

(to be completed by a PLAN-A team member)

School ID \_\_\_\_\_

**Provision**

Record all items from the main school entrance. When assessing quality of provisions, if more than one is present, assign an average quality.

*Cycling provision*

Item	Measure	Response		
		Yes	No	
Cycle lanes	Visible from school entrance?	Yes	No	
Pavements	Visible from school entrance?	Yes	No	
Marked pedestrian crossings	Visible from school entrance?	Yes	No	
Traffic calming	Visible from school entrance?	Yes	No	
School warning signs for road users	Visible from school entrance?	Yes	No	
Road safety signs	Visible from school entrance?	Yes	No	
Route signs for cyclists	Visible from school entrance?	Yes	No	
Cycle parking	Quantity provided			
	Quality of item	Good	Adequate	Poor

*Walking provision*

Item	Measure	Response	
		Yes	No
Pavements	Visible from school entrance?	Yes	No
Marked pedestrian crossings	Visible from school entrance?	Yes	No
Traffic calming	Visible from school entrance?	Yes	No
School warning signs for road users	Visible from school entrance?	Yes	No
Road safety signs	Visible from school entrance?	Yes	No

## 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.

Item	Measure	Response		
Bright markings on play surfaces (Lines or games marked out on the ground)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Hard surface playgrounds	Quantity provided			
	Quality of item	Good	Adequate	Poor
Playground equipment (climbing equipment, swings, other objects)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Assault courses (usually wooden objects on the ground for balancing, swinging and climbing on)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Pitches (football, hockey, rugby)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Athletics tracks (running track, and space for field events)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Courts (netball, basketball)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Wall games (targets, snakes and ladders)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Long jumps	Quantity provided			
	Quality of item	Good	Adequate	Poor
Climbing walls	Quantity provided			
	Quality of item	Good	Adequate	Poor
	Quantity provided			

Hoops and nets (netball, basketball)	Quality of item	Good	Adequate	Poor
Swimming pools	Quantity provided			
	Quality of item	Good	Adequate	Poor
Dance space (either a dance studio or a space that can be converted for dance)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Outdoor learning space (seated area outside suited to teaching)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Allotments (for plants and vegetables)	Quantity provided			
	Quality of item	Good	Adequate	Poor
Other sport and play facilities	Quantity provided			
	Quality of item	Good	Adequate	Poor

## School policy and physical activity in the curriculum

### Background

We would like you to answer a few questions to help the PLAN-A 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 activity that gets children moving around and slightly out of 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? \_\_\_\_\_

## 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		
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?	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 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 school offer cycle training (e.g. Bikeability)?	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 3 subjects?	Yes	No	Don't know	
If yes, what subjects are these? (e.g. PSHE, Biology)				
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	
Do you have any other comments about how physical activity is thought of or prioritised in your school?				