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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>30 October 2018</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/97/18/GM/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Active Schools Performance August 2018</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the Active Schools team performance in the school year 2017-18.

## 2.0 SUMMARY

- 2.1 Inverclyde Council works in partnership with **sportscotland**, the national agency for sport, to invest and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of 400 managers and co-ordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people. Locally the network consists of an Active Schools manager, a senior co-ordinator and 8 FTE co-ordinators.
- 2.2 Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
- 2.3 Each local authority Active Schools team completes an online monitoring system managed by **sportscotland**. This system is completed for each school in the authority every term. The results can then be compiled into an authority- wide report. The Inverclyde results can also be compared to the national average.

The national monitoring system focused on:

- Participation in Active Schools activities.
- The number of deliverers who are involved in Active Schools activities.
- School / club links.

- 2.4 There are several significant successes this year:

- Annual performance statistics are very positive, with key increases in four areas.
- Annual performance measures well against the national average. Inverclyde is punching above its weight exceeding the national average in three areas.
- Attainment primary schools are engaging well with the Active Schools programme, with seven of the top ten schools for pupil participation being attainment schools.
- Feedback from senior management within schools is positive. They value the partnership with Active Schools and are seeing the impact across their Health & Wellbeing curriculum, not just in extra-curricular areas.
- Sport for Change programmes are seeing success in engaging non participants, improving confidence, self-esteem, determination, resilience and motivation. Transfer of these skills to

the classroom setting has been achieved which is also targeting better performances in numeracy and literacy.

### **3.0 RECOMMENDATIONS**

3.1 That the Committee notes the content of this report.

**Grant McGovern**  
**Head of Inclusive Education, Culture and Communities**

## **4.0 BACKGROUND**

- 4.1 Inverclyde Council works in partnership with **sportscotland**, the national agency for sport, to invest in and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of 400 managers and co-ordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people. Nationally the Active Schools programme is positioned to deliver on the Scottish Government's priorities within Active Scotland Framework.
- 4.2 Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.
- 4.3 Active Schools co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities.
- 4.4 Active Schools co-ordinators have a key role in developing a network of volunteers to deliver activity sessions. These volunteers consist of teachers, parents, school staff, students, sports coaches and senior pupils who are central to the success of Active Schools.

Young people make a valuable contribution as leaders in sport and Active Schools Co-ordinators provide leadership opportunities across a range of roles and support young people throughout their leadership journey.

- 4.5 Active Schools has worked with schools for over 14 years providing opportunities for children and young people to get involved, and stay involved, in sport and will continue to make a significant contribution to a world class sporting system in Scotland. See appendix 1 for the world class sporting system.
- 4.6 Collaboration and partnership working is critical to the success of Active Schools. Co-ordinators work closely with parents, school staff and pupils to provide opportunities that reflect young people's interests and connect to physical education and local community opportunities.
- 4.7 Beyond the school environment Active Schools co-ordinators work with a range of partners including local sports clubs, sports development officers, community sport hubs, colleges and universities to provide pathways to support young people to stay involved and progress in sport
- 4.8 Children and young people are at the heart of Active Schools and co-ordinators work closely with them to ensure a wide choice of activities and leadership opportunities are available to meet their needs and interests.

It is vital for Active Schools co-ordinators to understand and meet the specific needs of children and young people who may experience barriers to participation, with a particular focus on age, disability, gender and socio-economic disadvantage.

- 4.9 Embedding continuous improvement is essential to ensure progress and provide the best experiences for children and young people. Co-ordinators use monitoring and evaluation information and the School Sport Awards to inform planning, enhance existing provision and identify areas for further development.

## **5.0 PROPOSALS**

- 5.1 This paper sets out the progress the Inverclyde Active Schools team has made in school year 2017- 18.

5.2 Each local authority Active Schools team completes an online monitoring system managed by **sportscotland**. This system is completed for every school in the authority every term. The results can then be compiled into an authority- wide report. The Inverclyde results can also be compared to the national average.

5.3 The national measurements are focused on:

- Participation in Active Schools activities
- The number of deliverers who are involved in Active Schools activities
- School / club links

5.4 There are several significant successes this year:

- Participant sessions increased by 53%
- Activity sessions up by 36%
- Distinct participants increased by 22%
- Distinct deliverers increased by 30%

See appendix 2 for a summary and appendix 3 for the full report

5.5 In addition to these successes we are punching above our weight against the national statistics:

- 5% higher than the national average for girls participating in our sessions.
- 4% higher than the national average for the number of sessions delivered by volunteers.
- 2% higher than the national average for the number of distinct participants taking part in our sessions.

5.6 Definitions

- **Participant sessions** – is the uptake of activity, so an indication of how many times pupils have been active. This can be thought of as ‘visits’, or ‘throughput’ e.g. If twenty pupils meet to play rugby 10 times, this is 200 participant sessions.
- **Activity sessions** – is the provision of activity, so the number of sessions which pupils took part in e.g. If John, Jack and Jill play football together on Wednesday they have participated in one activity session. If this group meet 10 times, this is 10 activity sessions.
- **Distinct participants** – is the number of individual pupils who have engaged in the Active Schools programme. A pupil is counted as a participant if they have taken part in at least one active schools activity. If John, Jack and Jill play basketball together on Wednesday then this is counted as 3 distinct participants.
- **Distinct Deliverers** – is the number of individual people who lead / assist in an activity session.

5.7 Looking at distinct participants in more detail it is possible to measure this against each school’s role to reflect the engagement in Active Schools’ extra-curricular activities as a percentage of the school role.

Our most engaged school in the authority has 91.6% of their school pupils taking part in Active School activities. Since 2015 this school has had sport within its school improvement plan, during this 3 year period it has seen an increase of 83%. Feedback has been received from the head teacher of the school on this achievement.

“There is a buzz in the school around sport now which is a culture change for us. We have parents wanting to be involved within the school supporting sport initiatives, as well as staff getting involved. We have 50% of our staff taking extra-curricular sports clubs due to the support of Active Schools. Which all has a positive impact on the whole school’s health and

wellbeing. “

- 5.8 In the top ten schools measured by the percentage of their pupils engaged in Active Schools extra-curricular activities it features seven attainment schools.

The school with the highest number of pupils in SIMD 1 & 2 in the authority has 69% of their school role participating in extra-curricular activities, only just outside the top ten by 0.6%. Feedback has been received from the principal teacher of the school.

“The partnership with Active Schools gives our pupils the chance to build relationships with a wide range of people who support club delivery, sports events and core programmes within the school. The number of pupils attending the extra-curricular clubs is testament to the hard work which our Active Schools co-ordinator puts in to ensure there is a wide variety of sports offered at all age stages.

Through the statistical information which Active Schools gathers, it has allowed us to target specific pupils who have not previously engaged in extra-curricular sport. Our co-ordinator has also developed a target club for families from this and also involves our playmakers programmes. This leadership programme has enabled children who do not normally take part in sport the chance to be involved. Additionally it develops them as leaders, growing confidence, and self-esteem while improving communication skills.

Active Schools supports the schools health and wellbeing agenda in every manner which they can from extra-curricular provision, engaging children in competitive sport, linking school programmes to sport and developing pupils leadership. The Active Schools team provides a varied sports event calendar which allows our pupils to compete against local schools. This competition not only encourages them to continue to attend extra-curricular clubs to be part of the school team but it also allows them to develop a variety of skills through sport rather than in the class room, for example, fair play, respect, how to deal with emotions attached to winning and losing.

Within the school we have a family hub which Active Schools is very much part of and are driving forwards to develop the engagement of families in relation to sport.

Active Schools are key within our school, they are invaluable to our health and wellbeing curriculum and school ethos, without their input we would fall short in having the capacity to provide the high quality of programmes which we do.”

- 5.9 One of the core aims of Active Schools is to introduce children and young people to sports and physical activities whilst minimising the barriers to participation. Within Inverclyde, the Active Schools team have worked tirelessly at recruiting and retaining volunteers. By building and supporting this network of 436 volunteers this allows the free provision of all extra-curricular sessions across Inverclyde. In this school year alone, 678 hours of sports coaching was delivered free to all participants. The monetary value of this volunteer contribution would be approx. £7,500 (if paid at the current coaching rate.)
- 5.10 As part of minimising barriers to participation Active Schools tackled several pilot projects. Using a ‘Sport For Change’ approach, a Healthy Heroes Project was developed at Whinhill Primary. A small group of children who have never attended extra-curricular activities, from SIMD 1 & 2, FME, and in Primary 1-4 were identified. The aim of the club was to improve confidence, self-esteem, determination, resilience and motivation. As well as an improvement in these skills the transfer to the classroom setting was monitored with the aim to see better performances in numeracy and literacy.

It is well established that building resilience improves performance in maths. A literature review was conducted with a summary of the findings:

- Recent reports ‘Sport for Change’ by the Robertson Trust 2017 and ‘Sport and Employability’ by Comic Relief 2015 focused on research that supports the link between

extra-curricular physical activity and improved attainment of those living in SIMD 1&2.

- Further research highlights resilient pupils tend to perform better overall in maths (Wheater et.al. 2016\*.) They showed that self-confidence in maths had the strongest association with resilience, where confident children from less advantaged families were also likely to be high achievers in maths (Wheater et al. 2016\*.)

\*'Is mathematics education in England working for everyone?' National Foundation for Educational Research analysis of the PISA performance of disadvantaged pupils. Rebecca Wheeler, Ben Durbin, Stephen McNamara, Rachel Classick, Published in December 2016

- The research found that attending after-school clubs was associated with positive outcomes for disadvantaged children. On average, they achieved a two-point higher total score in their end of primary school assessments in English, maths and science than their peers who did not attend such groups. (Tanner, E, 2016)

The results of the Healthy Heroes intervention:

- All 9 children completed the programme.
- All 9 children have now transferred to mainstream extra-curricular clubs.
- Increased parental engagement in the school setting.
- Case studies on the 3 most non engaging children show significant improvement in confidence, self-esteem as well as determination and resilience.

Parental feedback received:

"Have you worked on resilience with the children? Both my children have improved massively in this area and my son in particular always tells us what resilience means and how you need to keep trying until you achieve. We have never signed our children up to any after-school clubs, but since the club has started both our children have attended clubs and they love it. Our children have loved the club and we wish it was on for longer."

"I have noticed a huge difference in my son's confidence. He has always been painfully shy. When I come to parents' night the teachers always mention his shyness. Since coming to the Healthy Heroes sessions he has become a lot more confident. He talks about the club and can't wait for it on a Wednesday. He has also asked to sign up for more after school clubs which is a first for him. We can't believe the change in him".

## 6.0 IMPLICATIONS

### 6.1 Finance

#### 6.2 Financial Implications:

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
01539	Active Schools	April 17-March 18	£149,923		£255,840 staffing contribution from sportscotland

Annually Recurring Costs/(Savings):

Public Engagement Events, communications and administration costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments

**6.3 Legal**

N/A

**6.4 Equalities**

Has an Equality Impact Assessment been carried out?

YES (see attached appendix)

NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

**6.5 Repopulation**

Provision of Council services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of enhancing Inverclyde's reputation as a place to live and work.

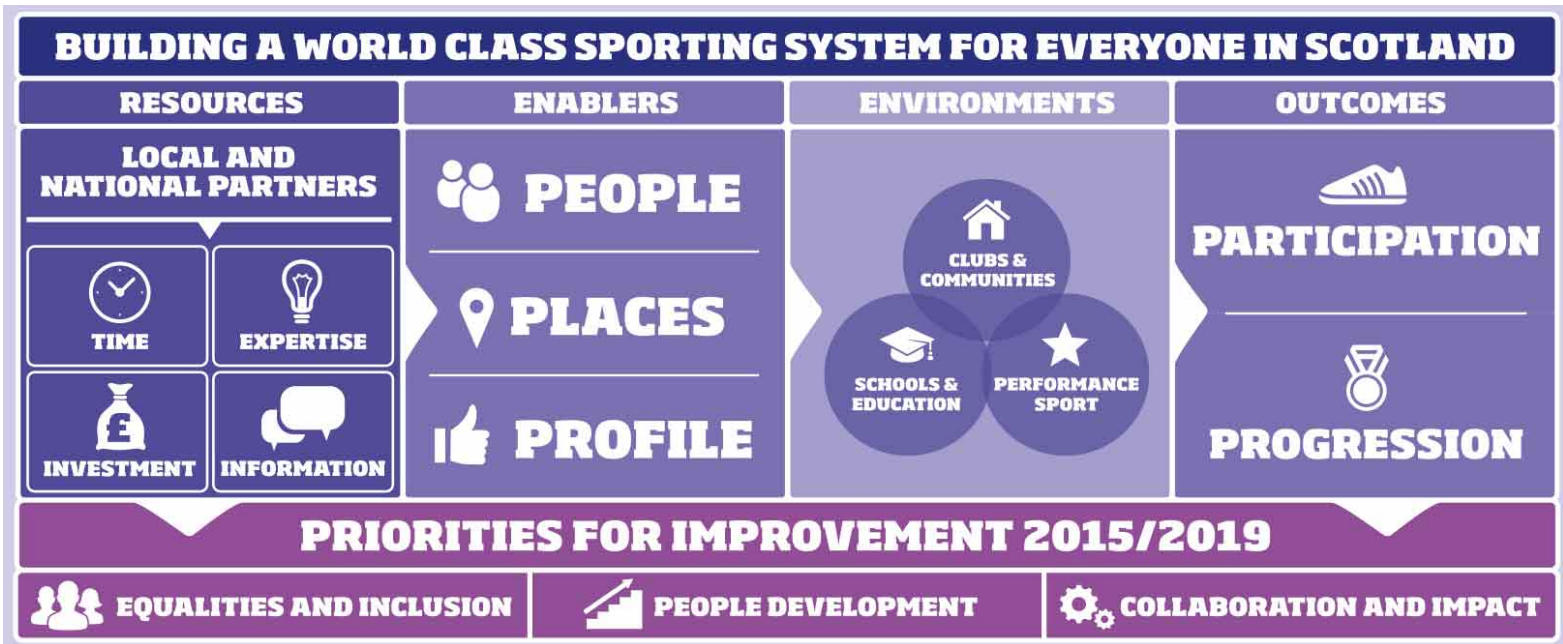
**7.0 CONSULTATION**

7.1 N/A.

**8.0 BACKGROUND PAPERS**

- 8.1 Appendix 1 sportscotland World Class Sporting System
- Appendix 2 Inverclyde Infographic data 2017-18
- Appendix 3 Inverclyde Active Schools Monitoring Report 2017-18

Appendix 1 - sportscotland World Class Sporting System







Monitoring data for the 2017/18 academic year

**100,000**  
PARTICIPANT  
SESSIONS\*



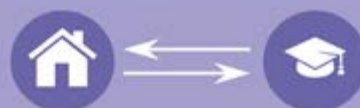
**4,600**  
DISTINCT  
PARTICIPANTS

**ON AVERAGE 21 VISITS PER PARTICIPANT**



**4,100**

ACTIVITY SESSIONS



**37**

CLUBS LINKING WITH SCHOOLS

**436** DELIVERERS



**90%**  
OF WHOM ARE  
VOLUNTARY



**393**  
VOLUNTEERS



Find out more about Active Schools at [sportscotland.org.uk](http://sportscotland.org.uk)

\*Participant Sessions are the "visits" pupils have made to activities.

Active Schools

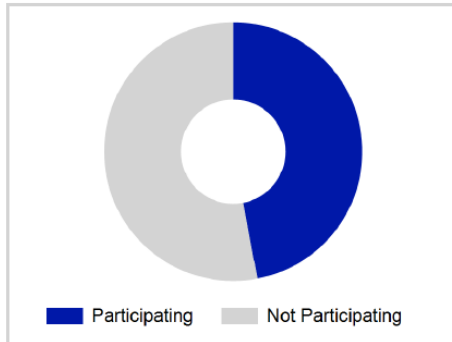
# Term Report: Inverclyde Council

Academic Year : 2017/2018, Term(s) : Full Year

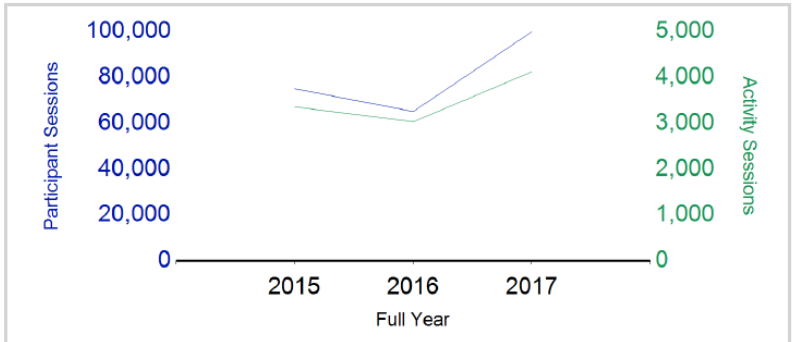
Putting Sport First

**sportscotland**  
the national agency for sport

% School Roll Participating



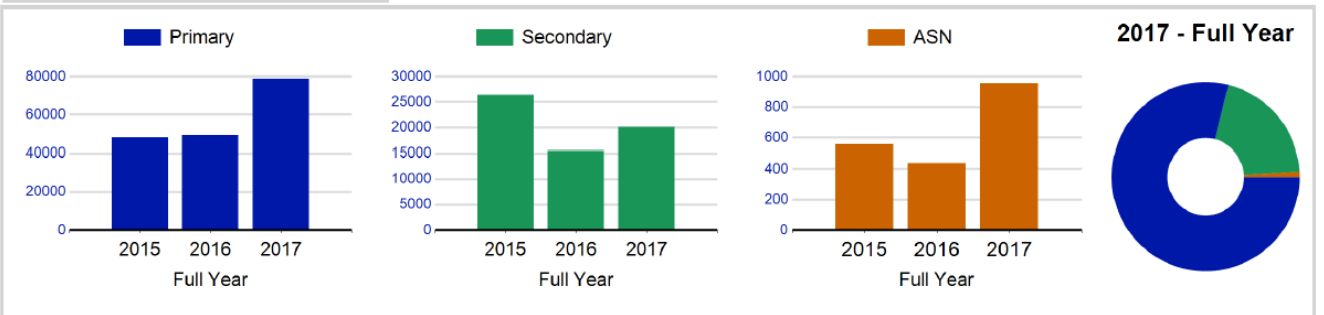
Participant Sessions<sup>1</sup>



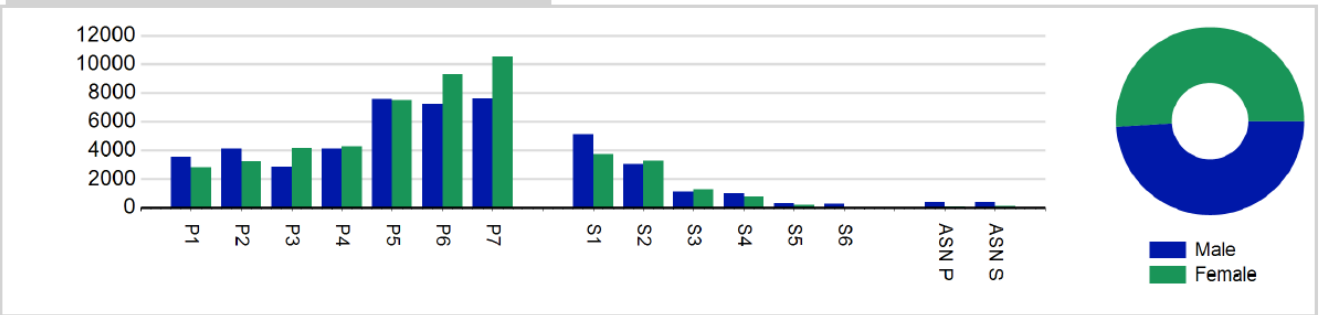
	2015 Full Year	2016 Full Year	2017 Full Year
<b>Activity Sessions</b>	<b>3,359</b>	<b>3,031</b>	<b>4,124</b>
% Purely voluntary	75%	75%	70%
Activity Session Blocks <sup>3</sup>	490	448	542
Avg Activity Sessions / Block <sup>4</sup>	6.9	6.8	7.6
Different Activities	33	32	40
<b>Participant Sessions<sup>1</sup></b>	<b>75,062</b>	<b>65,135</b>	<b>99,954</b>
% Female	52%	51%	51%
<b>Distinct Participants<sup>2</sup></b>	<b>4,467</b>	<b>3,779</b>	<b>4,598</b>
Total School Roll	9,908	9,894	9,860
% Participating	45%	38%	47%
<b>Distinct Deliverers<sup>5</sup></b>	<b>322</b>	<b>336</b>	<b>436</b>
% Volunteers	93%	93%	90%
Qualified Volunteers	126	88	64
Secondary Pupils	87	65	61
Total Deliverer Sessions <sup>6</sup>	5,696	5,360	7,374
Avg Deliverers Sessions / Deliverer	17.7	16.0	16.9
<b>School Club Links</b>	<b>246</b>	<b>206</b>	<b>200</b>
Schools with at least 1 link	27	27	27
Clubs with at least 1 link	30	27	37

1. Participant Sessions are the 'visits' pupils have made to activities. These figures do not represent the distinct pupils, and should only be taken as indicative of participation  
 2. Distinct participants are pupils who have attended at least one session of Active Schools supported activity across the selected year/term (whether this was in a single or multiple school activity).  
 3. Activities are recorded in ASMO as 'Activity Session Blocks' which describe a group who meet to take part in an activity.  
 4. The Average Activity Sessions/Block figure shows the average length of a block (i.e. how many weeks did the average block run for?)  
 5. Distinct Deliverers are deliverers who have delivered at least one session of Active Schools supported activity across the selected year/term.  
 6. Deliverer Sessions are the 'visits' deliverers have made to activities. These figures do not represent the distinct deliverers, and should only be taken as indicative of delivery. Distinct deliverer information is only available at the local authority level.  
 7. School Roll details are taken from the Pupil Census as at September of the Academic Year. Summaries available at <http://www.gov.scot/topics/statistics/browse/school-education/datasets>  
 8. Distinct Participant data collection 2011 onwards

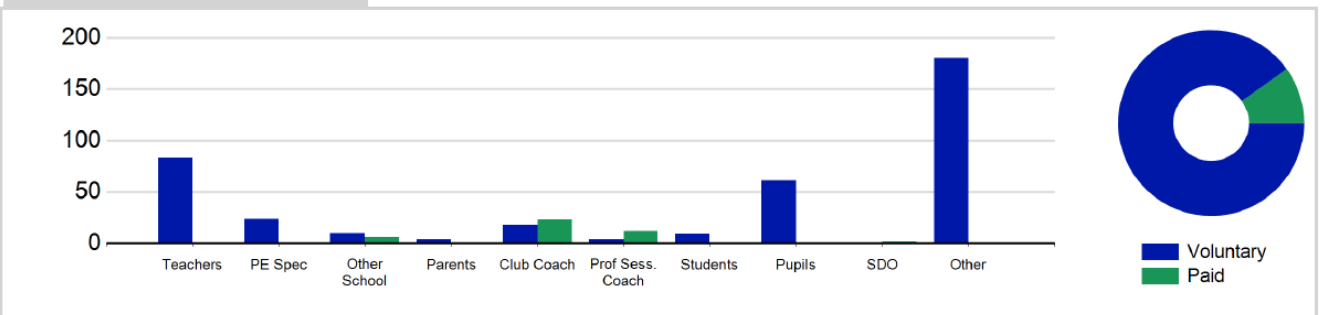
Participant Sessions<sup>1</sup> by School Type



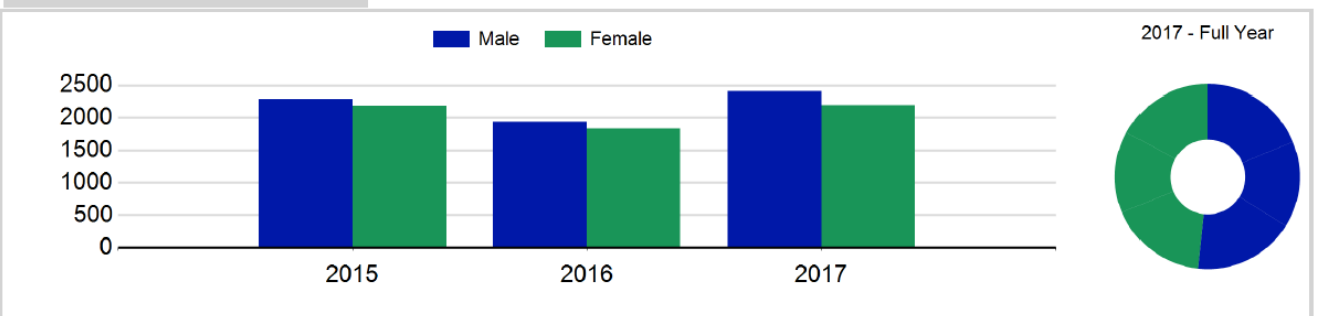
Participant Sessions<sup>1</sup> by Year Group and Gender



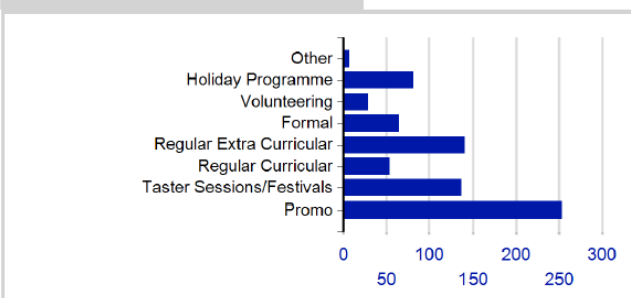
Distinct Deliverers<sup>5</sup>



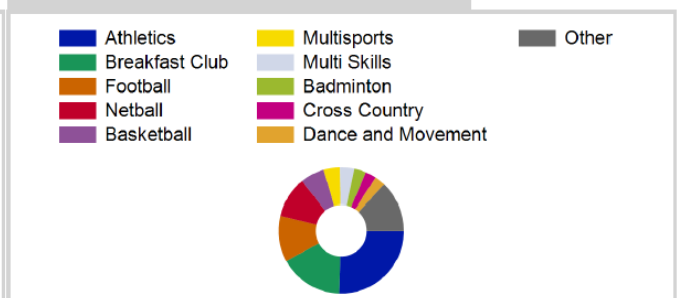
Distinct Participants<sup>2</sup> by Gender



School/Club Links



Top 10 Activities by Participant Sessions<sup>1</sup>



# Term Report: Inverclyde Council

Academic Year : 2017/2018, Term(s) : Full Year

Putting Sport First

Participant Sessions<sup>1</sup> by Yeargroup and Gender

	Male	Female
<b>P1</b>	3,572	2,814
<b>P2</b>	4,110	3,240
<b>P3</b>	2,853	4,155
<b>P4</b>	4,108	4,286
<b>P5</b>	7,572	7,509
<b>P6</b>	7,231	9,290
<b>P7</b>	7,609	10,546
<b>S1</b>	5,128	3,708
<b>S2</b>	3,039	3,288
<b>S3</b>	1,110	1,251
<b>S4</b>	1,001	780
<b>S5</b>	316	188
<b>S6</b>	251	42
<b>ASN P</b>	397	79
<b>ASN S</b>	369	112
<b>Total</b>	<b>48,666</b>	<b>51,288</b>

Distinct Deliverers<sup>5</sup> byType

	Paid	Voluntary
<b>Teachers</b>	0	83
<b>PE Spec</b>	0	24
<b>Other School</b>	6	10
<b>Parents</b>	0	4
<b>Club Coach</b>	23	18
<b>Prof Sess. Coach</b>	12	4
<b>Students</b>	0	9
<b>Pupils</b>	0	61
<b>SDO</b>	2	0
<b>Other</b>	0	180
<b>Total</b>	<b>43</b>	<b>393</b>

Distinct Participants<sup>2</sup> by Gender

<b>Male</b>	2,412
<b>Female</b>	2,186
<b>Total</b>	<b>4,598</b>