



EDUCATION LEARNING AND LEISURE COMMITTEE – 23 MAY 2013

RAISING THE BAR – TWO HOURS / TWO PERIODS OF PHYSICAL EDUCATION IN ABERDEENSHIRE SCHOOLS

1 Recommendations

The Committee is recommended to:

- 1.1 Consider this report.**
- 1.2 Agree to a further update report to be presented to this committee at its meeting in February 2014.**
- 1.3 Agree to an Information Report on the current Physical Education provision be taken to Area Committees.**

2 Background / Discussion

- 2.1** At its meeting on 30 August, the Education, Learning and Leisure Committee considered a report on Aberdeenshire Council's approach to achieve a national target of two hours or two sessions of Physical Education tuition per week.
- 2.2** A working group has been formed, consisting of representatives from Education Scotland, Sportscotland, staff from Secondary Schools, Primary Schools, the Visiting Specialist Service, Active Schools and Leisure Service. This group has created an action schedule that has been accepted by both Sportscotland and Education Scotland.
- 2.3** A summary of key actions within this schedule are:
 - Bespoke assessments of individual schools, with a view to suggesting ways of adapting the lesson programming and timetabling to ensure schools have the capacity to offer each child two sessions of Physical Education.
 - Mentoring and training for primary teachers looking to further improve their skills and knowledge in delivering quality Physical Education.
 - Work with Secondary Schools' Physical Education Departments to ensure that the curriculum both develops young people's physical ability and health, and complements the many opportunities for young people to participate in Physical Activity sessions both in school and in the community.
- 2.4** In order to deliver on these actions, a Physical Education, Physical Activity and Sport (PEPAS) officer post has been recently recruited.

- 2.5 A key first task of the PEPAS officer will be to audit existing Physical Education provision to identify which areas for development with individual schools are a priority.
- 2.6 The total budget allocated from Education Scotland for Aberdeenshire Council to deliver on this national outcome by July 2014 is £147,500. However this sum is complemented by a central budget allocated by Education Scotland to which authorities and schools can apply for projects.
- 2.7 Eight academies and an Active Schools group have successfully benefitted from additional funds from this national source (typically £2,500 each) to implement projects which will assist schools to attain the national target and also deliver innovative new Physical Education teaching. Bids have included the purchase of new equipment for outdoor Physical Education, training courses in specific sporting skills and physical improvements to school grounds. It is anticipated that there will be further opportunities for schools to benefit from this fund in the forthcoming 16 months.
- 2.8 Information is currently being collated on the number of schools currently achieving the target. This information will be reported to the Education, Learning and Leisure Committee, and it is suggested that this information could also be circulated to Area Committees.
- 2.9 It is anticipated that all the measures being put in place will ensure that our schools attain the target of two hours/sessions of Physical Education by June 2014. Officers will provide a future update report for February 2014 to highlight progress.
- 2.10 The Head of Finance and Monitoring Officer within Corporate Services have been consulted in the preparation of this report.

3 Equalities, Staffing and Financial Implications

- 3.1 An equality impact assessment was carried out as part of the report presented to the August 30, 2012 Committee. This assessment has been updated and is now included as appendix 1 to this report - with no impact identified on the protected groups.

Maria Walker
Director of Education Learning and Leisure

Report prepared by Tim Stephen
Date: 12/05/2013

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education Learning and Leisure
Section	Lifelong Learning and Leisure
Title of the activity etc.	2 Hours / sessions of physical activity
Aims of the activity	To ensure that all children in P1- S4 access 2 hours or sessions of quality Physical Education per week at school by July 2014.
Author(s) & Title(s)	Tim Stephen, Sport and Leisure Manager
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Existing data on the levels of PE currently enjoyed within each school.
Internal consultation with staff and other services affected.	Internal consultation with dedicated ‘Raising the Bar’ workgroup.
External consultation (partner organisations, community groups, and councils).	Ongoing consultation with Education Scotland and Sportscotland
External data (census, available statistics).	Comparator figures with other Scottish authorities.

Other (general information as appropriate).

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?

There are gaps in the level of detail in terms of what happens in each school.

Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.

Measures:

Officer to commence work and evaluate existing PE lessons.

Timescale:

June 2013 – March 2014

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting “yes” in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger	yes			
Age – Older			Yes	
Disability	yes			
Race – (includes Gypsy Travellers)	yes			
Religion or Belief			yes	
Gender – male/female			yes	
Pregnancy and maternity			Yes	

Sexual orientation – (includes Lesbian/ Gay/Bisexual)			yes	
Gender reassignment – (includes Transgender)			yes	
Marriage and Civil Partnership			yes	

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.		
	Every child should access a minimum level of physical education, and also be encouraged to participate in more physical activities outwith of the school day.	

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	No – but schools will regularly take feedback from the young people and feed that into progress updates.

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action	Mitigating Steps	Timescale
		N/A

plan at the back of this form.		

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.	Ongoing education and information on issues through the curriculum.
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

It will ensure that groups that currently do not benefit from high quality PE will get a minimum level – which will in turn help them to develop their physical abilities and lead a healthy lifestyle.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).	Monitoring of provision within each school -and where schools fail to meet the target – looking in more details at what the issue are in that school and creating bespoke solutions.
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Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	No negative impacts have been identified at this stage, as this should have the impact of raising the existing minimum level of provision.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.

	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

NA

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education Learning and Leisure/ Lifelong Learning and Leisure	
	2) Title of Policy/Activity	Physical Activity and Sport (if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Tim Stephen Position: Sport and Leisure Manager Date:02.05.13 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Position: Date:	Name: Position: Date:

	<p>6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.</p>	<p>Date:</p>
	<p>7) EIA author sends a copy of the finalised form to: eia@abdnshire</p>	<p>Date:</p>
<p>(Equalities team to complete) Has the completed form been published on the website? YES/NO</p>		<p>Date:</p>

Action Plan						
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications	
Recruit dedicated human resource to lead on the project	May 2013	June 2014	Tim Stephen	Increase in provision of minimum standard of PE	Officer time	