assessing the activity of children from a certain age group and understanding what they're doing and looking at the results and seeing what the data's like and whether it's different for certain children, I guess it was different ethnicities and various other groups that you were looking into that's what I understood.

INT: Yeah, and what was [loud beep] [unclear – 00:50] in your school.

RES: Oh sorry you might have to say that again, I've just got buzzed.

INT: Okay, what was your role in facilitating the study [unclear – 00:57]?

RES: I'm the PE co-ordinator at school and it was appealing from our school point of view because of course it would be interesting to see what the data's like but obviously there were other incentives there which were appealing to the school as a whole so from my point of view it was a really useful thing to be involved in.

INT: Okay, and what do you think about the way that we initially contacted the school?

RES: I thought initial contact was fine, I thought you went about it in a very professional way which was very easy for us to [unclear – 01:27] understand and get in touch with you through so yeah.

INT: Who do you feel would have been the best person to contact regarding recruitment first of all, would that have been you?

RES: I imagine it would have been yeah someone who's in charge of the physical, the physical education side of things at school, it's the best person to get in touch with, obviously there's so many different facets to primary school education though yeah get in touch with the person who is regarding sport is the best thing to do.

INT: And what about organisation and the data collections [unclear – 01:59]?

RES: I thought that was all really well organised actually, you guys were very good at just coming in and sorting it all out and very little disruption to any of the lessons and for the kids and they've all really enjoyed the experience so yeah it was very well organised.

INT: Oh great, that's good to hear.

RES: Yeah.

INT: And what was it that actually interested you to, in your school to participate in Action 3:30 [unclear – 02:19]?

RES: Primarily it was the, the financial rewards involved and also the potential option for some TAs to get involved in some training which was really important to us because we feel as a school that PE is one of those subjects that can get brushed under the carpet to some extent and obviously having more people in school who were trained to deliver a PE lesson to a higher standard is something that's really important to us.

INT: Okay, how did the project fit in with your school's policy for physical activity provision?

RES: It was fine actually, as I said you guys were very well organised and stuff and the way the data was collected was good so it just seemed to work quite well alongside everything that we had running at the time so it worked pretty well, it's been good.

INT: And where did the project fit in, in terms of your school's priorities?

RES: The research or ...?

INT: Yeah, just in general Action 330?

RES: In terms of sports and things like that it was something we knew that was ongoing and we've talked to the children who are involved and yeah have spoken to them about what they were getting involved with in the project and what you were asking them to do, I think that's as far as the involvement actually went regarding curriculum and things like that.

INT: Yeah, and regarding that, how did you and your school feel about being randomised into the control group?

RES: We were disappointed we didn't get chosen for the whole package as it were but we were still really grateful to be involved in some way with the project so we were very happy to be one of the schools that could be part of your project and see how it all went so it's been an interesting and fun experience.

INT: Yeah, do you think this will influence whether or not you and your school participates with research in the future?

RES: Not, I think it's been as I said a positive experience overall so I imagine we would definitely consider something in the future that was along a similar vein.

INT: Good. And what impact did Action 330 have on your school, even though you were a control school [unclear – 04:28]?

RES: Absolutely, I think for the kids involved they're much more aware of their own physical activity since taking part in the project, they're very aware of how much exercise they're doing and how active they were being day to day and obviously the other kids who weren't involved directly in the project have seen the children or spoken to the children in some way regarding it and so it's had a knock on effect almost like a domino effect with some of the other kids in school so you can see there are certain kids that are really, have made steps to get more active which is good so ...

INT: That's interesting.

RES: Yeah.

INT: That is good. And did the children understand why they had the data collection and not the club?

RES: I think so, to be perfectly honest the second half of the year I've not been, I'm not teaching the classes that are involved directly so I haven't been able to really talk to the kids as much but from what I can see yeah I think they've got a reasonable understanding of why it was all going on.

INT: Yeah, they did still seem excited to get the belts and ...[unclear – 05:22]

RES: Oh yeah they're loving it (laughs) yeah it's all very exciting.

INT: Did participating in this project affect your after school provision in any way?

RES: I think it's made us again more, we're trying to raise the profile of physical education and like physical activity in school anyway so yeah it's made us realise that there's always, there's always room for more provision for sport and things like that for kids so that's been quite important.

INT: Okay, that's good. And during this whole process, were you ever exposed to the information about Action 330 from other schools that did receive the Action 330?

RES: No actually I've not heard from any other schools that have been involved so, yeah, no not aware actually of anyone else that's done this.

INT: Yeah, do you feel like your children would benefit from TAs delivering the after school programme?

RES: Yeah definitely, as I said the more opportunities we can find the kids to get involved in sport the better because the curriculum time is so limited and you find yourself in a situation where some parents won't be able to afford an after school club so if a TA can put on a sports club its an affordable opportunity for a child to get some extra activity in their lives on a weekly basis which is so important.

INT: Yeah, good well that's actually all the questions I have for you today.

RES: That's okay.

INT: You've helped us a lot and do you have any other questions for me or anything that you'd like to say?

RES: No just I guess just if you guys do run any similar projects like that just please bear us in mind because we'd always be interested so ...

INT: Okay.

RES: Okay.

INT: Great, thank you so much.

RES: No problem at all.

INT: Thank you.

RES: Thanks then bye.

[End of Recording]