Field Notes at Rectory & Hampton

Loose notes, notebook 1

10.12.85	Hampton
13.12.85	Visit to Rectory & Hampton
8. 1.86	Visit to rectory & Hampton
10. 1.86	Teddington Pool
14. 1.86	Hampton
15. 1.86	Rectory
21. 1.86	Hampton
22. 1.86	Rectory
28. 1.	H
29. 1.	R
4. 2.	H
5. 2.	R
11. 2.	H
12. 2.	R
28. 2.	Teddington Pool

Notebook 2

10.12.85	Notes of visit H
11.12	.. .. .. H & R
25. 2.86	H
26. 2.	R
4. 3.	H
5. 3.	R
11. 3.	H
12. 3.	R
18. 3.	H
19. 3.	R
20. 3.	Meeting at Hamton Hill
25. 3.	H
26. 3.	R
17. 4.	R

Loose Notes

Visits:

10.7.87
23.3.88
13.7.88
15.10.88
8.11.88(?)

Summary of fieldwork notes with teachers (16.5.89)

1. Bridgetown School

Teacher	1	2	3	4	5	6	7	8
KS	10.1.86 Swim (1)	15.1 Soccer(3)	29.1 SHall(3)	5.2 Soccer(3)	26.2 Bad(3)	28.2 Swim(1)	5.3 Bad(3)	19.3 Bad(3)
MD	15.1 Soccer(2)	22.1 Soccer(2)	29.1 Soccer(2)	5.2 Soccer(2)	26.2 Rugby(2)	5.3 Rugby(2)	12.3 Rugby(2)	19.3 Rug(2)
ML	15.1 Badmin(2)	29.1 SHall(2)	5.2 Bad(2)	26.2 Rugby(3)	5.3 Rugby(3)	12.3 Rugby(3)	19.3 Rugby(3)	

2. Riverside

Teacher	1	2	3	4	5	6	7	8
DC	14.1 B/b(2H)	14.1 B/b(3A)	21.1 B/b(2H)	21.1 B/b(3A)	28.1 V/b(2H)	28.1 V/b(3A)	2.2 V/b(2H)	2.2 V/b(2)
ST	14.1 B/b(2P)	14.1 B/b(2J)	21.1 B/b(2P)	28.1 B/b(2P)	28.1 B/b(2J)	2.2 Min(2)	2.2 B/b(3)	

2. Riverside (continued)

Teacher	1	2	3	4	5	6	7	8
DC	25.2 Meas(2)	4.3 B/b(2)	11.3 P/T(2)	18.3 P/T(2)	18.3 P/T(3)			
ST	25.2 Meas(2)	4.3 Meas(2)	4.3 B/b(2)	11.3 Meas(2)	11.3 B/b(2)	18.3 P/T(2)		

FIELD NOTES: RECTORY SCHOOL

Wednesday Timetable: Third Half Term

Periods 1 & 2: 2A Gp1 Soccer (MD) Gp2 Badminton (TM)
3 & 4: 3B Gp1 Badminton (ML) Gp2 Soccer (KS)
5 & 6: 2B GpT/O Soccer (KS) GpY/H Badminton (ML)
7 & 8: 5th Yr Games

KS drives bus

Friday, 10 January 1986

First year swimming at Teddington Pool. I arrived at 2.55pm and at 3pm the first year boys filed quietly along the poolside with KS. There were thirteen boys of various shapes, sizes and swimming costumes. Eleven girls were already sitting quietly by the pool side.

The Rectory allocation of time was signalled by a blast on the pool attendant's whistle (Fiona). She was the instructor and proceeded to organise the group on the basis of junior school visits to the pool. There were two groups: deep end swimmers (5G/8B) and shallow end learners (4B/6G). The whole group was quiet and attentive.

KS worked with group in shallow end. Apparent aim of lesson to assess swimming ability. 3.04 when KS asked group to enter water one boy dived in proficiently (he later prodiced swiiming goggles). An Asian pupil seemed a particularly weak swimmer. KS's instructions were clear and understood. Well organised. — Small group

3.11 Class out of water to make TPs: ambient temperature warm — CONTROL
3.13 Front crawl — TPs
3.16 KS uses best swimmer in group for demonstration of body position in front crawl — DEMO
3.19 Asian boy second nearest deep end for practice
3.20 Exercise to put face in water. Two boys do not do this.
3.21 Same good swimmer demonstrates float position for face in water — DEMO
3.26 After some practice the two boys get face in water (one of them is Asian boy). Latter makes determined effort for 1½ widths.
3.27 KS brings group together to give feedback and praise. "Well done". Reinforces TPs. Some pupils shadow his swimming stroke demonstration. — Feedback + praise TPs DEMO
3.30 Free play: good swimmer and another boy join friends in deep end group. Girls and boys go separate ways.
3.32 Boundaries of two groups merge.
3.33 End of session (whistle). KS resumes control of the whole group. Group leave quietly and quickly. — CONTROL

Notes: observations re KS: clear instructions, well organised and aware; dress casual; lesson content - hiatus after 5/7 mins? — Bjs.
My observation process: was I aware of what happened? where do I focus attention - teacher or pupil?

For next week prepare a scheme and lesson for small group of non-swimmers.

NOTES 2: On writing up these notes some 3 years later I can still experience the stimulated recall of the notes. I remember Fiona asking the children on the pool side what they had done. I sat in the spectators balcony and made notes. Interesting experience negotiationg the ticket barrier - explaining that I was with the school. I am also aware of the two pupils I mentioned. The Asian boy was thin and fairly tall, the good swimmer was short, wore white trunks and was the active kind of pupil that one notices as a teacher. Impish.

I think I came to the pool following conversations with MD & KS. If I use the material I ought to say about the transport to the pool and the travelling time (10 mins). It also occurred to me that the swimming lesson ended after the official end of school and provides an example of voluntary overtime by pupils and the issue of the care of pupils at the end of the school day. Those pupils who lived near the pool were allowed to go home rather than travel back to school.

Wednesday, 15 January 1986

Arrived late at 9.20pm.

Periods 1 & 2: Second Year Games (MD)

Football. 16P 9NP. A cold morning. Warm up long run. Skills in grids. Small-sided games. Atmosphere different to yesterday at Hampton. Nine not taking part. Maximum activity in game to end 9 v 9.

Midway through the lesson 11 boys arrived. They had been waiting at the Sports Hall for badminton. MD tells them they should have been at the school gym.

Periods 3 & 4: Third Year Games (KS)

Weather, Place

Now an even colder morning! Football. 20P 1NP(sprained wrist). Rained midway through this lesson with lower ability group. Some disruptive behaviour.

was I told this?

K warm up game/practice was to hit ball below knee. Two small sided games. I joined one game. Boys worked well and were responsive.

SIGNIFICANCE

Periods 5 & 6: Second Year (ML) Sports Hall

Chaotic!! ML seemed to arrive late. There was uproar in the

sports hall. 23P 2NP Badminton. Some boys had brought their own racquets. School racquets handed out by ML. Lesson started with free play in both halls. Three nets set up.

12.18 pm Group called in for TPs.

talked to second year boy (Alan) on the way back to school.

NOTE: I was struck this morning by the playfulness of non-participants. Perhaps I could explore this?

At lunch time I wasked if I could provide two students for Mr Jameson to act as hares for the Middlesex schools athletics trials .

PM: No notes.

Wednesday, 22 January 1986

Arrived late at 9.30am. a wet, windy, cold day

ML's lesson

① Appearance / kit.

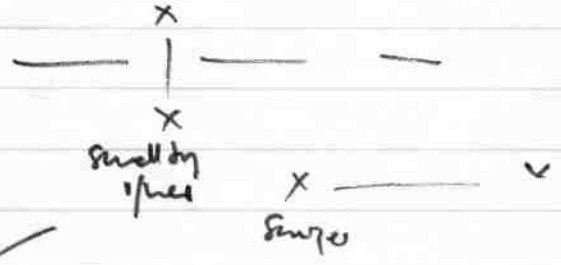
② Group - around cart.
ML - introduced Simla to demonstrate.
Simla's ability caused stir!!

ML. "exec. demo" - ML & teacher.

Small boy - Chelsea shirt, school shirt underneath, white shorts, ankle socks.

goalkeeper - silk jersey, white shorts over t/s bottoms

Input/outcomes. Skill/time hierarchy?



pass.

MS small boy muscle to ctl.
Sawyer stayed ft.

Traffic of subversive activity:
① alternative learning/activity
② non-approved? yo-yo, early, cake. - pre-learnt?
③ branding?
④ performance learning lesson?
⑤ 2 boys left SAdd - to go to speed shop

'g. Hampton - B/B & cart
Sawyer: cellisco/cupboard.
Chelsea - waste at SG
& small pipe in SA.

Sawyer 1/pad

Vcerner a regardless day-no letting & cart.

21B (NP)

1970-70.

parks work in SA
defensive class.

ability following day. 4 boys & group
altered ex-arc. behind a Tuesday.

Sawyer - not yet hit s/c.

Organisation "red lines"

Q. What design structure for enhanced teaching?
i.e. framework for content/context/pedagogy.

"creative play."

MS run & groups c.

Second demo: Bartle did not work.
ML started to give TIs.
Q. Who to merge failure?
academic: used Simla again. ↗ Simla taught his peers
v effective?

Should ML merge spaces?
Q. Role of teacher in practice framework
Territorial imperative.
Q. What space is required?

D.E.S.

Organisation & Content of Curriculum

Rec.

A View of Curriculum

Notebooks

↓

Progress.

Ideas.

Periods 1 & 2:

16P 5NP. weather got worse during lesson. Similar process to last week. Walk to fields, wait to change, slow to change, into warm up, small sided games. MD keen to introduce skills. This week: 2v1 pass to marked player who can shield or pass back. Aim: to attack line behind defender. MD set up practice whilst group watched. Boys worked in 3s. There was one group of four. MD moved from grid to grid making points and encouraging. Boys tried to follow but often lacked skill/understanding to carry out practice.

As the temperature dropped and rain started, game introduced. Used rugby pitch, because other pitches unusable. Some boys actively involved whilst others became gradually colder. One boy left the game because of a sore leg and immedaitely joined one the NPs in a yoyo game. All 5NPs involved in yo yo.

Lesson ended abruptly with a goal scored. No pre-warning.

I should ask MD about value of such lessons.
Boys walked back to school some asked for lift.

Lessons 3 & 4: 16P 3NP

Weather much worse. John Adams & JJ arrive very early and say KS "under the weather". ?

No further notes.

COMMENTARY:

My notes here are extremely brief, written on loose A4 sheet. I think I chose to use these because of weather.

Wednesday, 29 January 1986

Arrived at school at 9.05am. Damp, wet morning. 'Grange Hill' feel to the morning. Came to school to check on pitch availability/suitability. A number of questions to pursue: impact of weather?; do school assemblies give out information

games field/ when are pupils released to go down to games? who checks their rainwear?; any register between am arrival and games field?; what liaison between staff and dept?; when are decisions made about facilities?

I get lift to playing field with MD in minibus.

Periods 1 & 2: Second Year Football (MD)

17P 12NP. Weather deteriorated throughout lesson. A considerable flow of sick notes at start of lesson. Already raining. A number of boys were sent to the Sports Hall.

Lesson started at 9.45am with 6P & 8NP. Very brief warm up and then small-sided game. Some pupils arrive from sports hall in trickle. Many talked of desire NOT to participate. 3 pupils only had trainers. One was wearing white tennis shoes. Kit of various kinds.

Lesson restarted at 10am with warm up/practice of man-to-man games. Then played 9 v 9 game with man-to-man marking. Weather now much worse: cold chilling wind. Some boys active but remainder getting cold. Two pupils (Skinner and a friend) went for a lap to get warm - when they came back they stood still!

I was aware of the 'foul' language of some boys.

The NPs are not allowed in the changing room (they are locked out). Today they spent their time playing penny up the wall; pushing each other; writing on hands; swarmed around the changing room door for warmth. I wondered about a hard core of NPs: what factors influence their choice?; having a laugh?

The lesson ended at 10.20 and boys clustered in changing rooms for warmth. (no one showered). Some boys had talcum powder. Some sang!

I had a sense of an ordeal being over for another day.

Periods 3 & 4: Third Year (KS)

The weather had deteriorated to such an extent that KS diverted his group to the sports hall where they joined MLs group. the lesson reminded me of days at Whitton. Are there boys who act as catalysts for particular kinds of behaviour? || re-active

Two boys had already changed when Ks arrived at games field. Others who had arrived were reluctant to change. KS took minibus and I walked over with Josh and Owen. The group in front of me were loud and singing co-transport?

When I arrived at the sports hall there were boys playing football, table tennis and some NPs sitting around. One boy played with yo-yo until confiscated by KS. Note initially small number of disruptive elements gradually disturbed all table tennis: used tennis ball; smash the table tennis ball at your partner; run around and fight.

Some boys seemed determined to play come-what-may. I played game v Dean and friend. I showed JJ a pen grip hold and he seemed quite happy.

ML organised the football in a sheepskin coat (he was keeping a record of the temperature in the sports hall. KS spent most of the morning organising pupils. He seemed very sensitive to difficulties. || comment ML?

At the end of the lesson, I took refuge in the nearby cafe and wrote up my notes which include the following questions:

What expectations do staff and pupils have in wet/ poor weather?
What do senior management expect?
What happens to pupils' understanding of PE in doubled up lessons? What account would they give?
Do the staff engage in a damage limitation exercise at such times (conceptual and structural!)?

The Sports Hall is coild and gives an impression of being under siege. Windows have been (repeatedly) broken and our now continuously boarded up. There is no heating. The nearby shopping centre provides a refuelling stop for pupils.

do pupils remember more what they bought at shops than what they did in the lesson?
Do such occasions provide a rationale for the day? (Do pupils plan to eat around the timetable?)
What physiological/biochemical problems occur because of length of school morning? (Can sugar poisoning account for some of behaviour?)
Does the institution recognise such factors? What strategic planning for: staff/pupils/atmosphere/ethos ?

If PE is marginalised by planners, how do teachers cope with day's timetable (note KS)?

What counselling required during bad weather? How do staff develop? (PE staff assumed to be able to cope)

INCIDENT Qs.

What do children do at home during wet weather?

12.10pm: Pupils still entering the bakery to buy food.

Periods 5 & 6: Second Year (ML)

The bad weather continued and so groups doubled up in the sports hall. This prompted me to think about: the strategies teachers have to operate to cope with weather and the non-availability of facilities. I also conteplated the particular off-site arrangements at Rectory which removed the markers for teachers. At what points can discipline be imposed? Are games

ML expresses concern about doubling up an the non-educational nature of arrangements. Note in our conversation he mentioned 'educational' on a number of occasions.

I walked around the sports hall and discoverd (at 12.30) a group playing penny-up-the-wall in the corridor (three pupils). I decided to stay in the sports hall office and evesdrop on the game. In the process, I made notes from some information ML gave me (DH Hargreaves' ILEA report). By 12.44 game had developed into threatening behaviour, one pupil says "I can play with money people owe me." 12.56 game continues and prompts me to think about: who controls the game (consent/threat ?)?; who selects site and partners? "This is not a good wall". Boy comes into office to ask for lost money.

Notes end here with a question about temperature in sports hall and the avenues for ML & KS to complain.

For Hargreaves' notes included in field notebook, NOTE:

with regard to PE, para 3.9.27 (p61), PE is compulsory by tradition:

> PE makes an important contribution not merely to fitness, psycho-motor development and education for leisure but also the wider aesthetic, intellectual, social and moral development of the pupil.

some pupils dislike PE: substantial evidence of truancy during games or for whole day on games days. The Report suggests that:

> In some schools we believe the severe unpopularity of PE to be a reflection on the quality of teaching in the subject: the curriculum content and/or teaching method is inappropriate; there is lack of high expectation or a neglect of all but the most gifted; there is too great an emphasis on competition rather than co-operation.

There must be diversity and wider dissemination of good practice. PE should not be compulsory for 4 to 5 years but a 'free option'. However:

> all pupils should be made aware of the importance of PE and encouraged to pursue it in some form, either within the formal curriculum, in extra-curricular activities, or in personal leisure activities.

Para 3.9.29 discusses personal and social education (pp61-62)

Para 3.9.38 outlines curriculum. 37½% of time available for free options to include PE in years 4 & 5 (p64)

Wednesday, 5 February 1986

Arrived 9.15am. Beautiful sunny morning, frosty ground.

Period 1 & 2: Second Year (MD)

20P 5NP

Started at 9.45 with cross country run. MD led group for first half then let group race. I followed at back with stragglers, some were either extremely unfit or unwell. Richard Skinner i pain but finished run. Stewart took part (regular NP), Darren tried to hide. Pupils cut corners on run. Vince had stitch.

This prompted me to think about PO - fitness required. Also wondered about weather on spirit. The atmosphere was well-mannered and even-tempered.

I refereed one of the two 5v5 games. Boys played well.

Periods 3 & 4: Third Year (KS)

Football. 19P 5NP. Frost coming out of the ground. Whilst waiting for the lesson to start, I made some notes on the phasing of lessons:

Arrivals
Changing
Starting procedures
Developments
Game play
Concluding procedures
Changing
Departures

During the lesson I was aware of three aspects: "turd arse", "forty-fouring", and mud throwing. I noted that:

Notwithstanding the excellent weather and the structure of the lesson there was considerable traffic in non-authorised activity.

Whenever KS asked children to do an activity there were numerous examples of short-circuiting. In some cases an acceptable culture of 'cheating'. For example, in passing practice (no of passes in one minute) many pairs seemed to invent their score.

KS used prevailing conditions well. Intro warm up was different and interesting. A run interspersed with pupils showing exercises to group to follow. John Adams particyularly unhelpful and opposed to activity.

At the end of the lesson, I went over to bakers. First pupils arrive there 12.05pm.

NOTE: on a separate sheet of A4 I found a copy of some notes about the end of this lesson. As a remedy to the poor quality of play KS introduced a game of 3 touches of the ball to win. When KS said "winning goal" I noted question of why this became so important for the boys. It was not a good game of football but I described it as "committed in a way". The end of lesson comes when KS arbitrates on shot at goal. Result brings 'joy' to one team and a series of taunt and counter taunt from victors and losers. Taunts, mud thrown, threats, and changing room debate about outcome.

In my notes I speculated about phases of the lesson (see above) that involved: a game event; intervention; a concluding strategy; catharsis/arousal; ongoing dispute. I have seen a number of situations where a teacher-invented conclusion has created 'management' problems. Threats of physical violence and intimidation arise and it might be useful to have a look at this incident in regard to KS; this partic group; teaching in general. There are all sorts of implications including that of dealing with events that could be resolved displaced to journey back to school

Period 5 & 6: Second Year (ML)

I arrived at 12.15pm. The Sports Hall was quiet. 3NP - two playing then wrestling on mats, 1 playing a computer game on watch. (latter eventually incorporated into organised fight on mat). When I arrived ML organising a defensive clear practice.

5 | 1. On three courts and lowest ability group pushed to edge of court. This marginal group included Sawyer and plump boy in glasses. Sawyer unable to hit shutlecock. Managed one successful return and practice ended.

ML called group in for demo (he had chosen a pupil who had performed well) but demo did not work.

12.30 A late arrival announces "I don't like badminton"

By this time Sawyer and friends have moved to ante-room and are told by table tennis "There's no room here". sawyers proceeds to play a frying pan game.

As lesson progresses some children stop participating. ML thinks this is because they are good at other sports and have become frustrated at their inability in badminton. One of these pupils, Alex, said he had stopped because he was put in a wrong group, his friends were elsewhere.

ML thought the lesson's atmosphere was due in part to last week's football. He wondered whether badminton was suitable for second years.

ML organised rally game. Sawyer eliminated very quickly and went to play frying pan game against wall.

ML discussed continued notes from NPs.

Lunch Time:

Notice on board in staffroom, in takes for 1985-86 (as of 17.1.86)

				Outside Borough		
School	B	G	T	B	G	T
Rectory	77	84	161	12	13	186 (4th highest in borough)

Left Rectory at 2.15pm to watch Hampton v St Brendan's game.

dnesday, 12 February 1986

cold morning. Snow still on ground. Arrived 9.10am.

riods 1-6: mixed groups in Sports Hall.

ML?

Periods 5-6: I supervised KS's Third Year group.

Periods 7-8: Watched 14 5th years on circuit. A quiet lesson with everyone working hard.

My last visit to Rectory before half term was transformed by: the weather and Mr Limberick's absence. Following the NUT action, covering/substitution of lessons a key issue. I volunteered to cover if this did not compromise any of the parties concerned:

1. This gave me an opportunity for practical input and help. (Mr Jameson, deputy head, was extremely 'grateful' 9.45, Mr Garnett, head, 'very pleased' at 2.45pm)

2. But problem of identity with some of the groups. This particularly a problem in lessons 5 & 6 when I was obliged to 'control' some of the Third Year group.

There was no plan for the day other than the sports hall was to be used. Pupils were given the option of football or table tennis. I was to organise the table tennis.

Noted similar playful themes: wrestling and penny up the wall.

Some boys were able to play table tennis without supervision others required much more attention. I wondered if this was a low boredom threshold.

In supervising the table tennis I was able to sit down and talk to pupils. One of them, stewart told me of the penny up the wall game. stories included: using £1 coins for £5 games; one boy lost £28 in one day (Stewart?); stewart "had learnt my lesson"; he now played friendly games with very clear rules.

In the midst of third year games, John Adams drank a can of Bass shandy.

NB

Note taking was not possible during the day for a number of reasons but I was able to have extended conversations with MD & KS. I noted briefly that our talks touched upon: inertia; status; questioning; alternatives (curriciulum/career).

COMMENTARY:

Even these notes which were hastily jotted on two sides of a loose A4 sheet are evocative for me. i recall that there was snow on the ground and the sports hall was very cold. The reason why I intervened, particularly inlessons 5 & 6 was to stop bullying, over-vigorous wrestling, threats of aggression,

and attempts to breal the limited number of nballs available. Darren & friend were vulnerable.

I sat on benches and tried to minimally interfere. John Adams wore his scarf. perhaps I can write about a cold day at the sports hall.

Wednesday, 26 February 1986

A sunny but extremely cold morning (a predicted wind chill of -14°F). Arrived at school at 8.50am. Met and chatted with MD. New half term arrangements. I copied timetable. KS will work outside periods 3&4.

I decided to walk to Sports Hall to check time: 8 minutes without hurrying. When I arrived at the Sports Hall the heating engineer was trying to get the heating system to work. My early morning thoughts turned to: curriculum planning - what educational benefits are to be gained from the walk to the Hall and the ambient temperature inside and out? What humanises planning? How useful is it to have an off-site facility? Who oversaw design and construction? What opportunity did potential users have to voice interests/concerns? Is there a borough policy?

Lessons 1 & 2: Rugby

9.30	No arrivals
9.38	Pupils start to arrive
9.39	MD comments re behaviour

My notebook was locked away for the lesson! Tried to note framework afterwards: 21P 2NP

9.50	Lesson starts. Warm up involves "Get into groups of x".
9.55	MD demos pick up
10.00	Move to next practice - pick up and pass
10.05	channels
10.20	Corner ball

In observing the lesson, I calculated that there were some 7 minutes available for pupil activity after warm up: organisational points;TPs made to restless group; considerable time waiting for silence.

10.26	Late end to lesson. MD says he will write note to French teacher for the class.

I spent part of the lesson talking to Stuart one of the NPs. He spent his time playfully wrestling, sliding on benches, racing about and eating peanuts. In the midst of this activity he told me about his interest in martial arts (spirit combat) and his like of warm weather.

Lessons 3 & 4: Third Year 20P 7NP

I walked across from the Sports Hall. Took five minutes. No one at Pavillion when I arrived at 10.35. A very cold day, chilly yet very sunny. My notes reflected how cold my hands became!

10.45	First boys arrive. Colin says some have gone to Sports Hall.
10.48	KS arrives with ML. They discuss who should be where. ML goes to Sports Hall.

very aware of the temperature!

11.05 Most of the boys outside and KS sends them for a run. I follow them and there is a second run when everyone is ready. Half way round second run KS divides group, I work with half, he works with half. He kindly gives me the pleasant half without saying so. Thereafter I organise the group: warm up then with partner; races with shuttles; 5v5 touch I play. A small game on small pitch with emphasis on activity. Bargain struck 15 minutes work then in. Boys work hard and we end on time. KS brings his group over to play but my group have had enough and choose to go in.

Run PO? (1)

(2)

At half time in my game I talked about squabbling. 1:9 seems fine! Wind very cold at end. I thanked the group, they ran off to change. Activity ended 11.27 which left 15 minutes in changing room.

Cold end?

Some notes on lesson:

Sympy

Owain did not do PE and was reticent to say why. KS deducted merit as rules dictate. At the strat of lesson many boys talked about cold. Some were very cold but became more involved. Sean only boy in my group not to have tried fully - yet he tried! KS said he was pleased to be out. He was concerned that his message about clothing had not sunk in. Some boys commented on our warm clothing and said "It's easy to talk when you dress like that." The playing surface smooth and unrutted. At end of lesson boys walked off chatting.

Cares

Today was the first day for a year that Robert Smith did PE. Even he was able to use the term "turd arse" without blinking! How integrated is Taig? Will trevor Lord ever take part: 5 demerits in first week.

7NPs. I congratulated boys on participation.

Lessons 5 & 6: Third Year Rugby 17P 8NP

ML's Third Year Rugby went ahead. Brilliant sunshine, wind very cold. Introductory warm up was a long run (I took part); game organised - first to four tries; made a note about Jason Heath & Ricky.

Many of the boys were ill-prepared for the weather. Tom Sawyer and three other boys eventually lay on the ground to avoid the wind! This group of four rem,ained inactive. Discussed this with ML on way back to school.

ML sent them for a run to warm up. Lesson started c 12.25 and ended c 12.45. We talked in the changing room at end.

Note: at Lunchtime MD reports that he has met with JG to discuss 'third period' proposals and had met a supportive

Periods 7 & 8: Fifth Year Football

Options afternoon for fifth year. I arrived at 2.32.

2.33	First boys in sight
2.35	First pupils arrive
2.40	MD arrives

Ten boys are here only three have kit. No football today! MD & I talk about job applications and CVs. The group talked in changing room. MD talked to the group about next week and kit.

Note although this was a change over day, boys knew in advance their activity choice for this half term. Significance of weather?

A small extract of significance!!

NB.

*

28 February 1986 First Year Swimming (teddington Pool)

24P 2NP (both plump boys)

This was the first swimming lesson for KS's tutor group. He had told me they were a lively group. When I arrived one of them, Terry, was already trying his hand at collecting money from the changing room lockers (the 10p deposits left by unsuspecting customers!). He said he had made money out of this in the past. He was to prove one of the characters of the group. Small, full of energy and subversive!

This was an assessment lesson. Fiona organised the group. KS took remainder of weaker swimmers. All able to swim. Lesson for KS involved: 2 x front crawl; chain tag; stroke development; free play.

I hovvered on the fringe of KS's group. At the end of the lesson, c 3.40 KS and I had chat. He seemed disenchanted. The following points came up:

1. KS concerned about his future yet headteacher unable/unwilling to see him

   "I want to see him about something very important ...my future."

   Kevin thought the head was avoiding him and finding excuses.

This basic concern led to:

2. Disquiet about the timetable - management seemed to timetable staff without regard to expertise. KS was taken in and out of CSE. He particularly enjoyed anatomy and physiology, yet after one year was removed and another teacher (Lesley) borrowed his notes to teach the course. There had been no consultation about this.

3. Sense of powerlesness and insignificance

4. Expressed concern that MD was not forceful enough. KS thought him too compliant.

Kevin seemed depressed about these points. I asked if there was anything I could do, perhaps raise issues with headteacher?

After our discussion, KS drives children back to school in bus. I asked about his prospects for the weekend. He said he would have to do some lesson preparation:

> "with working three nights per week, the weekend is the only time I have to prepare"

(Note)

One of the college students called in to see me to express his concern about discipline standards and the lack of teaching at the school pe. He was on a block teaching practice. He has made representations to change the groups he is teaching.

I spoke to him about my research (in part he came to me because of my research role) and my experience.

This episode:

1. Gave me another view of the school

2. Gave me cause to consider disclosure.

Wednesday, 5 March 1986

A relatively warm morning. On my way to school I noticed at Hamton School that plastic cups had been placed in the hedge: a kind of neat litter? Seeing the pupils in the Rectory playground encouraged me to think about school and the opportunity to converse and how opportunities to do so were structured formally and informally in the curriculum. The off-site arrangements at Rectory particularly amenable to this. In the playground there were large groups of children centred around yo-yos.

I arrived at 8.50 and chatted briefly with MD. A little later KS tells me he has sent for details of a post in Cornwall.

I walked to field and arrived at 9.18. The groundsman was cleaning the changing rooms.

Lessons 1 & 2: MD Rugby

Prior to my departure from school, MD had said "We might even be able to get out". The ground was wet and slippery. I made use of the time to write up some points:

1. What longer term planning takes place to develop with extended bad weather? (teachers, pupils, school, parents)

2. Given the teachers' action, how has leisure time been reallocated?

3. If results were part of the process of assemblies has their absence for 12 months alerted other staff to the lack of extra curric PE or even the work of the PE staff?

4. The creative use of off-site provision by pupils to avoid PE.?

9.31 No arrivals the changing rooms have been left unlocked and I have left door open visibly for pupils. Will this change structure of lesson?

9.33 First pupils arrive "Are we doing Rugby today?" "Oh, good" "Are you taking us or Mr Dare?"

9.35 Late arrivals. The Vietnamese boy is changed and asks for a ball. He also asks "Are we doing Rugby because some have gone to the Sports Hall?"

Two pupils offer me excuses for NP.

9.37 Stream of pupils arrive

9.38 MD arrives and hands out three rugby balls. To the rst, "Right, quick as you can." He interrogates the NPs: "Got your rcord book?" "Where is everybody else?"
A number of pupils say: "Mark Spriggs said..."

MD sends NPs to get pupils from Sports Hall.

9.40 Pupils start to move out of changing room.

9.45 MD ready

9.48 He calls boys in: 16P 4NP. Round the pitch warm up begins: run/exercise/run...

At this point Stuart and friends arrive: "Sir, are we inthis group?" They have a brief chat about their inability to be in this group.

9.52 Two NPs arrive from Sports Hall from their errand. Robbie is playing on his bike.

9.54 Group return from warm up. The following exchange occurs:
"Find a partner, please."
"Anyone without a partner?" "Me!"
"Come with me then."
"One ball per pair, I am going to give them out... What we are going to do is very simple."

MD organises passing practice. Note there is a boy without apartner yet there are 16 in the group! MD gives directions. "As soon as I give you a ball, you may start."

I withdraw to a distance to observe lesson. Lean against oak tree.

9.56 Activity starts acoss rugby pitch. MD cries out "You cheat..." Another group cuts corner as well. A second group remonstrates with them.

9.58 MD demonstrates a floated pass: "Let's try and keep a nice swing."

"What makes the pass easier?" The boys watch but seem restless. Re-start practices across whole width of pitch.

MD stops them after one width of pitch and gives TPs (inaudible to me so far away)

10.00 Demonstration and Q/A. Then moves to tackle demo & Q/A. Makes safety points and the boys are able to give basic points (how have they got this knowledge?)

10.02 Activity restarts: "Find a nice piece of ground."
10.03 "Five each then change over". Boys work alond a line. MD moves around group. Boys are getting muddy.

10.04 "once more each" then whistle. "Back on the line."

"Come on lads. Stop that! David don't sit on him!"

10.05 "What we are going to do now is..." (At this point 5

NPs are playing behind changing room) some hide

behind trees. MD calls Robbie over and tells him to get everyone to sit down on the benches.

10.07 "Lads, at this rate we are going to get a five minute game." Some of the group act as policemen for the group.

10.08 MD explains rules. Chicken scrsatch 1v1 scrum. Tackling and pitch 22m

10.10 Game starts and boys enthusiastic.
10.11 Game stopped for MD to make point about space. "No lineout. Start with pass."
10.12 MD conditions game. "You must have 4 passes before you score" (No side near scoring yet)
"Great pass. ... That's better!" (3 passes and team passing goes backwards)

At this stage 4 NPs in front and 1 behind CR. (I have made a note to think about space given to NPs and the ethical dilemmas posed by their behaviour.)

10.15 Whites score try from five yards out. Three attempts at chicken scratch.

10.16 Try scored: "Well done, Chris" "Come on blues" There are now two NPs behing pavillion. Blues manage to pass ball for 1 min but cannot manage four passes. MD counts and comments.

10.19 "Good tackle Reesy" (Reesy gets up and holds his head). 2NPs are playing a game behind the trees. A third NP joins them.

"Nearly there blues."

10.20 A dangerous tackle and MD says "You know the rules".

10.21 "Lat chance blues" A boy drops the ball and is called a "Nurd" by some of his team mates. The game ends here on this mistake.

10.22 "In you come... Super stuff ... Showers ... Now next week, let's have you here early."

The boys have worked hard and in the changing room, one of the boys asks "Sir, can we have a team now the strike is over?"

10.26 The shower debate starts: "Do we have to have a shower?" "Are you having a shower?" "Spriggs you told us..."

Some boys shower but most get dressed unwashed.

10.27 MD walks through changing room. "Remember your towels next week." Conversations in full swing.

10.28 "I've given you extra time." (lesson ends at 10.28)

10.33 The boys are still changing. MD chivvies boys. He is late for his next lesson and will have to write a note for the boys as well.

10.36 Boys still on road.

I wait for KS but then discover there has been a mix up. KS should be doing badminton not Rugby. ML will take rugby this lesson. I walk over to Sports Hall and arrive at 10.41. No one in sight.

Lessons 3 & 4: Third Year Badminton KS Sports Hall 16P 6NP

10.45 The Sports Hall is locked so I wait outside White House for first boys to arrive. A cold wind starting.

10.48 First boys arrive. School discussions about options the main conversation point. John Wilds shows me his completed form. KS arrives.

10.48 JT arrives on bike.
11.01 KS starts lesson. A verbal exposition whilst holding on to the equipment. A boy has cut his hand on the broken glass in the door.

11.02 John Adams arrives.

11.03 Groups of four on the court. Handing out equipment is like feeding time at the zoo. Activity starts

KS polices. 6 NPs. John Adams goes to small gym.

11.06 KS moves from court to court explaining grip to players.

Sean is a NP today and responds to my presence by calling me "baldy" (I muse on what I have done to elicit this response, I also wonder why it is important to him)

11.07 KS has visited all three courts. Danny and Adrian are drawing on the blackboard. (They had not brought their kit, they were confused about the activity.)

11.12 KS continues to move around. A command/instruction is lost in the acoustics of the hall. KS whistles.

"In you come and sit around the court." It takes 1 min to gather in group. The group focussed on centre court.

"What we are going to do..." He waits for silence, the boys are restless.

"Can you just put your racquets down in front of you?" Audible noise of rackets being put down (metal frames of hard surface). KS divides court in two. He uses John Wilds to demonstrate. The noise continues.

KS looks at NPs.

KS explains about the service rule. Conditions a small court 1v1 game.

11.14 Activity restarts. Small area 1v1. On the middle court Josh and Ben are moved off to accomodate two Johns. The former move to play between courts with no net.

11.15 JJs group is still playing 2v2. KS moves in to organise game.

11.17 Josh and Ben have moved onto court 3 and swap places with Owain and friend.

11.18 Ks on court 1 demonstrates technique. Meanwhile 2NPs (Danny & Adrian are playing coin game on mat). Meanwhile I try to divert 3 other NPs.

11.21 KS on court 2. Danny & Adrian continue to attract attention of other 3NPs

I noted in my field notes that perhaps I could use friendship dyads for interviews with pupils. On talking to NPs I discover that PE is included in option 2 for the next year. Danny has made a mistake in filling in his form. He does not know PE means physical education. He is concerned about this when he discovers his mistake.

11.26 KS organises court 2. Moves to court 1. Says to 3NPs "Can I see you at the end please?" In the small gym, the players are still working quietly. KS tries to explain serve technique to court 1.

11.30 As KS pases he tells me about court 2: "They have decided that what I set up was boring so they have developed their own game. That's fine."

11.32 KS patrols and as he passes he says "They ar working quite well."

11.33 Ks whistles to bring group in but this raises noise level. KS shepherds group around middle court. KS waits for silence. 3NPs are told to shut up. KS then goes through service.

11.35 Group grows quiet. KS makes TPs about serve and service reception. John Wilds serves KS shows smash response to weak serve.

11.36 Noise is growing.
"Paul, why don't we have our racket down?"

"Because it would take too long to get up to hit."

"Yes."

In his moment of glory, Paul turns his racket around and uses it as a machine gun.

I made some notes about pupil response to me at this stage. I noted that the most familiar form of address was to call me "Sir". Robert asked me how long I was going to be with them. Daniel was worried about optoin mistake "Will I be able to change?" Whilst noting this I hear one participant say to KS: "Can we go in, it has gone half past."

11.40 KS calls group in. Paul is still machine gunning. John wilds says "Paul, you spastic." John then chases Paul. Meanwhile KS is trying to organise continuous/lives badminton on court 2. In the event 6 play the game. The remainder are involved in other activity. KS who was playing on court 2 returns to patroling.

There is a noise of gunfire in the background. Owain and friend are at the edge of the court. One boy is standing on the badminton post.

11.43 Kevin whistles, "OK, finish there." The three NPs (Sean & Tery incl) whistle loudly. || ENDING

John Wildes asks me: "Are you writing about all them naughty people?"

KS polices departure from Sports Hall. The three NPS (see above) await his return. He tells them off about absence of kit and their behaviour. By 11.45 Sports Hall is empty again. || *

After the lesson, KS and I have an opportunity to speak about the lesson. He was concerned about the lesson and this led to a much greater discussion of teaching in general. He referred to the dynamism required.

We talked about his demonstrations in the lesson and I observed that one appeared to work better than another. HE agreed "Yes, I noticed that." We talked about the lesson and Ks's day. He felt he required to be "on top form" for this group. He said that similar content would have worked well with 3A1.

I went off to Cavan Bakers to write up notes. At 12.01 pupils were still entering to get food.

Lessons 5 & 6: Second Year Rugby 14P 7NP

At 12.15 I arrive at field. Pupils are here but no ML (it transpires that Mr Jameson forgot to arrange cover for lesson.) I have some notes somewhere about issues!! Particularly need to consider: my role and explicit contract; teachers' action.

I sent for some keys and in the meantime got boys to change outside. I discovered whilst waiting that one of the boys had a blow dart. I suggested that it was put away. I felt obliged to inform MD subsequently about this. I discivered that there was to be a year meeting about blow darts that day and the matter was to be dealt with at the following morning's assembly by headteacher.

As I did not want to create more problems I organised game of rugby. There were competing demands but I did not want to comprimise MLs work.

In my notebook I tried to subsequently identify some of the issues aring from this lesson.

Some of the more able boys aggrieved that they were not able to play football. At end of lesson i tried to explain to Neil & Omar. Lesson ended 1.00p.m..

NOTE: My notes ae incomplete about this lesson. I recall the blow dart incident and the status I had. On my return to school I explained to MD what had happened. On my way to collect sandwiches two girls stopped me and asked me "What do you teach?" I explained that I was not a teacher but a visitor to the PE department.

In the staffroom we discussed: status of pe; safety; the option scheme (MD felt management would try to dissuade pupils from option2); job applications.

Lessons 7 & 8: Fifth Year football 12P 4NP

2.25	I arrive at fields. No one there.
2.32	First boys visible
2.33	First pupil arrives
2.37	MD arrives by car and says "Nice to see some new faces."
2.40	MD takes register

As boys arrive their topic of conversation is where they should be for what option. I wonder if organisation is so complex?

2.44	First boy out changed
2.45	Most of boys out.
2.55	Game starts. MD & I play. A sliding game - most of pupils have trainers on muddy pitch. There is a warm up, an introductory game, then sides changed and conditions applied.

I played in goal. Behind me were the four NPs, one of whom was Czech. He was asked by the others to translate: PE; "Let's go down to the pub" ; "Let's go to the offi and get a four-pack"

In the game, the Vietnamese boy worked very hard (Immacualte Spurs kit). Subsequently I discovered that the school has 32 Vietnamese pupils.

Wednesday, 12 March 1986.

Notes for these days are on file and typed.

FIELD NOTES

RECTORY SCHOOL

WEDNESDAY, 12 MARCH 1986

I had intended to follow a similar participatory pattern to that of yesterday at Hampton. My notes are more a free flowing account of the day which was truncated by my late arrival and early departure. It was further changed by Kevin's absence through ill health.

Another bright morning and because I was so late I walked directly to the school fields. I arrived at 9.27 for lesson one.

Lessons one and two: Rugby 23P 1NP.

9.31 first boys in sight on road.
9.33 Robbie and Vietnemese boy arrive on same bike. Four early boys devise own games. Two boys play splits with pen knife, Vietnemese boy fires at Robbie with his toy gun. Explicit code of behaviour.
9.34 Main group of boys can be heard on road talking loudly and singing.
9.36 Most of class now arrived. Some greet me and enter into banter. Small groups form and a variety of games played. Tree climbing commences and pupil tries to sell me Smurf sticker for charity. During my conversation with the boys Stuart and others talk about the top group from which he has just escaped.
"The top group think they are it."
"Yeah,if you miss the ball they tell you off."

Variety of excuses offered for NP (yet see total above).

9.46 Martin D arrives late having organised cover for Kevin "What a way to start a day." Unlocks doors and encourages boys to change quickly. As he arrives tree climbers run back.
"Can we do football ?"
"Do people who have lost their voice have to do it ?"

Martin gives early changers a ball.

I pump up balls and decide to observe from distance.

9.54 Martin calls group in and sets off on warm up. He runs with them . Two slow changers are left behind. Robbie who is not taking part because of a sprained ankle runs after the group in his school uniform. (He is the only NP today). warm up is run/exercise run with

MD leading. Two late starters catch up half way round pitch. John Drake one of them (both are wearing tracksuits).

9.58 arrive back at start with some boys puffing. Md organises "Right, find a partner, similar size,then come in over here.
9.59 "Right , whjat we are going to do..." and he uses pupil to demonstrate mauling/ripping technique. Boys watch and then Martin feeds each pair.

10.00 work starts
10.01 whistle stops boys and activity changed.
10.02 Martin interrupted by lady returning mats. He tries to find keys. Meanwhile all but three groups are wrestling or kicking ball.
10.04 Martin returns re-gathers group with whistle. Numbers used to organise next practice.
"Right,listenining...Listening...Shush,listening..."
Martin sets up pairs v pairs. First reaction of some boys "boring". Some groups cheer when matched up with friends.
"Quick, can we get this though ? Then we can have a game."
He explains grid organisation and sets game condition.
"The idea is to score a try without running."
10.05 Sets up demo with three other boys. Group watches from side.
!0.06 sets up groups and then appears to give conflicting instructions. Some boys think they can run and tackle. Immediate activity reveals confusion. Pupils sort out their own structures. Some boys can be heard shouting "no running".
10.08 Robbie has joined his Vietnamese friend to make up a group of 4. Martin calls in group who have moved beyond grid. All groups are working on the task.
Martin moves around and gives TPs and encouragement. He patrols try line with boys working in dead ball area.
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"Right, listen please...Listening...listen...hush... hush...What we are going to do is..."
Martin then outlines game condition for whole pitch. Chicken scratch. Draws attention to maul. He picks teams by allocating numbers. Selections are greeted with cheers and in some cases enthusiastic leaps into hugs. (strange how force of group bond is so strong and so able to elicit strong emotion).(follow up this idea.
10.13 Twos in bibs and down to far end.
10.15 game starts with four pass condition repeated. Vietnamese boy enthusiastically involved.
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10.19 game restarts. Boys give own instructions "Oy you lot, in a line".
10.20 try scored. Game restarts and Martin emphasises four pass condition.

Vietnamese boy in the thick of the action. Most boys involved except for Milky Bar Kid,two friends and John Drake.
10.24 Martin has commented and directed.
"Well done Richard"
"Nice bit of play"
Some boys shout "spreaf out". MBK and friends are talking, one of late starters is threatened by Spriggs. Robbie remonstrates with him.
10.26 Game ends and MBK and friend are first back. I ask "Did you enjoy that ?"
"No!"
"What was Spriggs doing ?"
"Trying to step on his laces. I was trying to stop him."
Remainder of group walk in talking. NB lesson ends in four minutes!
I ask Martin about ifficulties of finishing on time.

10.38 some boys still changing. I return to school for Kevin's lesson.
I have decided to try to ask questions of boys in Kevin's group.

Arrive at school at 10.45 hurried negotiations to ask if I can give questions to third year.

Lessons Three and Four: Third year 24

I ask cover teacher to leave me with group. I am afraid that the myth of researcher / pupil rapport is shattered in this lesson. This third year group wanted me to take them for p.e. and were most upset when I said I would like them to write. I made the questions optional and many chose not to participate - "It's boring." Groups preferred to play their own particular games. John Adams /Colin/ adam/Taig / John Wildes
Sean/Terry/Daniel
Josh group
Corner group aroung ginger.
JJ and Paul Trowels arrive late.
I give out questions some spend time others give up some converse about answers.
Behaviour becomes problematic and I try unsuccessfully to control. Situation rather like last week. I am forcefully struck by my own value and my surprise at the low level of behaviour. A double period which I thought would be most instructive became amatter of survival. Rationalisations easy but reality is that 80 mins of inactivity requires careful planning. Weak /strong childish/try out teacher. Some wanted me to give demerits. Verbal reasoning completely ineffective.
Yo-yos,eating paper aeroplanes, darts all evident at some stage . John,Paul both involved in mock fights. I collected in any remaining sheets. at end of lesson I kept three back to help tidy the room but ended doing it myself. I was extremely disappointed. Emphasised rapport I felt I had was veneer thin and circumstancial. My

involvement was OK as long as I was not a threat.

Retreated to staff room with confiscated darts. Chatted to Martin D & L. Confusion over cover. I want to go to ML but MD thinks I want to ask questions of boys in KS group. He wants to give them questions,I don't but comply.

M1 insists that I go with him. Late arrival for
Lessons Five and Six: 15P 8NP
Resistence behaviour. ML decides to tell group off so gets them all in the changing room. Note he uses surnames and appends Y to end . This causes friction later with Dean Beck who is upset about loss of boots. I listen to his admonition without being in the room. He expects there to be a better turn out next week (later threatend to ban one boy from he FA).

Warm up run I take part. Help set out cones. NP in two groups these were playing penny up the wall when we arrived. Jason Heath group and Dean go over to far side to tree and climb up into branches. Other group at pavillion.
ML wants to demonstrate drawing a man. Sets up grid 2v1. This later developed into 4v2. Towards end of lesson (12.55) with boys anticipating game he sets up scrum (3 man practice).
Niel,Omar,Mohammed resent this .
I have spent the lesson with David Irving,Richard Sawyer and Allan. They try hard.
Back to school in ML 's car we talk about Cambridge course (he has been offered place) and Teachers' Centre post.

Arrive back 1.10 and buy sandwiches.
Martin D asks me to accompany him to pastoral meeting with Jeff Bourne,they discuss timetable space for p.e.. Jeff asks "Does this mean you are trying to claw back some of the time you have lost?" He paints scenario where p.e. becomes purely extra-curricular. Martin undertakes to write up scheme for fourth year life skills course. I intervene and discuss cross-curricular developments.

John Garnett concerned, it is reported that there be wide arnge of experience in third year to facilitate option choice.

Meeting ends at 2.00. I excuse myself to go to college.

I arrange for Martin to come to house on thursdat week .

As I leave school immense and intense yo-yo activity.

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Wednesday, 19 March 1986

A wet damp morning but reasonably mild. I walked to school and arrived at 8.55. No one in the staff room from PE. On the noticeboard I saw a copy of the Head's report to Governors for 10 March meeting. I went to see the secretary to see if I could get a copy and to check on availability. She seemed reluctant/vague about access. I suggested I see JG. "Yes, that would be the best thing. They are available but it is bets to check." Later, MD suggested I spoke to CN about it.

I walked to the field and arriveed at 9.20. No one there so I read through notes.

Lessons 1 & 2: Second Year MD Rugby 17P 4NP

9.31 First boys on the road. Small and large groups. Robbie & Vietnamese boy on bike.

Whilst awaiting MD: boys greet me; eat & drink; engage in conversations; play; discuss options and careers. Richard Skinner tallks about skiing "Moguls are well brilliant." Some boys start to change outside.

9.42 MD arrives
9.52 Last boy out of changing room is milky bar kid.

NPs include Robbie & Spriggs. During the time before lesson starts some boys practice and one boy is crying. he has been kicked but MD did not see (did I?). A friend consoles. The pitch is muddy. 3 boys have trainers, 5 have tracksuits, 3 have tracksuit bottoms. The Vietnamese boy has a short-sleeved shirt.

9.53 Lesson intro: hare and hounds; stretch

9.57 "Groups of 3"
"Watch carefully we are going to do some scrummaging." "We'll build up slowly." MD gives TPs for binding and cues pupils. MD has two boys lean against him. Demos 2v1.

10.00 I volunteer to act as post for a scrum to release MD. I work with two groups. MD gives TPs for body position

10.06 MD organises teams. "listen carefully or we won't have time for a game"

10.09 Game starts with 2 man scrum. All boys seem to be involved
10.11 First try scored with a dive. Whilst the scoring team wait for kick off one experienced player (mini rugby) ordrs his team "Get in a line! Spread out!"

10.12 Md organises scrum. Boys offer instructions to each other. Game continues MD encourages and comments.

10.14 Game becomes static

10.17 MBK has a foot fight following a tackle. A 2v1 scrum, the 1 collapses. MBK's opponent follows and threatens him.

10.18 "Last minute" Some boys look very cold
10.19 MD gives TPs for passing the ball, MBK has withdrawn - he is still being threatened.
10.20 MBK being chased! He alerts MD and has long since removed his bib.Chase resumes.

10.22 Game ends and one of the more able players asks "Sir, are we having a team?" MD does not hear him so he goes up to ask.

10.26 Two boys in mock fight. Shouts of "Ruck"
10.32 I leave CR with some boys still changing.

I discover in passing that MD has applied for another job.

Lessons 3 & 4: Badminton KS 25P ?NP NOTE: ① KS seeks a author ② Pupil autonomy!!

I arrive at 10.38 and KS shortly after at 10.40. First boys arrive at same time. The Sports Hall is unlocked. I have a brief chat with John Wildes. KS hears John's interest in being a teacher so jokes "You can teach the rugby lesson next week" John is so surprised he runs off!

KS tells me of a "great" lesson with this group the day before. "They really got involved. Even Nicky (ginger). He's usually very timid but he scored a try. He ran 20 yards with the group chasing him."

KS seems much better for his week off. He is bearded and rested. "The week off helps put things in perspective. When you are here you are too close." NB

My notes for this leson attempt to outline some of the friendship links between pupils. I had been struck by the various alliances in this group and thought it would be helpful to follow as much as possible for the double period.

NB Time. Active.

10.50 KS strats the group working. Paul Fisher deals out rackets and keeps best two for himself. Groups work in fours. The marginals are forced in to the small gym or the edges of the main courts. Josh's grou[p of 4 at edge of court. KS integrates these onto courts.

11.00 KS has visited all the courts. JJ and Taig are partners. KS explains service procedure to them.

Owain, Sean, Josh & Ben now at edge of court 3.

11.04 Richard, Ben & Paul are brought into sports hall. The hall is noisy with pupils screaming and wailing.
11.05 Spencer leaves game with Colin on court 2 to be

replaced by Ben.

11.06 Josh & Ben now on court 3
In the small gym boys are playing with the junior gym beam as a net. KS watches court 1 with back to 2 & 3. Owain is playing around on mat.

11.07 In the small gym, Spencer now lying on mats. Taig & JJ have left court 1 and are attempting a rally at back of court.

11.08 KS explains service to court 2
11.10 KS stops Spencer and John Adams (they are tidying the mats). Nicky, Danny, Adrian & large Raymond are playing quietly in small gym.
11.11 JJ invites KS to play
11.12 Darren wanders out to changing room. Spencer is tidying the mats carefully.
KS asks JJ if they should challenge anyone to a game. They challenge Nick & Danny (Danny & Adrian both have new haircuts).
11.13 Darren returns and KS asks him where he has been. Darren plays against John Adams.
11.14 Gym group move onto court 1. Fisher comes onto court 1 and takes off his glasses (two weeks ago they were broken in this lesson)

Note: John Adams relatively sensibly dressed. No scarf today, tennis shirt, black shorts, school socks and trainers. Fisher is weraing a school shirt. I am near their court so as to have a view of sports hall and small gym. This puts me in direct line of fire (hazardous to eyes of shuttle?) and after one shot Fisher says to his partner "You aren't trying to hit the teacher are you?" Po??

11.16 KS & JA on court 1 v Nicky & Danny. JJ and Taig are playing a game against a wall. Owain & Sean are sat down and talking. Josh & BEn are playing in channel beteween 2 & 3. Court 2 has played throughout unchanged. Spencer has made a neat job of the mats. JJ & Taig are now hitting shuttle high above court 2.

11.18 Robert Fisher is 'racing' around small gym. John Wildes shouts at JJ to get off the court.

11.20 Danny has lost to KS & JA "Give us another game". Ks organises court 1 whilst John A 7 Nicky knock up.

11.21 Raymond & Adrian appear but Raymond refuses to play. Adrian partners JA. Danny & Adrian argue. KS works with those on margins of court: JJ & Taig, Owain & Sean.

11.22 Josh & Ben are still betwen 2 & 3. Spencer is now reposing in a bed/camp made of mats. Raymond has joined him. Adriamalso part of this group. John Adams remains on court 1 and is playing 1v2.

The play continues in small gym.

other examples

11.28 KS whistles group in. There is a tremendous din of whistles and calls. He organises run around game.

11.30 Run around game ends. JJ & Taig are running around (sic) sports hall, KS stops them.
Another game starts. Colin's group, Owain's group, Taig & JJ join in. Sean & Nicky sit out. Games continue on 1 & 3 and in small gym. Josh has joined run around game. Ben & Darren play on court 3. Taig is eliminated and immediately starts to disrupt one of the files in 2

11.32 Groups start to drift away from 2 to the other courts. KS returns to organise. Danny offers to judge.

11.34 JJ & Taig are shadow boxing Nicky

11.35 KS announces "One last game" Acoustics aweful seem to minimise teacher's lone voice and maximise collective pupil noise.

John Adams now unable to concentrate. KS polices game on 2. Colin & Ben back to 3.

11.36 Small gym now hurdling over beam. The run around continues: Taig, JJ, Danny & Sean are last 4. Danny wins and runs out in triumph.

11.39 Games end

Kevin & I went to office to chat about lesson. He found the lesson very tiring! I told him of my experience last week. Kevin thought he would teach rugby next week. He was concerned to give "a balanced PE programme". I asked how one decided on content and the difficulties democracy poses. We talked about pupils.

NOTE

Paul trowels, Trevor Lord and others had been sent to changing room becaiuse they did not have kit. Paul Trowels and another pupil had been stopped during school hours last week on Wimbledon Common (Remarkably I had seen them at Wimbledon ststion the previos Friday!!)

I left KS in sports hall and went to CAvan Bakers. There I noted some points about note-taking/making procedures: specific difficulties; logistical problems; write up delay; a conspicuous activity - the more detailed, the less involved?

PO

Lessons 5 & 6: Rugby ML Third Year 19P 6NP

When I arrived at the lesson 12.20 some boys already changed and out. Overheard from one pupil when told by another that it was rugby: "Sod that for a fucking game of soldiers". Non-participants were outside busily engaged in mud-throwing, cycling and water bombing.

12.25 ML tells off group "I am not enjoying teaching you."

He presents a diatribe about late changing and

behaviour. This takes place with pupils lined up on hockey side line.

ML gives exposition of lesson: 3 man scrum. He sets up a four man practice with pupil to rotate roles. Then 3v3 with Sawyer's group as the odd one out - they are afraid of binding together! (ie touch each other)

12.45 ML calls group in. 5 min tirade re mud and laughter (the boys have not taken the scrummaging seriously). The boys are cold and the situation seems to be escalating. ML singles out Salman "Is it Mrs Taylor I have to see to put you on report? Previous to this he asks group "Do you want to play?" "Do you want to throw mud?"

Boys work well in game but some pupils withdraw. Two boys (Chambers & Ricky work very hard)

ML still starts games with "Action". ½ pitch game with conversions. Game ends at 1.00 whilst NPs have returned to mud fights.

At the end of lesson ML confides "I feel I am losing this group." Ml also tells me has not been given secondment.

Lunchtime

I walked back to school. I spent the lunchtime chatting. I learned about Sharon's PE display of fisrt year work. That led to discussion with the teachers about curriculum and decisions (formal & informal). Ks told me he had a number of ideas about links between biology and PE but these were not taken up. MD has prepared material for Geoff Bourne. Wider discussion of curriculum innovation. We mentioned GCSE.

Noticed that staffroom divides male/female.

KS disillusioned re curric poss & community work. "Things happen when it suits somebody"

MD returns two sets of answers to me: one first year and one second year (?)

Lessons 7 & 8: Fifth Year football 11P 8NP

I drove down to sports field with MD. Passed boys on the way. An organised game. 6v6 I participated for a while and then joined NPs on bench. A good humoured game. Drove back with MD.

After school I had a 30 minute chat with CN re needs and curriculum development. He would be pleased to meet me next term to talk about issues. He wanted to know about PE: "It's crunch time for them."

In my note book I recorded some of the substantive issues in JG's report to governors. These are to be found there: an important document - I must follow this up.

Wednesday, 26 March 1986

These notes have been typed elsewhere.

17 April 1986

A visit to see Tp student. Watched Third Year tennis. Top group lessons 1 & 2. Paddy much happier. I chatted with KS. Amonst other news, KS much brighter.

He said he had been ecouraged to reflect on PE:

"I haven't taught much tennis... I would like to do much more. I would be happy to go back to scale 1 and just teach PE...try things...have time to think...trial and error."

A very friendly meeting.

RECTORY SCHOOL

FIELD NOTES

Wednesday, 26 March 1986.

Introduction.

The structure of the day at Rectory did not lend itself to note taking. it was the last day of term and because of the continuing teachers' action , afternoon school was cancelled ,pupils sent home at the end of lesson 4 and third year parents invited to the school on Wednesday afternoon to discuss option choices.

The Day

It was a bright clear morning and relatively warm. i walked to school and arrived at 9.05p.m.. I checked with MD that games wee still on and walked down to field (prior to departudre I did try to photocopy questionnaire but not successful). I was at the field by 9.25 and opened up with MD's keys. First boys arrive at 9.30. Robbie and Vietnamese boy not the first, transpires that Robbie is away.

Notes of exchanges are in yellow book. Those who arrive early debate end of term activity: pirates and softeball requested. I direct their inquiries to MD. Stuart is back and suntanned after holiday in Portugal.
MD arrives and organises group for Rugby. I volunteer to stay with no-kitters and clean hockey sticks. there are eight no kitters, one with note. MD tears up old shirts in lost property to use as rags. Each boy allocated four sticks. I help with cleaning and informally supervise cleaning. The task is completed very quickly so I ask boys if they would like to fill in my questionnaire. We go into the changing room and I discuss my work.
Note these are the regular no-kitters
(Stuart,richard,without voice, Spriggs...). Start out enthusiastically but attention and concentration declines rapidly. However one conscientious pupil answers all fifty and talks about his interest in snooker afterwards. Spriggs wants to take his questionnaire home to complete. I decide it is better to finish now rather than have to chase up.

No record of number of participants c.12 but includes milky bar kid who is last out of the changing room.

Cleaned sticks are returne to MD who takes them back to school in mini-bus.
Cleaning groups reflect friendship groups and also reveal territorial selection. Stuart,Richard and Spriggs go to side of pavillion. Lost voice and friend go to front.

Md's group com in muddy and talkative.

cf. [illegible] pupil identity.

Lessons three and four

Before arrival of this group I clean eight Rugby balls and one football. MD insisted that this was a job for the pupils but it seemed a chance for me to help the staff and the pupils. I assume that the group about to arrive will not be the most enthusiastic cleaners.

KS has decided to end term with Rugby. Previous day there had been an enthusiastic game with KS physically involved. As KS's group arrive I am given enthusiastic accounts by John Wilde. The boys changed in changing room 1 no parallel enthusiasm with end of year activity to second year. KS allocated cleaning tasks to no-kitters: John Adams, Raymond, Paul, one very enthusiastic cleaner. I joined in with game. Important elements:

1. Winging of people like Adam,JJ and Robert Fisher. they perceived themselves to be on weaker side and opted out. All three claimed injuries during the game. Eventually both Adam and Robert opted out completely. Robert disappeared and got changed. "I'll have to go to the osteopath again".
2. Bickering
Darren became focus of criticism for his (our) team. He ran well but rarely passed and became / confirmed isolated. He too at one stage sat down.
3. Real game
When Ks organised half pitch game some of the boys (the wingers) demanded whole pitch even though ML's group on the other half. KS's group saw this as favouritism. Moved to hockey pitch.
4. Rugby ability
Josh's group provided the core of the opposition team and there coherence and application contrasted with the wingers. Josh,Ben, Owain, Nicky all tried hard and even Taig was carried along into considerable effort. Josh and Ben a revelation. But game intensely one-sided. KS tried to verbally motivate and when at half time KS called his team in the wingers said "That's not fair!" I then called them in. No concept of team. JJ,Adam,John and Darren all tried to win individually. The lesson frustrated them and may have led to incident at end of lesson.
Adrian and Danny took part on opposite teams and worked hard. Sean tried and was often in the correct place in defence. (NB his effort despite his arm).
5. The cleaners.
John Adams arrived at the lesson armed with food,Chelsea hat and no kit. He was put to work. The boys were given the footballs to clean but little cleaning took place apart from the one enthusiastic cleaner. John shouted out to KS intermittently about the others "kicking the balls while I was trying to clean them". John's response was to stop. Raymond and Paul otherwise engaged in activities, Paul keen to cycle. KS had to speak to them on a number of occasions.
6. The watch.
The game ended when Josh's team scored the winning try. We walked in. As we arrived in the changing rooms John Adams was crying. He said that he had been punched in the mouth by Taig because JJ had accused

him of breaking his watch. John sobbed that the watch was broken when he was given it but that JJ was insisting that John had to pay for it. NP
Ks dealt with row and I saw Taig and John shake hands in a proffered apology. JJ left in a hurry and in a stony silence. KS kept John behind and took him to school in the mini-bus. Throught his sobs in the changing room John managed to devour an orange.
His playfulness during his cleaning and his happy wearing of his Chelsea cap were a marked contrast to his sadness and apprehension at the end of the lesson. Is this a good example of the non-applicability of the catharsis notion of activity ? Thin
The other boys were keen to know what happened and John was able to repeat his story a number of times. Danny and Adrian revelled in the newsworthyness of the event and extracted from John all the details they could. One overheard question "Did it hurt ?" Danny and Adriam were accomplished detectives in gleaning information.
I asked Adrian about bullies and he said that there were lots "But you've just got to stand up to them."

We returned to school and John jumped out.
Conversation with KS and ML immediately switched to van load of sports euipment in the yard
"We'll end up moving that lot."

The remainder of the day involved:
7. Lengthy chats with Kevin,ML and MD*
8. Brief encounter with John G. which provoked comments .
9. A go at the micro in CDT.
10. Long chat with Sharon
11. Final conversation with p.e. staff.
Gave notes of thanks during the day.

All four events added to understanding of the interpersonal relationships. Particularly important the split M / f and this should be separate issue developed in the report.

Left school at 3.45 just as end of term party underway. Called in at Hampton to deliver notes.

Last day of sabbatical. !!

See notebook

FIELD NOTES: HAMPTON

Preliminary Visit
10 December 1985

Arrived at the school at 10.10am. The secretary showed me to the staff room where Mr Cocksworth was waiting for me. The school was clean and quiet. The staff room was large with shove halfpenny board prominent.

I talked to Mr Cocksworth (Geoff) for some twenty minutes. He was polite and attentive. I tried to emphasise that my work was open ended and indicated reciprocal links. Mr Cocksworth has taught for 7/8 years and was made head of games last year. He seemed nervous when introducing me to Mr Timbs and Mr Clark.

Mr Cocksworth was dressed in a suit and wore a leather tie. I introduceed myself and explained my interests. I gave him a copy of my curriculum vitae. I was informed that the department worked on: ball skills; games; and HRF in years 4 and 5. he showed me north and south gymnasia, the extensive grounds. He discussed groundsman and the plans for the sports hall.

Geoff interested in cricket and basketball.

Mr Clark. I met Mr Clark (Dave) briefly at break time. He was smartly dressed in tracksuit. He was clean-cut, polite and interested. I gave him a brief explanation of my work.

Mr Timbs. I also met Mr Timbs (Steve) at break time. I gave details of my work and offered my help in whatever capacity appropriate. He was dressed in a rugby top and tracksuit bottoms. He is the teacher in charge of first XV rugby.

I met the headmaster, Mr Alexander, for coffee in his study. He was polite, helpful and direct. He outlined the distinctiveness of PE at Hampton:

1. a non-PE head of games doing well involves "a lot of ordering")
2. change of curriculum focus in recent years to HRF

Mr Alexander asked about my background and interests. We discussed my work and what I could offer the school. He advised me to come and go as I pleased but "don't cut across the fields". I was told that the school would cover me for insurance.

Mr Alexander talked about the work of the PE department. During the course of the conversation he hinted at the autonomy of rowing and the rowing tradition of the school. I mentioned to him my interest in video and my link with RFU on injury video.

During the course of our conversation I tentatively suggested following a pupil through a school day, Mr Alexander thought it would be better to follow a class. This was only a tentative suggestion on my part and I tried to indicate this. He generously offered his help and support for my work. I offered to reciprocate re HRF and rugby. He also added "We'll need your

advice about shove ha'penny" He pointed out that outdoor pursuits were also becoming more important.

During my interview with Mr Alexander, I tried to make the following points:

1. I wanted to be around and a general dog's body. I was interested in the chemistry of the lesson.

2. I did not want to be viewed as a threat. I was there to learn.

3. I wanted to offer help: rugby, video, HRF

4. If possible, I wanted to be able to come and go.

5. I did not want to teach but wanted to observe.

Note: I had gone to the school equipped with copies of my cv which I gave to Mr Cocksworth. I had thought through what I wanted to say prior to my visit and I tried to be clear about my contract with the headmaster and the PE department. Mr Timbs and Mr Clark were busy on the day of my visit.

I found the first meeting a little nervous on all sides but hoped that my approach had minimised any perceived threat.

11.12.85

(In yellow notebook, Hampton front page)

I dropped two letters off @ school. One to Mr. Alexander & a to Mr. Cocksworth: thank you letters. I also enclosed BJPE article for Geoff. Arrive @ school @ 2 p.m.

I noticed:

1. A sign saying 'Keep off Bombs'
2. A small group of senior pupils playing croquet
3. Boys playing tennis
4. Smartly attired boys on way to fixture(s).

Tuesday Timetable:

Period 1: 2H (DC)
2: 2P (ST)
3: 3A (DC)
4: 2L (DC)
5: 2J (ST)
6 & 7: Fourth Year Games

Tuesday, 14 January 1986

Arrived at school at 9.15 am. I met David Clark in the staff room and he accompanied me to changing rooms. We chatted briefly about the structure of lessons. Year two get two lessons of PE per week whilst year three get one. In the small gym there is an emphasis on activity.

I tried to reassure him about my presence in his lessons.

Period 1: 2H North Gym (DC) 9.30 -10.10am.

Delightful. 26 boys Boys came in and had a ball each. free play, practice then a game of 7 v7 or 6 v 6. Minimum intervention and basic rules. Very good atmosphere, enthusiastic pupils.

(Note: there is a leisurely start and end to lessons. Teachers arrive after the bell. Boys change where they wish with no supervision.)

Period 2: 2P South Gym (ST) 10.10 - 10.50 am.

Basketball 26 boys. ST called the boys in and said he was "disappointed" about the kit on display. ST's lesson structured and interventionist (quite different to lesson 1). extremely effective and excellent organisation. Teaching points. Played corner ball and developed it.

The gym was divided up by benches. Four working groups. ST was aware of boys' names and used them continuously. St has a strong whistle and uses this. Boys were active and the lesson is concluded with a whole court game. ST asked the boys to remember their working groups.

Break Time

Conversed with ST and discovered his interest in health-related PE. He is extremely enthusiastic about his work. We discover we have mutual acquaintances in Stuart Biddle and John Brickell. I mentioned BJPE and my interest. I asked if College could be of

help. We went to staffroom for coffee. Busy and bustling with conversation. Coffee brought in in jugs, staff help themselves.

Period 3: 3A North Gym (DC)

Basketball 25 boys. Similar framework to period 1. A different atmosphere, a much louder group. DC introduced and re-emphasised basic rules. 7 v 7 & 6 v 6 games. Group dressed in a variety of kit.

The circle/clap/catch practice worked well again. Focussed attention well and nice time!! Some behaviour differences off the court in comparison to lesson 1.

Period 4: Free period

Went to school library to trace some historical sources. (discovered: Garside, B. The History of Hampton School 1556-1700, London, Fine Art, second edition). Mention of "a playing-field for the geammar school boys" in 1878. In 1919, land was purchased for playing fields and in 1922 a pavillion for the old Hamptonians.

I ought to follow up: school magazine, newspaper cuttings, available archive material.

Lunch Time: Fitness (ST)

St organises a lunch time fitness group open to staff and pupils. Also in evidence Rowing club and their four rowing ergometers. STs group has weights, rope climbs, stretching. 28 boys and 3 staff. ST stretches. Athletes a small chatty group. Weights group worked in rwos and ones.

Note the rowing group supportive and solid. They emphasised work rate.

Questions prompted by this session: can I map voluntary activities?

Period 5: 2J South Gym (ST) 2.00 - 2.40 pm

Basketball 24 boys. lesson theme: dribbling skills. Focussed start to lesson, pupils around ST. Teacher demonstates and pupils ask questions. ST develops theme with link to Monday's lesson. Clear statement of rules. Strong interest by pupils? Clear organisational instructions. Activity started at 2.18pm.

I chatted with ST about teaching methods and was impressed by his emphasis on learning.

Periods 6 & 7: Fourth Year Games

Watched 4th year Rugby XV. Two teachers. ST in wellington boots. A cold wet and windy day. I acted as passive opposition. traditional framework. Started with long run.

13 members of staff available for Games.

esday, 21 January 1986

arrived at 9.15am. A cold, wet morning. I met DC and he gave keys to the North Gym changing room. I made some notes of estions I wanted to explore. These included: the development the curriculum; school fixtures and support; lunchtime tivities; non-participation; expectations of pupils.

sson 1: 2H North Gym (DC) 9.30 - 10.10

The lesson started at 9.45 am, boys came into the gym and as numbers increased moved from shooting to game. A break away group started a second, smaller game of football.

DC arrived and sent the boys into changing room. Thereafter leson followed previous week's format. Ball per two for warm up. (I joined in) then teams (4 mins per game). Teams were selected by numbers.

Pleasant atmosphere and work rate. Lesson ended abruptly after the second game. I chatted with DC about the lesson and athletics.

I noted the atmosphere; DC's language ('magnificent', 'brilliant'); starting and ending strategies.

Lesson 2: 2P South Gym (ST) 10.10 - 10.50

21P 3NP

Similar framework to previous week. Gym divided by benches. Clear teaching style and interventionist. Extremely confident delivery. Developmental lesson content. Excellent working atmosphere and strong praise. Pupils worked very hard and kit as requested previous week.

Chatted with ST about Rugby & 4th yearXV.

I made a note about: ST's teaching style; developmental schemes.

Lesson 3: 3A Basketball North Gym (DC) 11.10 - 11.50 24P 2NP

A noticeably different atmosphere. Same scheme as 2H. Work not as enthusiastic and much more behaviour at fringes. DC was aware of the atmosphere and this became a topic of conversation afterwards. We discussed: temporal/seasonal location of pe in the timetable; how to adapt to the mood of a group; how to encourage an interactive game.

I pondered what methods teachers and pupils use at such times.

Lunch Time: South Gym Weight Training and Rowing

60 people crammed into the gym. ST was working with msainly 4th yrs on weight and rowers were also training.

The master in charge of rowing was loud, aggressive and dominant. He bellowed instructions and exhorted more effort. Gave the impression of pupils as machines. At one point a pupil on completing his session on the ergometer failed to stop it correctly. I recorded the episode thus:

"Who was that?"

"Next time you do that I'll put you through the window!"

"Wait until you do some real work, the see how you feel!"

It seemed that the pupil, not the same somatotype as others in the group (he was podgier although wore rowing shorts and I later saw him in the 4th yr 8) was at the fringe of the group. The senior rowers worked to exhaustion on the ergometer.

These events stimulated me to think about: the position of rowing in the school; the authority of the master-in-charge; the commitment and response of pupils (their supportive/tactile relationship; understanding of rules and organisation of training). In a wider sense I wondered about how pupils learned to be rowers.

I noted that the m-i-c appeared to have remarkable dress sense: wide lapel jacket and unco-ordinated clothes. He appeared to have absolute control of the environment. He timed, noted and checked the performance and pulse of 3 rowers. All 3 started with polite chat and ended up in heap! How can they sustain the relationship?

Notes for the day end here

Tuesday, 28 January 1986

I arrived late at school this morning. As I arrived there was an ambulance at the main door of the school. It was attracting a good deal of interest, boys were shooed away by matron. Inquisitive but not malicious?

Period 1: Second Year (DC)

Volleyball 27P. I arrived before DC and sensed real excitement in the group. DC had set up volleyball nets before the lesson and this had led to anticipation/excitement on the part of the boys.

Notes incomplete here. DC did not arrive and I went to find him.

Period 2: Second Year Basketball (ST)

21P (note no NP yet many of the boys coughing involuntarily, ST requested "Please don't cough for thirty seconds.")

Fisher arrives late without his glasses. ST direct, didactic. Praised boys' work rate in previous lesson. at start of lesson he mentioned:

1. Kit (one boy not wearing socks and one with wrong colour)

Gym organised as previous weeks with benches. Transition to benchball smooth.

For first part of lesson - quarters: -|- then for benchball

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When Steve moven into benchball game: used his strong whistle; used Q/A; discussed problems. Throughout this the pupils were attentive.

Later in the lesson he stopped the group for being too noisy and told the boys of his displeasure: "I haven't enjoyed today's lesson."

After the lesson we had an opportunity to discuss why ST thought it a bad lesson. ST said atmoshpere was not right. I thought the boys were excited. ST thought the lesson suffered from: coughing; slow attention; level of noise; his own mood.

Period 3: Third Year Volleyball (DC)

A similar lesson to period 1 (no notes above!). 23P 2NP Boys worked well. During the lesson I wondered about: skill

development; choice and chemistry of working groups; ability to arbitrate rules and agree. I watched and refereed games.

Period 5: Second Year Basketball (ST)

23P 2NP. ST gave verbal exposition. teams for the games were numbered and each team had 2 games. Basic points were made before and during games. Very explicit instructions, structure and expectations. Boys worked very hard. At end of lesson ST recruited more boys to Tuesday basketball club.

Lunch Time: Swimming at LEH

I went to lunch time club with DC. Teacher-in-charge Helen. 20 pupils & 3 staff. Both DC & Helen keen to push for swimming.

Fisher at club and playful.

Periods 6 & 7: Fourth Year Games

I decided to have a look at the rowing today. A fleet of cars/land rovers ferried boys to boat house. Some boys cycled the 3.2 miles from school to Molesey Boat Club. Rain in the wind.

3.15 Boys getting boats ready. Mr Gunn wrapped up and smoking. Other teacher was telling pupils about "wasting time and not doing any work". Already two scullers out and an eight. SG et al in motor boat. Eight rowed off towards Walton.

Today and comments about rowing during my stay prompted me to think about: the autonomy of rowing; the no of staff involved; the use/abuse of facilities; staff development and recruitment; the route for PE teachers; rowing masters; budget allocations (time & money).

Wednesday, 2 February 1989

A dark, cold morning. Arrived at school 9.20 am. DC looked tired.

Period 1: Second Year Volleyball (DC)

26P 0NP. Boys were wearing black jumpers this morning. Group warmed up whilst awaiting arrivals. Groups were organised by numbers. Played pig-in-middle. TPs given for pass. Two games of volleyball. I refereed one game.

This lesson was directly organised by DC used Q/A. Games had little development, rules or structure ...yet considerable enjoyment and excitement. A 'no noise' game proved very effective.

Period 2: Second Year (ST)

ST announced "I'm fed up so we'll have some fun."
21P 4NP

A game of non-stop cricket generated excitement and spontaneous humour (throwing the bat at your team mates).

Crab football game. During this ST spoke severely to one NP with no kit re behaviour. saw him at end of lesson.

At the end of the lesson conversation in changing room animated.

Break Time:

Shovehalfpenny competition underway. Conversations. Anticipation about St Brendan's game. Swarming for food - some left over sandwiches from the previous evening.

Period 3: Third Year Volleyball (DC)

26P 1NP. DC used same format, changed warm -up slightly but did not work as well. I refereed one game.

I pondered on what an individual teacher knows of any individual pupil. I also wondered how pupils come to learn expectations and rules.

PM Third Year Basketball

24P 4NP The Mars Bar Lesson. ST had basketball lesson on lay up. Had offered reward of a Mars Bar. At the end of lesson in Q/A one of the pupils asked "who won the Mars bar?"

Tuesday, 11 February 1986

Notes for today are minimal. Pre-half term week and spent time during the day talking with DC & ST. I arrived at 9.40am.

Period 1: Second Year (DC)

Unihock. 26P 0NP

Game organised by colour of stick. Teams changed but score continued. Equipment cupboard a place for pupils to meet and talk. DC provided TPs to refine the game and make safe.

Period 2: Talked with DC

Break Time: Spoke with ST about Rugby and his approach.

Period 3: Third Year (DC)

Unihock. 24P 2NP. Similar format to lesson 1. warm up included ropes. DC gave TPs for rope climb. Then played unihock. I thought this was the best atmosphere for this group since observation started. DC agreed.

My notes end here for the day. From recollection I recall the day being one of conversation and discussion.

Hampton School
Field Notes

Tuesday, 25 February 1986.

Arrived in school car park at 9.15
and followed David to changing room. He had just returned from a shopping expedition to buy measuring tapes for the p.e. lessons.
A cold and overcast morning with temperatures at or below freezing.

Lesson One: Second Year. 24P INP.

Prior to start of lesson I helped David set out the circuit for the termly measurement of flexibility and the collection of anthropomorphic data. An example of the measurement protocol is included in the appropriate file.
My notes for the lesson include the following:
introductory warm up - flexibility and mobility exercises (4 mins)
exposition with class gathered arround teacher. Included question and answer about the process of measurement
(4 mins). The class were attentive and interested.
handing out of forms - each boy given his form by David.(2 mins)
groups organise themselves into threes, all have pens.
measurements taken (16 minutes)
changing time (8 minutes)

With this group I assisted with the skin fold measurements and once again this underscored the particular relationship between p.e. teacher and pupil. Skin fold measurements require the measurer to find and pinch in skin calipers the fat beneath the skin . In this series of measurements,three different skin folds were measured: tricep,sub-scapular and waist.

The boys were industrious and self - directed they worked quietly in groups of three carefully recording the anthropomorphic and flexibility data.
Their previous scores were appended to the current form and they were keen to compare their previous performance.

At the end of the lesson I carried the varios pieces of equipment to Steve's gym for the next lesson.

Lesson Two: Second Year 22P 1NP

I attempted to write this lesson down as events happened to provide atemporal sequence for the notes. I left David just as bell sounded and noted:

10.15 Early boys raced into the changing room to change and have conversations. A time for acceptable noise or genuine excitement and anticipation ?
10.23 Boys told to get out mats in order to start measurements of local muscular endurance (these terms not used). Loud whistle from Steve brought the class to order and around his feet. Exposition of day. Run cancelled because of weather and therefore today's tests would take place. Steve did advise pupils to bring tracksuit for next week in case run posible and they could thun keep warm.
10.26 Paul and friend enter the gym thus group up to 24P. Paul dressed in school shirt complained about having to do "this fitness thing again". Steve commented that the lesson had been planned this way because he thought Paul enjoyed it so much.
(Note: perhaps I could explore Steven's relationship with pupils like Paul and Anish. He seems very sensitive to their difficulties.)
Steven's comments were to Paul but were audible to the group .
10.28 All the forms were given out and partners had gone to mats. Boys seemed keen to start. All had their own pens.
10.29 Steve led and participated in warm up of stretches and activities on the spot. Paul Fisher behaving in a way to attract attention.

10.31 Steve demonstrates the exercises to be measured. He provides verbal then visual demonstration. Emphasis is placed on quality. Class quiet and attentive during demonstration. Executive demonstration precise with key factors/points emphasised.

10.32 Activity group one exercise for one min. at press ups. End of time signalled by loud whistle from Steve.

10.34 Steve discusses the examples of press ups he has seen and comments on some of the scores. He starts his comments by "Pay attention,boys...".
Steve explains that high scores can be misleading yet helpful. High scores mean incomplete press up yet still remain a point of relative comparison if style maintained in subsequent tests
"...so don't go comparing yourself with the person next to you." Steve then proceeded to ask for scores from group one
"How many scored...

over forty ("excellent")
thirties ("very good")
twenties (O.K. that's fine")

10.35 Steve starts group two on press ups. After a short time he observes
"Superb press ups that side" pointing to one side of the gym. He then moves around the class during the one minute activity encouraging each pupil working.

10.36 End of press ups and Steve says "excellent". There is a ripple of noise as partners compare scores and experiences. Steve compliments the group on the quality of work and emphasises the need for quality. "Don't skip on the quality". He identified two problems : the ethics of cheating and one's own loss and the danger of injury.

10.38 Steve verbally and then visually demonstrates sit ups. Key factors are emphasised and safety stressed.
Group one sit ups. Steve moved round the class to encourage individuals (Paul Green who is Paul Fisher's partner works extremely hard and is involving Paul in the effort).Throughout the minute's activity Steve gives feedback about the effort expended and the time remaining.

10.39 Whistle to end and Steve says "Very,very good" (emphasis on both verys).

10.40 group two start and Steve sets Paul target of 25 sit ups, within seconds changes this to twenty. Paul works very hard encouraged by his partner. Steve whistles end of minute.
Steve's first words are to Paul "How many Paul ?" "22" "Excellent". This is a private aside.

10.42 Steve demonstrates squat thrusts. "Watch carefully boys"
Cheating discussed and standardised squat thrust demonstrated. Key points succinctly summarised thus
"Backside low,long range of movement,knees to elbows,weight on arms."
The he warns them "Now listen ...(pause) it's going to hurt,but keep pushing." And later "It is a question of whether you stop or try to push through."
10.43 group one start. "We are after 60". Low whistle to end.
"Any sixties ?" "50s?" "well done" "50+?" "excellent".

10.45 Partner two "try to beat your partner" (note competition with others rather than relative importance of effort). Whilst this group

is working Steve comes over to chat for the first time since the start of lesson. I have my notebook open. I comment on the responsible behaviour of the boys. Low whistle to end the minute.
"60s ?" "63,excellent" "50s" "very,very good...excellent".

10.46 Steve concludes the lesson. One partner hand in the forms and one partner put away the mats. "Queu up sensibly those who are putting the mats away".

10.47 Boys start to leave the gym and conversations commence.

10.50 Bell sounds for break with most boys still undressed.

Observational notes:

I have become interested in the flow of activity in the lesson and I decided to try and follow Steve through the lesson. I had my note book open throughout the lesson and tried to record in long hand what was happening. My record is selective and partial.

Whilst concentrating on Steve I was aware of the work of the boys and tried to follow Paul Fisher through with his partner. Paul worked very hard and seemed pleased with his effort at the end of the lesson. The boys recorded their own scores or had their partners score. One boy had with him in the gym a biro,a pencil , a ruler and a bottle of Tippex.

The lesson went smoothly. All boys wore appropriate kit.

Memory bank

Identify basis of mesurement tradition.

.1.7. Miscellaneous

Before I leave this description of the school I want to add a number of general points than go to convey the atmosphere of the school. these observations are random.

One of the features of the school is the vast amount of activity about the corridors. There is a considerable traffic of conversation between staff and pupils and it is possible to see most teachers involved with games or p.e. engaged in long discussions or cursory comments with pupils. Pupils are keen to discuss games and greetings between teacher and pupil often take this form.

There are many opportunities for staff/pupil interaction. The south gym on Tuesday lunch times is an excellent example of this. I have noted in my field diary the atmosphere of these sessions and once again staff involvement is considerable. I have been particularly struck by the organisation of rowing and the authority of the master in charge of rowing. i would be keen to talk to these groups . Rowing provides an excellent case study of the development,manufacture and sustainence of interest in an activity (all by non-pe. trained staff). there is an important tension to be explored here.

I have suplied resource pack on 14 February to head of games and I will be interested to see what emerges. I have analysed a first XV rugby game and provided analysis for Steven. I have had long conversations with Dave about athletics. I have visited Tuesday lunchtime swimming,Tuesday evening activity club and the rugby fixture of the season v St. Brendan's, Bristol.

the walk from the senior common room to the p.e. dept is along a corridor that contains all the sports notices. Team lists are pinned up and left in tact although there are comments appended by the boys. Staff often add their own message to the boys. Once again the numbers of boys and activities is striking. Perhaps I could get a profile of a 'typical' Saturday. For lunchtime practices the storeroom is left open and the boys take and return the equipment they require. The boys ae left to change at their own pace in lessons and although each teacher has his own starting procedures most boys are in lesson within a short time . The lesson proceeds and any late comers are more or less obvious. There is very little non-participation and it is not uncommon with the younger groups to hear boys with quite bad coughs trying to take part.

In the pattern of lessons described elsewhere it is interesting to

note how the boys arrange their off court time. There is no disruption of the game very little if any openly negative comments. The cupboard in both gymnasia provides a haven for off court activity. Some boys prefer to sit on the wall bars. Could there be an ethological account here of bonding and co-operation groups ?

There is a sense of comfort about the school and an impression that learning is pssible and enjoyable. There are paradoxes of care of course. Steven has manged the activity of one Asian boy so well that Anish has become a regular member of the Tuesday evening activity club. During p.e. lessons Steven ensures that if teams are to be distinguished by wearing shirts or skins Anish (who is rather plump) wears shirts. On the other hand the rowing master treats boys with disdain and is prepared to vent his feelings. In my diary I have recorded the ergometer incident. Shortly after this a tennis ball landed on his lap at a critical time in the recording of performance. His response was illuminating. The rowing master's relationship with his squad is almost machine like and particularly in the closing stages of trials he can become extremely aroused by lack of endurance/effort. Steven has told me that the boys are so concerned to achieve high levels of fitness they are keen to row during their rest day.
Can I pursue this ?

Tuesday, 4 March 1986

Arrived at 9am. Raining, wet and cold. Met Dc and chatted about cross country. he said there would be no first run because of

weather. I wondered what would happen if a teacher was less sensitive and the implications for response of pupils, head and parents. We discussed NPs and DC noted there were some regular NPs. I asked what he did about this and he said that for PE if the pupils grinned at the time of offering apologies for absence of kit, he made them do it in their underpants. I helped get the balls out for lesson one and offered to cover for DC (notes don't say why!).

Lesson 1: Year 2 Basketball 27P 1NP DC

9.30 Boys arrive

9.35 Balls in gym and boys warm up with balls

9.37 DC "Balls to the side. When you have done that a gentle jog around the outside." The boys circle round Dc who is in centre of gym. DC uses one ball and passes ball to them.

9.40 "Stop." Whole group do sit ups.

9.42 DC organises class into teams by letter: 3x7 & 1x6 (Note that I note different size group: perhaps explain this and sig for flow of lesson?) There follows a basketball skills relay. DC uses pupils to demonstrate skills.

9.43 A noisy and excited start.

9.45 "OK. A walkover victory for team 2. Miles clear except for 1 and 3." DC sets new skills for next phase. Audible response when squat thrusts mentioned.

9.46 "Go."

9.47 Crescendo of noise. At end DC says "Team Four demonstrated their superiority after a slow start. Dominic even did two squat thrusts!"

9.48 DC changes skills again and asks each team to change order. This basket scoring game leads to baskets greeted with cheers and misses with groans. At this stage all members of all the teams are standing. I count one pupil's attempt to score. Whilst I was watching he had twenty attempts. His group encourage him and give a wild cheer when he scores. During the course of the race the teams organise themselves and by the end of the relay are seated.

9.50 One pupil is left to finish scoring in full glare of class attention. The whole class cheer and the boy blushes visibly.
DC concludes races with "The only team not to win a

game were team one, in that case they will be the first on."

9.51 First game 1 v 2 shirts v skins. Teams three & four on wallbars, some go to the cupboard. DC leans on wallbars at half way. Minimum interference with game. Just as DC whistles to end game (0-0) a pupil scores an excellent basket! The court is invaded for next game

9.56 Teams 3v4. Shirts v skins. Momentary amusement when ball lands between a spectators legs. Dc laughs with class. DC makes no comment about the boys in the cupboard.

9.59 Next game a repeat of 1v2 "...for a minute and a half then the other two teams." Note that Team two are quite happy to remain as skins. DC provides no feedback about the skills or content of the game. At the end of the time he says "One and Two, you lads can get changed."

10.01 3v4 same side as skins.
10.03 DC ends game.
10.07 Boys return changed (minus shoes). "Can we play until the bell?" This gives them an extra five minutes of basketball.

I help Dc repair basket net and put away boxtop.

Lesson 2: Second Year 22p 2NP

10.13 Bell rings, no one in changing room.
10.16 First boy arrives
10.17 More boys arrive and conversations start.
10.18 One boy asks me "Do you know if we are doing the run?" I say I do not know.
10.20 ST arrives and jokes about run in the rain. 2NPs await him. Despite not feeling well he manages a moment of suspense when he implies possibility of run. Relief at announcement of indoor session. ST tells me and subsequently the boys that he is not feeling very well. He arranges for the twoNPs to set box top for him: "Put the top there for sir".

10.22 Basic organisation of equipment starts. "Chaps, when you are ready..."

10.24 Paul arrives in the gym in his school shirt and socks. ST is organising mats and benches. He directs boys. Small groups of boys stand and talk whilst others try out their flexibility.

10.25 ST whistles the boys in. He intervenes to sort out one piece of behaviour: "See me after and we will sort something out."

10.26 Verbal exposition of flexibility. "I would like you to test each other...but it must be accurate... Now, watch. Let's assume..." ST shows how to set up a metre rule on the bench. He shows hamstring and shoulder stretch for measurement. "Now watch this, this will be important." He sets up a careful demo and says "All turn round and look." St cues boys in to specific points. "Are you all clear?" ST indicates that 10 mins allocated to warm up and shows shoulder stretch. He then adds "Listen, the important thing is you must be careful." Demonstrates hamstring stretch. "Watch carefully."

10.32 "Try them out, off you go." ST walks round gym to give out sheets and offers individual comments about performance. Boys go off and follow ST's instructions. Implicit responsibility. The only exception appears to be Paul Fisher.

10.34 ST approaches Paul "Paul, here is your form. You must be careful with him." as ST arrives Paul is almost wrestling with his plump partner trying to stratch.

ST moves around gym. (Paul stands on his partner's head to encourage stretch of shoulders!) 10.36 Paul being stretched.

10.37 ST loud whistle. "We are starting testing in three or four minutes." Warm up continues.

10.38 St lets Paul demonstrate 180° shoulder mobility. Paul converses with ST & after while St escapes.

10.39 A second pupil comes up to ST to discuss.

10.42 First boys arrive with completed sheets. ST suggests they try to improve their score. They want to show ST their 180° flxibility. (At this point I accompany sick boy to changing room: flu/cold?)

10.49 ST whistles boys in to siy down and compare performance. ST calls out group of individuals. Gives public account of their efforts and praises them. Talk through scores whilst group sits quietly.

10.55 Bell rings with some boys still to be discussed. ST "I am sorry to have kept you till the bell."

At the end of the lesson ST speaks to Colin (see 10.25): " You're lucky my mood is better at the end than at the start. I'm fed up of talking to you. Any more and your life will be unpleasant."

Breaktime: ST and I go to staffroom briefly, no notes taken.

Lunchtime:

St came into staffroom and volunteered that: "isn't it strange that on days when you are feeling dreadful, lessons go very well." When I mentioned an interview ST volunteered to come to College if necessary. ST was off to lunch time weight club.

I photocopied notes for questions for Geoff, Dave and Steve with a note for each.

After his luchtime club ST told me that the Rowing Club had damaged the gym floor and ST had spoken to SG. Latter said he had told caretaker. ST said "This is not a rowing club witch hunt but..."

Lesson 5: Second Year Basketball

2.05 Boys were changed and in the gym playing an informal game of basketball

2.10 ST clears gym. "Right..."
Hole in floor covered by mat.
ST holds basketball, whistles and draws class around him. 13P "Right, come in and sit down." Some of the swimming group yet to come. ST clarifies kit requirements and then mentions evening club. "How many of you are coming tonight?"

2.14 Organised teams. Anuish (large Asian boy) ends up on skins side, he seems reluctant to change.
ST salerts the boys to the hole in the floor: "There's a hole in the flooor."

2.15 First game. ST explains contact rule and points out foul procedure.
Game starts & shot at basket receives his comment "Beautiful shot"

2.16 ST stops game and makes TP he also stops all peripheral noise. Goes into theatrical demo of calling. Recommends silent basketball. "Bad luck. Bad luck." "Good cut, David." He provides constant feedback. In a loud voice, "I haven't seen a one-two yet."

2.19 First basket is scored. then "Unlucky, Ollie", "Well nicked" "Oh...beautiful" (at second basket)

2.20 Third basket

2.21 "Bad luck, Dave" Player puts hand up for foul.
2.22 ST whistles "Just hold it still. Good play..."
"You must still maintain urgency even though there is no noise" ST gives feedback about game.

2.24 Now up to 24P and second game is organised.
Shirts/skins. ST uses his knowledge of pupils to pick

sides. He says that there are too many non-players , these will be integrated during the next game.

2.25 Second game. "Good ... Brilliant pass... Madness at the moment...Spread out..." ST comments constantly on the game.

2.27 ST intervenes directly and makes a point about a foul during a shot. He demonstrates free throw procedure.

St calls those not playing to attention with whistle and momentary silence.

2.30 Third game: winners stay on v shirts from first game + a latecomer. "Take a foul there..." ST explains rule. "Shot Jamie, 1-0" ST narrates game events.

2.33 "last minute" (a basket is scored)
2.34 "Thirty seconds" (basket) "Oh, tremendous"
2.35 "What a great game of basketball that was."
2.36 Game four: Anuish still in skins. ST organises. "Rest of you, buzz off." "Quiet for the start"
Matt scores "Oh, magnificent" He scores again
2.37 Whistle and game stopped. "Don't all converge on the basket" ST calls up the pupils experience of the small-sided games of earlier weeks.

2.39 A weak, gentle player gets the ball in the face. "That's why we have to catch the ball!"
2.40 Anuish scores to end the game. Asks about club.

2.41 St & I discuss the ability of the group: "They are too good for 6s. They need 6 4s now. If I had a double period...but what is 30 minutes?"

2.45 The bell rings and I remind St that the group were late last week. ST chivvies the boys with humour. Dave and Matt last to leave.

Lessons 6&7: 4th Year Games Rugby

Wet, cold, muddy. 7s practice. 20P Raining
Purpose to sort out 7s team for tournament season. 2x 5v5. a final game of 7v7 means 6 stand and watch. St didactic. T-i-c helps and is vehicle for ST's points.

After School Club: Basketball

Of the 25 present at the club 10 are from ST's last lesson 5. I strated the evening. 2nd & 4th year boys (1 third year).

DC calls in and asks rhetorically, "What do you do when someone tells you to 'fuck off'?" We discuss briefly conduct in 4th year games.

NOTES FOR 11 March already typed up.

FIELD NOTES

HAMPTON SCHOOL

TUESDAY, 11 MARCH 1986.

In today's notes I will briefly outline the day for I spent much of the day watching and participating rather than noting. It was a day for involvement which culminated in an emergency taxi service. The request for help was in part, I think , an outcome of the posture adopted during the day.

It was also the day I discussed with the three teachers their willingness for me to ask their pupils questions. I had prepared a document for them and they all seemed supportive. I have left a copy for the head to see and to give his opinion. I outlined the confidentiality of the procedure.

I arrived at the school at 9.10 a beautifully sunny and warm morning. I arrived in the car park with my car exhaust making a considerable noise. As I arrived there was a large gathering of boys in the car park about to depart for the schools' head of the river at Putney and fourth year sevens at ILEA sports ground at Warren Farm. David arrived at same time.

Lesson One: Second Year Padder Tennis 26P.
Prior to the lesson I helped DC lay out the seven courts outdoors. We chatted about the way equipment was treated and the frustrations caused by insensitive use. David has regularly made up his own bats at the school. Before the boys arrived David had decided to sit them down to make some points. As it turned out the boys went outside immediately and after a short knock up they were called in to be organised.

David used the class list to pair players up. A tournament was organised.
Note that two courts are out of sight and left to their own control. No policing evident. Considerable skill evident. David an organiser. No teaching points made. Facilitate experience.
Lesson finished at 10.03 with all boys having completed at least one game/set.
David left the boys to change and asked if I would like to help mark out the assessment run. this we did and it provided an opportunity to talk about athletics and David's plans. It proved difficult to hold meetings at school because of the amount of cricket played. There were few available sights. One potential site was considered by David to be unsuitable because there was a slight slope. As we walked back to the changing room and discussed this David considered whether it was better to have atrack rather than no track.

as a result of this I was late for:

Lesson Two: Second Year Measurement 23P 1NP.

I arrived at 10.30 and at this stage the boys were in the gym with Steve preparing to start work. Steve had his usual box top seat from which he talked to the group. He outlines the purpose of the lesson:
1. to measure resting pulse rate
2. To fill in distance covered in Cooper run.
3. To play crab football.

Steve gets boys to lie on floor to calm themselves for taking of resting pulse rate. He instructs them how and where to take their pulses. After some five minutes of quiet and patient lying Steve describes exactly how to calculate RPR. He makes sure that everyone can feel a pulse. Three cannot and he takes time to show them. Paul Fisher is quiet (still wearing his white school shirt).The pulse is taken once and Steve asks for scores. Paul Fisher scores 56 and Steve congratulates him "That means on this measure of fitness, Paul, you are very fit." Paul smiles and repeats his score to Paul Green. Steve asks Paul to monitor his pulse to see if 56 is the correct score.

After the RPR is taken Steve gets the boys to fil in the details of pulse and distance run. There is excitement and lively interest as the boys compare their performance with the previous term. Lots of questions are generated and Steve is asked to explain he decides to make two important points "and then I will deal with individual questions."
He explains that variations could be caused by :
1. the environmental conditions.
2. the variability of measuring muscular endurance and the need to standardise measurement.
Steve then answered one or two questions before collecting in the current form and I volunteered to collect last term's form. Steve said to the boys "Give your forms to sir."

The whole group is then organised for crab football. Note that before the game can take place Steve has to cover the latest in a series of holes made by the rowers in the gym floor.

All the group are on the court for the game. First goal wins. Boys involved.

At the end of the lesson Steve advertises the Tuesday evening basketball club. as the lesson ends 7 or so boys try to snatch aquick game of basketball, Steve tells them to change. One asks if he can play with the ball at break time, Steve says no for safety reasons.

Break time - coffee in staff room. Chat to David and Steve.

Lesson Three: third Year Cooper Run

I take part in this and thus see little of the boys. My own score was 7 laps in 12 minutes. The boys all worked hard. Steve's sixth form general studies group joined us.

I left school at the end of the lesson and went to pick up Beth and do the shopping.

Arrived back at school at 1.20 and met Steve in lunch. I discussed arrangements for meeting Rectory staff.
I also informed him of our decision to leave college. Steve was interested in the post and I said he ought to have an informal chat with Dudley Cooper. (I contacted Dudley about Steve on Tuesday evening).
Presented all three with copy of questions for pupils and discussed details.

Took copy to head.

Lesson Five: Second Year Basketball 26P.

The boys were already playing their secret game of basketball when Steve arrived. Lookouts alerted the boys of his arrival. (Note the two bell system).David enters from his usual side of the gym and asks about my work and the college. I tell him what I do and where the college is. He joins the group.

2.08 Steve organises the group into six teams of four. he refers back to the previous week and suggests the need for space. For this week games will be first basket winner stays on. Steve organises team by numbers.
Fourteen games are played and vary in length from 5secs to 5 minutes. Steve intervenes for points of law, game strategy. He sets up situations or recreates them to underline point.

See field notes for specific details but note for example in game nine when he tries to make a point about ball use. He sets up situation,makes sure all are watching and then says
"Get hold of it,have a look and then we can go."
In game thirteen he says:
"Last few things for the day..." He sets up demo on game sit. and then poses Qs for pupils to respond.

When the whistle blows for the last lesson there is audible disappointment. Steve calls them in and advertises the basketball club. "You all need to practice..." He then outlines what the boys will be doing in the next terms.

The boys go out to change and Steve and I talk about the almosphere. this leads to dicussion of private schooling. we also talk about the

floor again.

Lessons six and seven: Fourth year games.

Rugby group decimated by sevens tournament. Boys given option and chosse Rugby. Touch game organised I join in.
Boys work very hard. Steve deals with behaviour of Jonah. on the way back to the dressing room we discuss ability of boys and how they have progressed except Jonah ! (Note Geoff has organised some NPs to tidy up storerooms).
Steve allows the Rugby group to finish early "Don't say I never do anything for you."

We go to staff room at 3.45 boys left to change. As we are talking and drinking coffee David asks if I would mind taking some runners to Kingston for a race. I take five and we arrive just in time. I decide to stay and watch. Very impressed with effort and motivation of boys. Race organised by Kingston Grammar. Return with three boys at 5.45 at school. Mini bus should have been used but did not return from rugby sevens.

This had been a deliberately different sort of day I hope the notes convey this.

Written up 11.3.86 ,9-10.30. See note book for additional material.

Note David immaculate in Reebok gear.

Tuesday, 10 March 1986

A warm overcast morning. I arrived late at 9.25am. DC already had the equipment out. I apologised for my lateness, he replied "It's OK, I've already noted it on your report." The padder tennis tournament in full swing (sic). Courts organised. DC went off to arrange to make one more padder bat. "We will have to join in...The staff are unbeaten so far."

Lesson 1: Second Year 26P

9.30	First boys arrive
9.32	First boy ready. Players run out. First boy organised bats for his court. Hectic.
9.38	All boys out. Courts and partners chosen. Memories of previos day continued?
9.39	Knock ups and starts organised by boys. All are playing keenly. A group of two knock up on Fives court. Those awaiting partners seemed to use the time constructively practising.
9.45	DC and I play v remaining 2 pupils. Dc humourous. Boys worked hard.
10.00	Lesson ended, some boys ask "Why are we finishing so early? We still have ten minutes."

Lesson 2: Second Year 25P 2NP

I arrived early at 10.00. Pitts already here (before bell) when others arrive they accuse him of skiving music. I talk to Pitts.

10.12	Boys arrive noisily
10.20	Still changing although 3 in gym
10.21	St arrives reports that many holes in gym floor. Shoirtly after GC arrives and says not to use gym.
10.24	Arrangements made to go outside to play paddle tennis. ST explains rules and organisation.

ST and I chat throughout lesson. He updates me with news. Lesson ends and we go for coffee. St tells me that head has OKd questionnaire for pupils but has suggested I put my name on it in case parents ask about it. In the staffroom it is report time and everyone is trying to find a space to fill in their reports.

At breaktime:
1. I listen to GC trying to resolve t-i-cs for school teams. He actively consults ST. DC gives his advice as well.
2. Discuss staff development
3. I am given copy of GCSE syllabus
4. I mention next term and this leads to discussion of Mr Alexander. At the moment, GC tells me the head is "persona non grata". St explains head's rule re assemblies.
5. I ask St how reports are completed in PE. He tells me the Bill Foster system was to give everyone a C and comment if played for team. ST thinks no mark shoul;d be given.

Returned to gym for:

Lesson 4: 25P with DC

The two lessons continued the mood of lesson 1. I spent the two lessons talking to DC about a range of issues.

1. Inequity of rowing allocation. DC tho't c £20,000 p.a.. DC attempts to get pupils interested in cross-country. Head prevents / discourages DC from taking children out of lessons (on their games afternoon!) when on the previous week, 9 staff and 50 children were away for the whole day for rowing. "Geoff says not to get too upset" We talk about aspirations and costs of activities.

2. Padder tennis as recreation. "One new set of bats and posts would not cost that much!" Boys enjoy the game.

3. Teaching and learning difficulties. DC spent a good deal of lesson 4 with one pupil. I worked with 1 pupil in lesson 3. (Notts Forest shirt). In lesson 4 two pupils Steven & David require remedial help and DC says "What can you do? We talk about organising groups"

4. Rectory School DC asks me "Have you seen similar things?" Our conversation starts at the end of the lesson. We overlook Rectory and DC asks about their facilities.

Over lunch we continue our morning discussions. When do I want to interview him? he asks and he also says "it will be interesting to see what pupils think."

In my notebook I have noted some points about GC at this point: GC involved at lunchtimes; he acts as internediary and diplomat (gym floor eg); his management strategy; he is generous with time (cf X-country 11 March)

I also noted that DC at some point in the day, takes time to mark out lines for padder tennis and I put a not to ask myself what would happen at Rectory and tennis facilities.

I noted in my notebook that:

This has been an interesting day:
1. Padder tennis as recreation "I don't teach them..."
2. Rowing abuse of gym facilities exposed tensions.
3. Considered GC's strategy for working with ST & DC; rowers; extra-curric & games lessons staff.
4. The way ST & DC cartegorise content: "This isn't really teaching..."
5. Safety
6. Responsibility for weak pupils. DC "What can you do to help pupils like Steve?"
7. Head's status
8. Staffroom as forum - breaktime announcement
9. Attraction of shoveha'penny
10. Staffroom humour and reports.

Lesson 5: Second Year

No notes or recollections.

Lessons 6 & 7: Fourth Year Games

Those caught smoking are still cleaning out pavillion. It is inter-form football. Fives being played. A relaxed atmosphere pervades.

I drive St home to have osteopathic treatment. When I returned found excitement abounding re football.. Played padder tennis with DC. Pleasant end to day.

Made arangements for Thursday's tea.

Thursday 20 March 1986

Meeting at Hampton Hill of staff from Rectory and Hampton.

Notes elsewhere.

Tuesday, 25 March 1986

End of term at Hampton, Mufti Day. Arrived at 9am. Met DC & ST arranged to take ST's lessons. Pupils did questionnaires. Lesson 1 & 3

No notes because of involvement. End of term coffee in dining room: "A time for staff to get together" re Mr Alexander.

Meeting of Hampton and Rectory P.E. staff .

20 March 1986

93 High Street, Hampton Hill.

The purpose of this informal meeting is to offer an opportunity to meet and discuss areas of interest common to both schools and to explore collaborative research projects linked to curriculum development.

The whole tenor of the evening is designed to be informal but perhaps we could discuss :

1. Perceived status of p.e. .
2. The scope for curriculum initiatives.
3. The potential of health related physical education.
4. The resources required for GCSE, 'A' level and non-exam developments.
5. Suggestions for further meetings.

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(1) Sports Hall → (1) ordered (2) proposed

(2) Co-operation

(3) Photo of Stevens office (See!!)

(4) ML's published wks.

(5) curriculum initiatives
(1) Mentor
(2) maltreatment

(6) Ex. Council – "too small"
"made of pebbles school."