

Psychosocial questionnaire and scoring

The questions on the child questionnaire will be loaded onto a Tablet computer and completed in class with project staff available to answer any questions that the pupils may have. The formatting of the questionnaire on the Tablet will approximate the formatting below:

Why are you active?

Boys and girls can be **active kids** by doing all sorts of different things:

- Sports (like football, tennis, netball, swimming),
- Exercise (walking, keep fit, kids gym),
- Playing out, doing active things (like playing in the park).

Below are some reasons why boys and girls might be active.

Think about why you might be an active young person and tick one box next to each reason showing if each one sounds “True for you”, “Sometimes true for you” or “Very true for you”.

		Not true for me	Sometimes true for me			Very true for me
1	Because being active is fun	0	1	2	3	4
2	Because it is important to me to do active things	0	1	2	3	4
3	Because when I’m not active, I feel bad	0	1	2	3	4
4	Because other people say I should	0	1	2	3	4
5	Because I enjoy being active	0	1	2	3	4
6	Because being active is important to me	0	1	2	3	4
7	Because when I don’t do activity I feel bad about myself	0	1	2	3	4
8	Because if I don’t, other people will not be pleased with me	0	1	2	3	4
9	Because I like being active	0	1	2	3	4
10	Because in life it is important to be active	0	1	2	3	4
11	Because I want to show other people how good I am	0	1	2	3	4
12	Because other people pressure me to be active	0	1	2	3	4

How do you feel?

Here are some sentences describing how some people can feel about BEING ACTIVE and DOING ACTIVE THINGS (like active games, playing out, doing sports). Please read each one and then circle the number next to it to show much like you each sentence is for you.

		This is not like me at all	This is not really like me	This is more like me	This is much more like me	This is a lot like me	This is very much like me
13	I can choose which activities / sports I want to do.	1	2	3	4	5	6
14	I have a say in what activities / sports that I want to do	1	2	3	4	5	6
15	I feel I am active because I want to be	1	2	3	4	5	6
16	I have to force myself to be active	1	2	3	4	5	6
17	I feel free when I'm active	1	2	3	4	5	6
18	I have some choice in what activity / sport I want to do	1	2	3	4	5	6
		Not like me at all	Not really like me	More not like me than like me	More like me than not like me	Quite a lot like me	Really like me
19	When it comes to playing active games, I think I am pretty good.	1	2	3	4	5	6
20	I think I do well, compared to other children my age.	1	2	3	4	5	6
21	After working at a new activity for a while, I feel that I can do it pretty well.	1	2	3	4	5	6
22	I am happy with how good I am at doing active games.	1	2	3	4	5	6
23	When it comes to being active, I think I have good physical skills.	1	2	3	4	5	6
24	I can't do physical activities very well.	1	2	3	4	5	6

		Not like me at all	Not really like me	More not like me than like me	More like me than not like me	Quite a lot like me	Really like me
25	I am included by others <i>(my friends and class mates don't leave me out of games)</i>	1	2	3	4	5	6
26	I feel like I'm part of a team <i>(like a club or sports team inside or outside of school)</i>	1	2	3	4	5	6
27	I am supported by others <i>(my friends and family help me to be active, like getting to clubs)</i>	1	2	3	4	5	6
28	Others want me to be active with them <i>(others ask me to play or do sports with them)</i>	1	2	3	4	5	6
29	I have close relationships with others <i>(I am close to my friends and family)</i>	1	2	3	4	5	6
30	I fit in well with others <i>(when I play with other people I feel like we get on well)</i>	1	2	3	4	5	6

About you

Please show how true (like you) or how false (unlike you), each description is of you.

		False (Not like me at all)	Mostly False	Sometimes false sometimes true	Mostly true	True (Very much like me)
31	I do lots of important things	1	2	3	4	5
32	Overall, I am no good	1	2	3	4	5
33	In general I like being the way I am.	1	2	3	4	5

34	Overall, I have a lot to be proud of	1	2	3	4	5
35	I can't do anything right	1	2	3	4	5
36	I can do things as well as most people	1	2	3	4	5
36	Other people think I am a good person	1	2	3	4	5
38	A lot of things about me are good	1	2	3	4	5
39	I am as good as most other people	1	2	3	4	5
40	When I do something I do it well	1	2	3	4	5

Thinking about your good friends, do they:

		No, Never	Not much	Quite a lot	All the time
41	Encourage you to be active <i>(...even when they are not doing the same activity)</i>	0	1	2	3
42	Do active things with you <i>(do they join you when you are playing / being active)</i>	0	1	2	3
43	Ask you to be active with them <i>(like when they are playing outside)</i>	0	1	2	3
44	Watch you when you are doing something active <i>(like playing sport)</i>	0	1	2	3
45	Say nice things to you about being active (like “well done” or “you are really good at dodgeball”)	0	1	2	3
46	Talk with you about being active	0	1	2	3

Parent questionnaire and scoring



About your Family

We would like to know a little bit about you, your family and the child in the Action 3:30 project.

Your Name	Relationship to child:
Contact Tel number:	Contact email address:
Address	Postcode:
Your Child's Name	Your Child's Gender (Please circle) MALE FEMALE
Your Child's date of birth:	Class:

Q1. How would you describe <u>your</u> ethnic origin?		
<input type="checkbox"/> White British	<input type="checkbox"/> Asian British	<input type="checkbox"/> Mixed (please write below)
<input type="checkbox"/> White Other	<input type="checkbox"/> Indian	
<input type="checkbox"/> Black British	<input type="checkbox"/> Pakistani	<input type="checkbox"/> Other (please write below)
<input type="checkbox"/> Black Caribbean	<input type="checkbox"/> Bangladeshi	
<input type="checkbox"/> Black African	<input type="checkbox"/> Chinese	<input type="checkbox"/> I would rather not answer

Please select ONE BOX for EACH question			
Q2. What is the highest level of education you have achieved?			
Up to GCSEs/GCEs/O levels or similar <input type="checkbox"/>	A levels/NVQs/ GNVQs <input type="checkbox"/>	First degree/ diploma/HNC/HND <input type="checkbox"/>	Higher degree (e.g. MSc, PhD) <input type="checkbox"/>

Q3. How many children do you have (including your child in Action 3:30)?							
1	2	3	4	5	6 or more		
Q4. How many brothers does your child in Action 3:30 have?							
0	1	2	3	4	5 or more		
Q5. How many sisters does your child in Action 3:30 have?							
0	1	2	3	4	5 or more		
Q7. Who <u>usually</u> looks after your child in Action 3:30 straight after school?							
Mother/ Step-mother <input type="checkbox"/>	Father/ Step-father <input type="checkbox"/>	After-school Club <input type="checkbox"/>	Child Minder <input type="checkbox"/>	Grand Parent <input type="checkbox"/>	Other relative <input type="checkbox"/>	Friend <input type="checkbox"/>	No-one <input type="checkbox"/>
<p>Please turn over</p> <p>Q8. Does your child in Action 3:30 have any issues that may impact on his/her ability to be physically active?</p>							

<p>Q9. Does your child in Action 3:30 do any other after-school clubs? If yes, what and on what days?</p>
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Q10. In the last week, how did your child travel to/from school (for the main part of trip)?							
Please tick one box per row for travel mode and another for who they travelled with							
<u>TO SCHOOL</u>							
	Travel Mode					Travelled with parent or alone	
	Walk / scooter	Bicycle	Car	Public transport		Parent / other adult travelled with child	Child travelled alone / with friends
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<u>From school - including after any activities after-school</u>							

	Travel Mode					Travelled with parent or alone	
	Walk / scooter	Bicycle	Car	Public transport		Parent / other adult travelled with child	Child travelled alone / with friends
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Calculation for active travel days to and from school

Variable to compute	Calculation	Interpretation
Number of active travel days to school	Sum items to_Monday, to_Tuesday, to_Wednesday, to_Thursday, to_Friday	Give walk/scooter and bicycle a value of 1. Give car and public transport a value of 0 Higher score = more active travel
Number of active travel days from school	Sum items from_Monday, from_Tuesday, from_Wednesday, from_Thursday, from_Friday	Give walk/scooter and bicycle a value of 1. Give car and public transport a value of 0 Higher score = more active travel

TA questionnaire and scoring

[illegible]

Q7. How confident are you that you would be able to provide highly active (50% of time active) after school physical activity sessions for pupils under the following conditions? (please circle the relevant answer)

A) IF the pupils do not enjoy spending large amounts of time being physically active.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

B) IF pupils are not concerned with being physically active.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

C) IF pupils do not highly value physical activity.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

D) IF pupils do not enjoy being physically active.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

E) IF my activity space is used for other purposes.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

F) IF there are too many pupils in class at once.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

G) IF there is not enough space for all of the students in my classes.

not at all confident	Very Confident
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0 10 20 30 40 **50** 60 70 80 90 100

H) IF more than one club shares the activity space.

not at all confident	Very Confident
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0	10	20	30	40	50	60	70	80	90	100
I) IF sessions are made too short in duration (for whatever reason)										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100

J) IF a session takes a long time to set up and restricts time to be active.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100
K) IF I have too little contact time with the pupils.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100
L) IF other teachers at my school do not highly value physical education.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100
M) IF the school leadership would not provide adequate support for physical education.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100

N) IF there is not enough equipment for the pupils to be physically active at once.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100
O) IF the school frequently cancels after school clubs.										
not at all confident										Very Confident
0	10	20	30	40	50	60	70	80	90	100

**Please read the following statements, and for each one indicate how much it reflects your
USUAL TEACHING STYLE IN YOUR CURRENT POSITION Please answer as
honestly as you can.**

(Circle one answer per question)

		Strongly Disagree		Neutral			Strongly Agree	
Q8	I try to provide pupils with choices and options.	1	2	3	4	5	6	7
Q9	I try to understand the pupils I teach.	1	2	3	4	5	6	7
Q10	I am confident in their ability to do well at being active.	1	2	3	4	5	6	7
Q11	I encourage them to ask questions.	1	2	3	4	5	6	7
Q12	I listen to how they would like to do things.	1	2	3	4	5	6	7
Q13	I try to understand how they see things before suggesting a new way to do things.	1	2	3	4	5	6	7

**Now please carefully read the following description of a particular teaching style.
Once you've read it please rate the statements overleaf to tell us how much you
believe the teaching style reflect your current approach. Please answer as honestly
as you can. (Circle one answer per question)**

[Show vignette starting "As you plan and prepare for an upcoming lesson..." from: Reeve et al. The beliefs that underlie autonomy-supportive and controlling teaching: A multinational investigation. Motiv Emot (2014) 38:93–110]

This is the end of the questionnaire, thank you for completing it.

		Strongly Disagree		Neutral			Strongly Agree	
Q14	This approach to teaching describes how I teach my students on a daily basis	1	2	3	4	5	6	7
Q15	This approach to teaching nicely describes what I do during class	1	2	3	4	5	6	7
Q16	This is an accurate and true description of what I do during my teaching	1	2	3	4	5	6	7
Q17	I do <i>not</i> teach this way	1	2	3	4	5	6	7
Q18	I plan to teach my students this way in the future	1	2	3	4	5	6	7
Q19	In the future, I intend to motivate my students this way	1	2	3	4	5	6	7
Q20	This approach to teaching nicely describes the way I intend to motivate my students in the future	1	2	3	4	5	6	7
Q21	I do <i>not</i> intend to motivate my future students in this way	1	2	3	4	5	6	7

Child autonomy support measured via Sport Climate questionnaire (adapted Action 3:30 specific short form)

This questionnaire contains questions that are related to your experience with your Action 3:30 teachers. Teachers have different ways of dealing with pupils, and we would like to know more about how you have felt about your Action 3:30 teachers. Your responses are confidential. Please be honest.

		Strongly Disagree	Strongly Agree	Neutral				
1	I feel that my Action 3:30 teachers provide me choices and options.	1	2	3	4	5	6	7
2	I feel understood by my Action 3:30 teachers.	1	2	3	4	5	6	7
3	My Action3:30 teacher is confident in my ability to do well at being active.	1	2	3	4	5	6	7
4	My Action 3:30 teachers encourage me to ask questions.	1	2	3	4	5	6	7
5	My Action 3:30 teachers listen to how I would like to do things.	1	2	3	4	5	6	7
6	My Action 3:30 teachers try to understand how I see things before suggesting a new way to do things.	1	2	3	4	5	6	7

Variable to compute	Calculation	Interpretation	Reference
Child autonomy support	Mean of items 1, 2, 3, 4, 5 and 6	Higher the score = high autonomy support	

Child perceived exertion and enjoyment questionnaire



ACTION 3:30



University of
BRISTOL

How tired did today's session make you feel?

Please look at the pictures below and circle the number that shows how tired you felt **during TODAY's** Action 3:30 session.

0 1 2 3 4 5 6 7 8 9 10

Not tired at all

Very, very tired

Please circle the **number**

How much did you enjoy today's session?

Please circle the number that shows how much you enjoyed Action 3:30 today?

Not at all		A little		A lot
1	2	3	4	5

School context questionnaire with scoring information

School context questionnaire

(to be completed by Action 3:30 member)

School ID _____

Provision

Record all items within close proximity (50m) from the school.

Facilities should be marked as “5” – good quality if they are well maintained with no visible damage and clearly fit for purpose. A “3” – adequate quality rating is given if features show some damage but this does not impair use. “1” – poor ratings are given to facilities which are damaged to the extent that they are no longer useable or fit for purpose.

When assessing quality of provisions, if more than one is present, assign an average quality:

5 = all the items are ‘good’ quality,

4= most items are good quality but one or two are low or average quality,

3= all items are average quality, or some are good and some are low quality,

2= most items are low quality but not all

1= all items are of low quality.

Cycling provision

Item	Measure	Response		Quality
Cycle lanes	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Pavements	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Marked pedestrian crossings	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Traffic calming	Within 50m from school entrance?	Yes	No	1 2 3 4 5
School warning signs for road users	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Road safety signs	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Route signs for cyclists	Within 50m from school entrance?	Yes	No	1 2 3 4 5
Cycle/scooter parking	Quantity provided	N =		1 2 3 4 5

Walking provision

Item	Measure	Response		Quality				
Pavements	Within 50m from school entrance?	Yes	No	1	2	3	4	5
Marked pedestrian crossings	Within 50m from school entrance?	Yes	No	1	2	3	4	5
Traffic calming	Within 50m from school entrance?	Yes	No	1	2	3	4	5
School warning signs for road users	Within 50m from school entrance?	Yes	No	1	2	3	4	5
Road safety signs	Within 50m from school entrance?	Yes	No	1	2	3	4	5

Sports and play facility provision

Items on the checklist below must either be on site or the school have access to via external arrangements. Examples are provided to help define each item. For quality scoring – see description above.

Item	Measure	Response	Quality				
Bright markings on play surfaces	Quantity provided	N =	1	2	3	4	5
Hard surface playgrounds	Quantity provided	N =	1	2	3	4	5
Playground equipment	Quantity provided	N =	1	2	3	4	5
Assault (obstacle) courses (eg. wooden objects on the ground for balancing, swinging and climbing on)	Quantity provided	N =	1	2	3	4	5
Pitches (football, hockey, rugby)	Quantity provided	N =	1	2	3	4	5
Athletics tracks (running track, and space for field events)	Quantity provided	N =	1	2	3	4	5
Courts (netball, basketball)	Quantity provided	N =	1	2	3	4	5
Cycle/scooter parking	Quantity provided	N =	1	2	3	4	5
Wall games (targets, snakes and ladders)	Quantity provided	N =	1	2	3	4	5
Long jumps	Quantity provided	N =	1	2	3	4	5
Climbing walls	Quantity provided	N =	1	2	3	4	5
Hoops and nets (netball, basketball)	Quantity provided	N =	1	2	3	4	5
Swimming pools (or access to)	Quantity provided	N =	1	2	3	4	5

Dance space (either a dance studio or a space that can be converted for dance)	Quantity provided	N =	1 2 3 4 5
Outdoor learning space (seated area outside suited to teaching)	Quantity provided	N =	1 2 3 4 5
Allotments (for plants and vegetables)	Quantity provided	N =	1 2 3 4 5
Willow tunnels	Quantity provided	N =	1 2 3 4 5
Sand pits	Quantity provided	N =	1 2 3 4 5
Play equipment	Quantity provided	N =	1 2 3 4 5
Other sport and play facilities	Quantity provided	N =	1 2 3 4 5

Other facility provision

Items on the checklist below must either be on site or the school have access to via external arrangements. Examples are provided to help define each item. For quality scoring – see description above.

Item	Measure	Response	Quality
Benches	Quantity provided	N =	1 2 3 4 5
Picnic tables	Quantity provided	N =	1 2 3 4 5
Drinking fountains	Quantity provided	N =	1 2 3 4 5
Wildlife gardens	Quantity provided	N =	1 2 3 4 5
Quadrangles (courtyards)	Quantity provided	N =	1 2 3 4 5
Other facilities	Quantity provided	N =	1 2 3 4 5

Design of school grounds

Items below score overall design of the grounds to determine the suitability of the site for different types of physical activity.

Sports: activities requiring facilities such as hoops, courts or pitches.

Informal games: not requiring facilities but needing a suitable location e.g. hard/soft play area.

General play: unstructured activities that children may typically engage in during break times.

For each activity type, a five-point scale is used to assess suitability. Grounds are classified as “5” – ‘particularly suited to the activity’ down to “1” – ‘not at all suitable’ if the activity would be very difficult to undertake.

School grounds on a split site = if the school grounds were split across more than one site (e.g., playground across a road)

Sloped school grounds = whether the school grounds were flat or sloped.

Item	Measure	Response	
School grounds on a split site	Presence	Yes	No
Sloped school grounds	Presence (of sloped grounds)	Yes	No
Suitability for sport	Suitability (5 = more suitable)	1 2 3 4 5	
Suitability for informal games	Suitability (5 = more suitable)	1 2 3 4 5	
Suitability for general play	Suitability (5 = more suitable)	1 2 3 4 5	
Hard surface playgrounds	Presence	Yes	No

Aesthetics

Items on the checklist below record the aesthetical characteristics of the school grounds & within 50m of the school.

A five-point scale is used to assess the abundance/agreement for each item. Schools are classified as “5” – having lots; enough to impact on the ‘feel’ of the grounds (or strongly agree), down to “1” – none present (or strongly disagree).

Item	Measure	Response		Abundance / Agreement
Planted beds	Presence (5 = more & better beds)	Yes	No	1 2 3 4 5
Trees	Presence (5 = more trees)	Yes	No	1 2 3 4 5
Murals / outdoor art	Presence (5 = more murals)	Yes	No	1 2 3 4 5
Ambient noise	Presence (5 = more noise)	Yes	No	1 2 3 4 5
Litter	Presence (5 = more litter)	Yes	No	1 2 3 4 5
Presence of dog faeces	Presence (5 = more faeces)	Yes	No	1 2 3 4 5
Graffiti	Presence (5 = more graffiti)	Yes	No	1 2 3 4 5
Grounds showing signs of vandalism	Agreement (5 = more vandalism)			1 2 3 4 5
Grounds well maintained	Agreement (5 = more maintained)			1 2 3 4 5
Grounds shielded from surrounding area	Agreement (5 = more shielded)			1 2 3 4 5

Scoring for the 'Provisions' form

- Presence of an item (Yes or No) – weighted 1/0
 - 1 used to signify presence if good, or absence if good. Undesirable always scored 0.
- *If there is a count of number of facilities – weighted relative to the mean number of facilities across the six schools
 - 0 - If no items were recorded
 - 1 – If number of items recorded was between 1 and the mean + 1SD
 - 2 – If number recorded was greater than the mean + 1SD
- NOTE: In the case where mean + 1SD = less than 1:
 - 0 – if no items were scored
 - 1 – up to the mean + 1SD (or 1, whichever is greater)
 - 2 – Greater than 1
- School physical activity suitability component = The sum of all items (Cycling, walking and sport/play provision). To avoid replication, items which occurred in more than one component (highlighted in blue in tables above) were only included once. As per original validation study, the Aesthetics bracket do not count towards PA suitability.

School policy and physical activity in the curriculum

Background

We would like you to answer a few questions to help the Action 3:30 study team gain an understanding of how the school context (school policies, provision of physical activity and physical activity in the curriculum) may play a role in our study.

NOTE: Physical activity includes any activity that gets children moving around and slightly out breath. This can be during PE/sport, break times, before and after school (including travel mode) and non-PE based lessons.

School name _____

Your role (plus any leadership responsibilities) _____

Subject taught (if any) _____

How long have you been employed by this school? _____

Number of pupils in the school _____

Policy

These questions cover the school's policies on physical education provision and budget for physical education, as well as the schools attitudes towards encouraging physical activity.

Questions	Response		
	Yes	No	Don't know
Does your <u>school</u> have a written policy that requires your school's physical education programme to follow specific physical education standards or guidelines?	If "No"- Does your school have a "policy" that isn't formerly recorded or written?: Y/N		
Does your <u>school</u> have a written policy that requires a specific number of minutes per week or a specific number of days per week that students will have physical education?	Yes	No	Don't know
	If "No"- Does your school have a "policy" that isn't formerly recorded or written?: Y/N		
Does your <u>school</u> have a (written) policy that encourages students to walk or bike to school (e.g., Bike It)?	Yes	No	Don't know
Does your <u>school</u> offer cycle training (e.g. Bikeability)?	Yes	No	Don't know
Does your <u>school</u> employ any crossing patrol personnel?	Yes	No	Don't know
Does your <u>school</u> have a (written) policy that requires all school personnel to receive professional development on the promotion of physical activity?	Yes	No	Don't know

Does your school [have a written policy that] encourage staff to be active (e.g. staff cycle schemes)?	Yes	No	Don't know
Does your school provide facilities which support the staff to be active (e.g. showers, cycle parking)	Yes	No	Don't know
Does your school have a budget allocation for physical education equipment and supplies?	Yes	No	Don't know
If YES, on average how much does the school spend on physical education equipment per year?	Amount: £		
How involved is the physical education teacher with budget decisions related to physical education?	Not involved	Somewhat involved	Great deal involved

Physical activity in the curriculum

These questions are designed to capture whether physical activity is promoted throughout the wider curriculum, not just in PE.

Questions	Response			
Is physical activity used in other non-PE Key Stage 2 subjects?	Yes	No	Don't know	
If yes, what subjects are these? (e.g. Science)				
In addition to PE and break periods, do classroom teachers provide regular physical activity breaks during the school day? (Including physical activity classroom energisers)	Yes, school wide	Yes, individual teachers	No	Don't know
Does your school encourage classroom teachers to promote physical activity with their students?	Yes	No	Don't know	
How often do classroom teachers withhold individual students from PE to fulfil other academic requirements?	Rarely	Sometimes	Often	
How often is the delivery of PE compromised because of competing demands for PE space (e.g., for exams, assemblies)?	Rarely	Sometimes	Often	
Does your school have any rules about when children can access certain playgrounds/fields/or equipment during				

break and lunchtimes (e.g., only certain year groups on certain days)?	
<p>Please provide a list of all the extra-curricular activities that take place at the school during this term (e.g., breakfast club, lunchtime activities, after-school clubs).</p> <p>Please include the age group and frequency of activities (e.g., YR 5 Netball club – once weekly – Wednesday afternoons; Whole school breakfast club – every morning)</p>	
Do you have any other comments about how physical activity is thought of or prioritised in your school?	