

**sportscotland contribution to
Active Scotland Outcomes Framework:
schools and education and clubs and communities
environments**

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Introduction

About this report

This report explores the contribution of **sportscotland** supported work in the schools and education environment and the clubs and communities environment in relation to the Active Scotland Outcomes Framework (ASOF).

It summarises findings from large scale surveys of pupils and club members of all ages, which ran across Scotland in 2017/18. This was accompanied by a small number of focus group discussions with pupils and club members. The work gathered:

- survey responses from 3,000 club members;
- survey responses from 14,848 school pupils; and
- views of 77 young people and adults through focus group discussions.

The profile of respondents to the surveys is set out in detail in [Chapter Seven](#). Detail on how the survey and focus group work was undertaken is set out in [Annex One – Method](#).

The Active Scotland Outcomes Framework

The Active Scotland Outcomes Framework describes Scotland's ambitions for sport and physical activity. It describes the key outcomes desired for sport and physical activity in Scotland over the next ten years. The framework was developed with partners through the National Strategic Group for Sport and Physical Activity, which is chaired by the Cabinet Secretary for Health and Sport and the Minister for Public Health and Sport. Active Scotland outcomes contribute to the delivery of Scotland's national outcomes, and the Scottish Government's overarching purpose of creating a more successful country, with opportunities for all to flourish.

Vision: A More Active Scotland

Physical activity is about getting people moving. Daily walking, playing in a park, going to a gym, training with a team or aspiring to win a gold medal - it really doesn't matter how people get active, it just matters that we do.

Being physically active contributes to our personal, community and national wellbeing.

Our vision is of a Scotland where more people are more active, more often.

National Outcomes

Business	Employment	Research and Innovation	Young People	Early Years	Healthier	Inequalities Tackled	Life Chances
Safe from Crime	Sustainable Places	Resilient Communities	Environment Valued	National Identity	Impact on Environment	Older People Supported	Public Services

Active Scotland Outcomes

We encourage and enable the inactive to be more active	We encourage and enable the active to stay active throughout life	We develop physical confidence and competence from the earliest age
We improve our active infrastructure – people and places	We support wellbeing and resilience in communities through physical activity and sport	We improve opportunities to participate, progress and achieve in sport

Equality: Our commitment to equality underpins everything we do

Overall, Scottish Government analysis highlights that physical activity in Scotland is generally stable or improving across the measures assessed in the Active Scotland Outcomes Framework. Active people are becoming more active; recreational walking is increasing; PE and active play are stable; and participation in sport is stable among adults. However, about a fifth of the adult population are inactive.

Connected work

This survey work was undertaken at the same time as evaluations of **sportscotland** supported work within both the schools and education and clubs and communities environment.

This evaluation is part of a series of **sportscotland** wider evaluations being undertaken from 2017 to 2019. These look in depth at how the programmes **sportscotland** deliver alongside partners support the sporting system. They provide insight into what is working well and what can be improved. These will be used to inform **sportscotland**'s next planning cycle.

Chapter One: ASOF Outcome 1: Inactive to active

Outcome 1: Summary

Club members

Adults who are members of **sportscotland** supported clubs are largely active. 85% of survey respondents did at least 150 minutes of activity a week, an increase from 54% before joining the club. The proportion of adult club members classed as inactive also fell from 13% before joining the club to 2% at the time of the survey. The number of days and amount of time spent doing physical activity on these days also increased when adults joined **sportscotland** supported clubs.

Young club members are also largely active. Most (61%) are defined as being 'active' compared with 40% of all school pupils responding to the survey.

The focus groups with older people, people who had previously been inactive, disabled people, people with learning difficulties and people in areas of deprivation indicated that through participating in **sportscotland** supported clubs, individuals had become more active.

School pupils

Overall, 40% of school pupils who responded to the survey were classed as active. A third (33%) were inactive, doing less than 30 minutes of activity a day. Overall, levels of activity are similar between primary and secondary pupils. Young women are more likely to be inactive than young men (34% compared to 31%).

Young people living in the most deprived areas of Scotland¹ are most likely to be inactive, with 35% of this group reporting as inactive. This is 42% for those not participating in Active Schools and 18% for Active Schools participants, in the most deprived areas.

Levels of activity are higher for Active Schools participants. Over half (57%) of Active Schools participants are active. Active Schools participants indicated that they spent an average of almost 2 hours a week on Active Schools activities. These participants also spent more time being active in all other locations. Even excluding time spent participating in Active Schools, almost half (46%) of Active Schools participants are classed as active.

¹ Classed as the 20% most deprived datazones, based on the Scottish Index of Multiple Deprivation

Introduction

1.1 This chapter explores how **sportscotland** has contributed to encouraging and enabling the inactive to be more active. This links directly with ASOF Outcome One:

“We encourage and enable the inactive to be more active.”

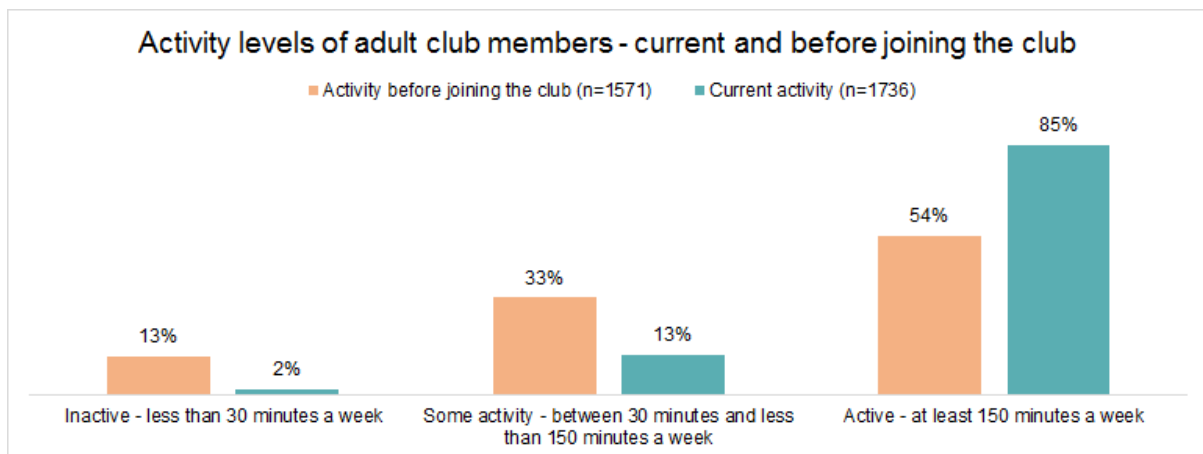
Club members

Adult activity levels before and after joining the club

1.2 Club members were asked a series of questions designed to enable calculation of their levels of activity. For adults, the defined activity levels used were:

- Inactive – less than 30 minutes a week
- Some activity – between 30 minutes and less than 150 minutes a week
- Active – at least 150 minutes a week².

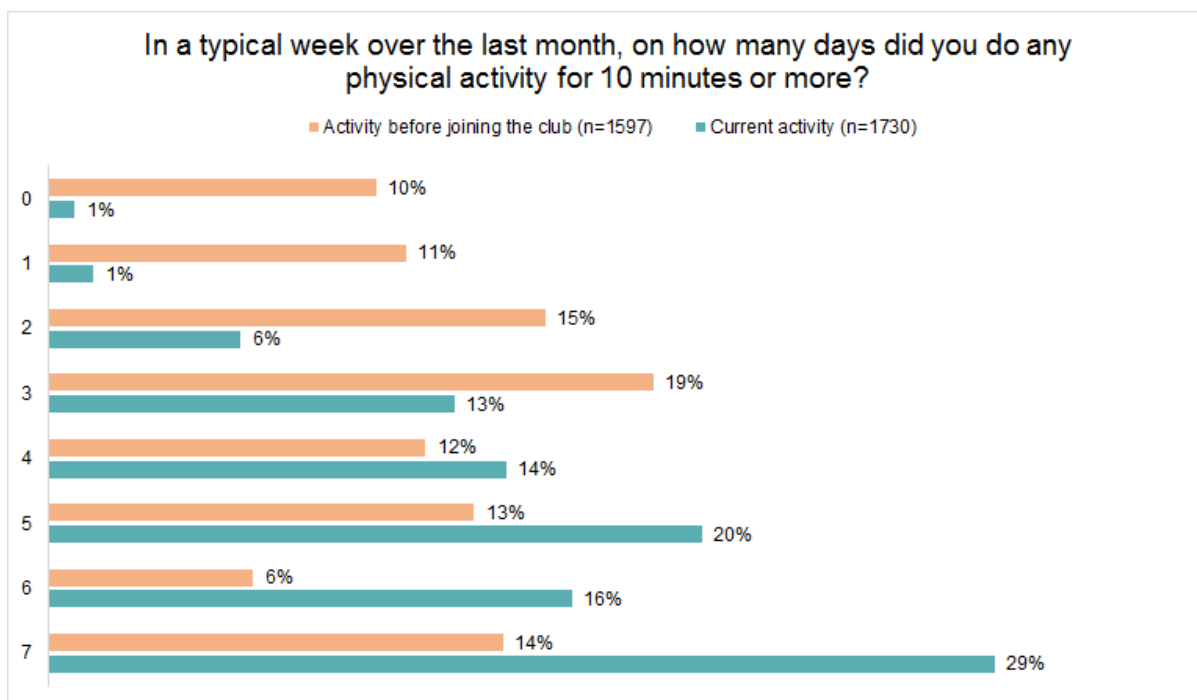
1.3 Analysis of the data found that adult club members were largely ‘active’, with 85% currently active. This had increased from 54% before joining the club.



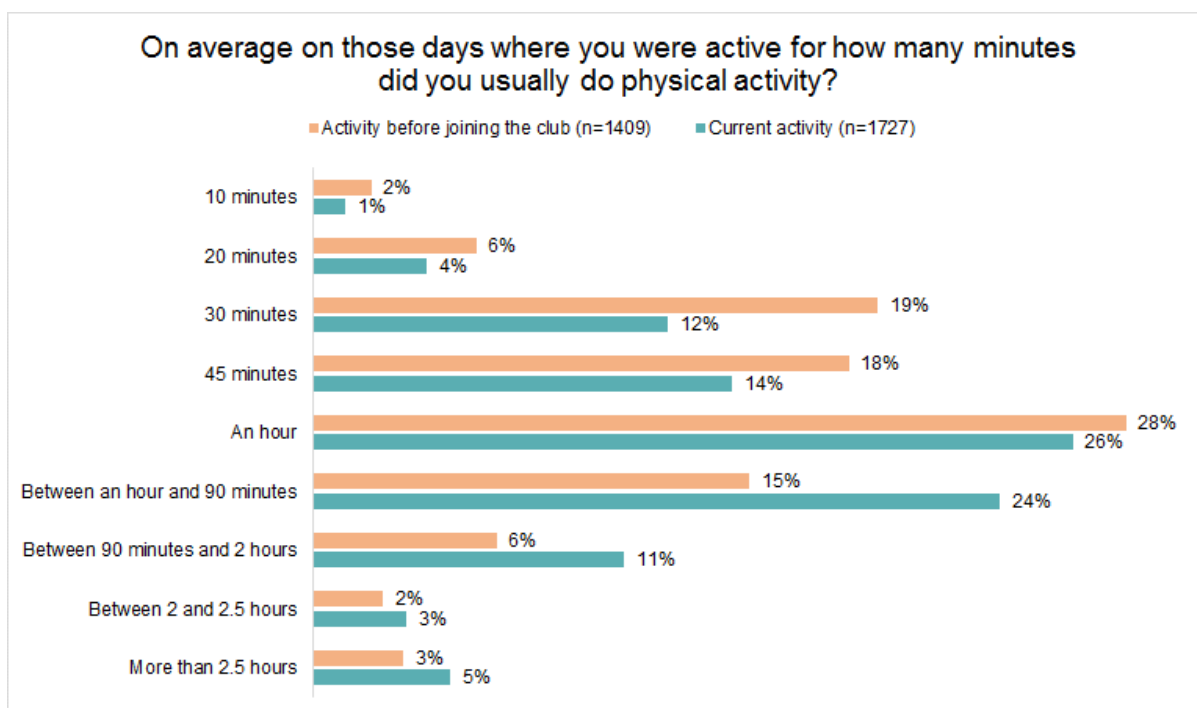
1.4 There was also a clear reduction in inactivity – with the proportion of club members classed as inactive falling from 13% before joining the club to 2%.

1.5 Adult club members were asked about the number of days that they undertook physical activity – currently and before joining the club. Before joining the club, more than half of adult club members (55%) were active on three days a week or less. Since joining the club, most (79%) were active four days a week or more. Just a fifth (21%) were now active on three days a week or less.

² Activity levels were calculated using a mid point for the activity duration bands used within the survey.



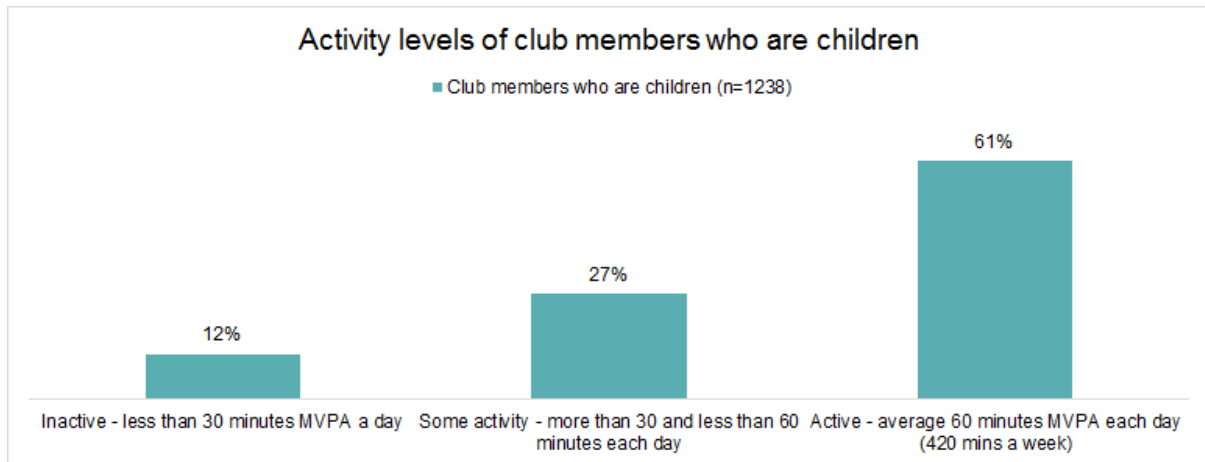
1.6 The amount of time spent carrying out physical activity has also increased. Nearly half (43%) of adult club members currently spend more than an hour being active, on each day they are active. This compares with a quarter (26%) before joining the club.



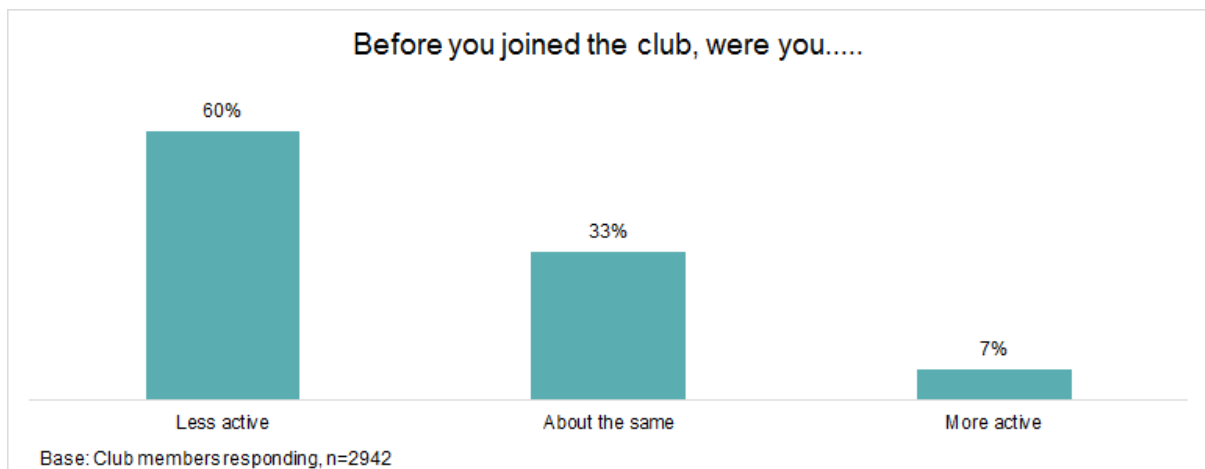
1.7 Equalities analysis shows that club membership has increased activity levels across all equalities characteristics.

Young people’s activity levels before and after joining the club

1.8 Young club members were asked about their current activity levels – but not their activity levels before joining the club. Analysis shows that most young club members responding to the survey are meeting the Scottish Government activity guidelines and are defined as being ‘active’ (61%). As explored later in this chapter, this is greater than the proportion of school pupils responding to the survey who were defined as being ‘active’ (40%).



1.9 Overall, 60% of club members (both adults and children) stated that they are more active because of the club.



Qualitative exploration with club members

1.10 The five focus groups with club members also highlighted that through participating in club activities, individuals had become more active. The focus groups were with older people, people who had previously been inactive, disabled people, people with learning difficulties and young people and adults in areas of deprivation.

1.11 Many of the older people and people with learning difficulties involved in the study indicated that if they were not coming to the club they would not be so

active. A few older people said that if they were not at the club, they might sit at home all day, watch TV and not get out of their chairs.

“It’s enabled me to maintain a level of fitness.”

Club member, older person

“It’s been really good for him. This is the only activity he has.”

Support worker, club member with a learning disability

“It’s given me the opportunity to do sport.”

Club member, adult, disadvantaged area

1.12 Young people in areas of deprivation also highlighted that they were more active on days of the week when they had club activity.

Example: Supporting inactive people to be active

One Community Sport Hub in a disadvantaged area has set up a project jointly with the local health centre. The health centre refers people with physical and mental health issues to the hub for group work and activity. Most participants have mental health issues including anxiety and depression. Participants mainly got involved because they were referred by their GPs. All felt that it was easy to get involved, and that people in the group were welcoming.

The club runs once a week for two hours, and participants do as much or as little activity as they like. They usually start with tea, snacks and chatting and go in and out of various activities including table tennis, badminton, bowls, crafts and bingo. Participants felt that the group worked well because it was very relaxed, very flexible about the extent to which people participate in activities, and had no pressure to play sport.

Outwith this group, many participants feel isolated and spend a lot of time at home on their own. Participants enjoyed the social aspect the most – meeting people, sharing their feelings and talking with people that have similar issues. Most had made new friends through the group, and some met up outwith the group. Participants all said that they would come to the club more if it was on more often. Most were not involved in any other clubs, and often this was the only activity they did outside their home.

“We don’t sell sport here... it’s more of a by-product.”

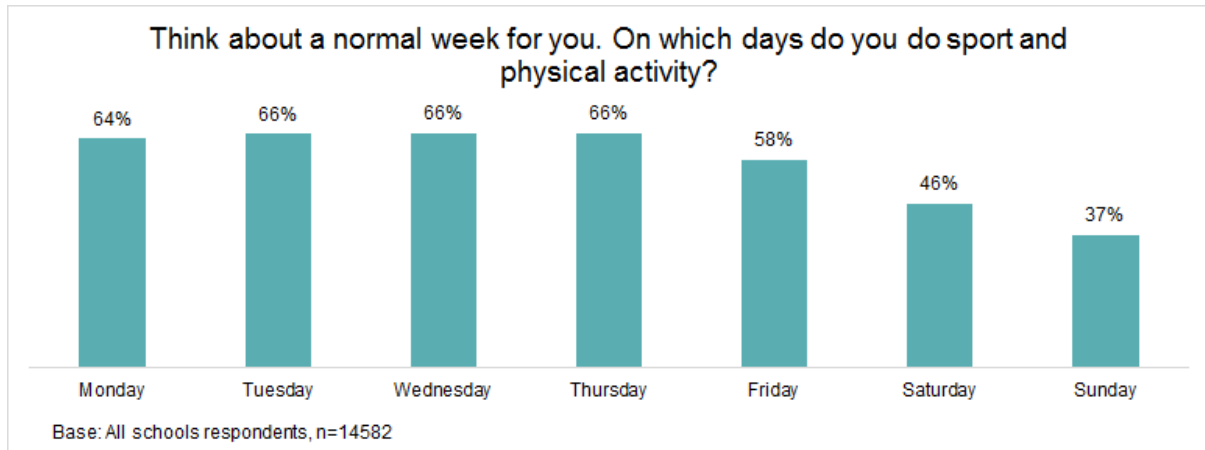
CSH officer

School pupils

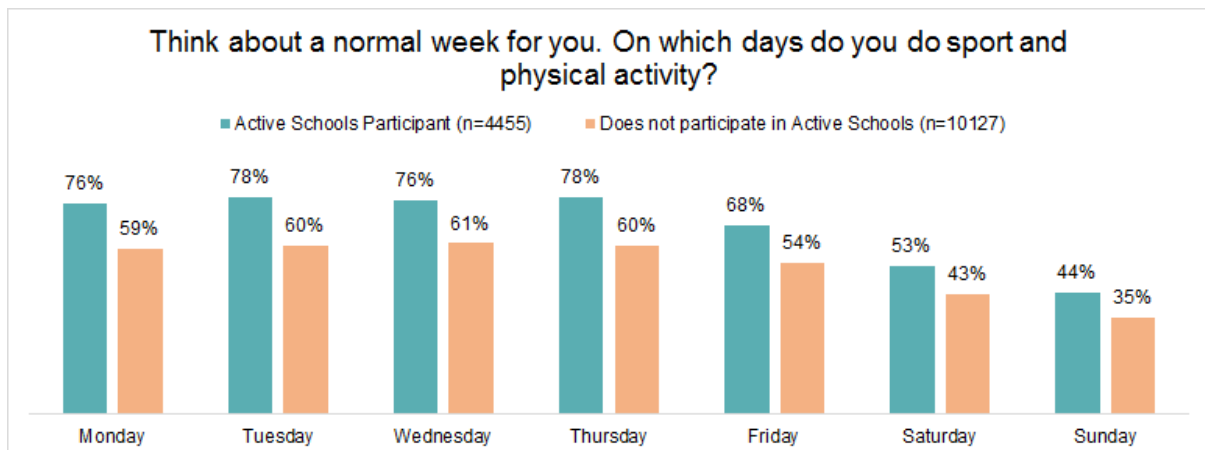
1.13 The survey included a detailed set of questions to explore how active school pupils were.

Activity by days of the week

1.14 Young people were asked about their activity by day of the week. As shown below, young people stated that they were most active on weekdays compared with weekend days.



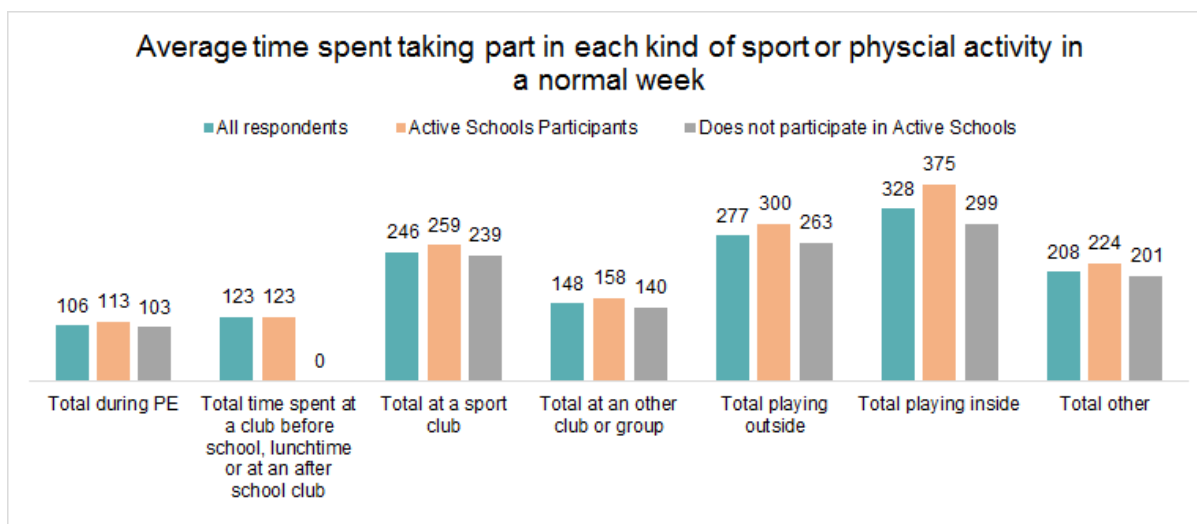
1.15 Comparison between Active Schools participants and non-participants shows that those who participate in Active Schools are more active on all days of the week.



Opportunities for sport and physical activity

1.16 Pupils were asked where they take part in sport or physical activity and for how long, for each day that they are active.

1.17 The chart below shows the average time (minutes per pupil) spent taking part in each kind of sport or physical activity in a normal week for each kind of activity undertaken. This has been calculated using only those respondents who gave a time for the activities they reported being active in. As shown, the greatest average time is spent per week in participating at a sports club with (average of 246 minutes per week), playing inside (average of 328 minutes per week), playing outside (average of 277 minutes per week) or at an other activity (average of 208 minutes per week).



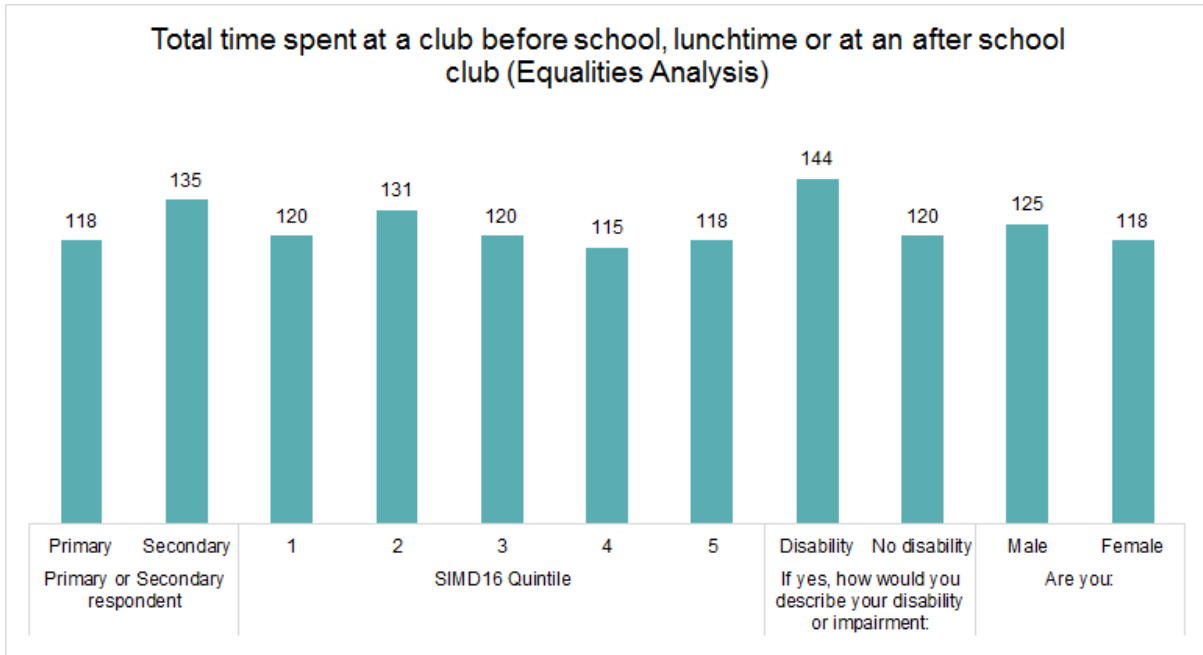
1.18 Analysis also showed significant differences in relation to the time spent being active for a number of different groups:

- Primary versus Secondary:** Primary pupils were more likely to spend time being active through play or physical activity inside. Secondary pupils were more likely to spend time being active at a sports club, at an other club and during PE. The time spent participating in PE per week is greater for S3 and S4 pupils who may have elected to take PE as a subject option. For S3, the average time spend in PE is 128 minutes per week, for S4, 141 minutes. This is compared to an average of 107 for S1 and 104 for S2.
- SIMD:** There was not a significant difference in relation to the average amount of time spent being physically active for those living in the most deprived areas compared to others. Those living in the least deprived areas were much more likely to spend time being physically active at a sports club whereas those living in the more deprived areas were more likely to spend time being physically active outside or inside rather than at a sports club.
- Disability:** Those who identified as disabled reported spending more time being active in Active Schools clubs and all other environments than pupils with no disability.
- Gender:** Males were generally more likely to report spending more time being physically active at sports clubs, playing outside and playing inside than females.

Average time spent participating in sport and physical activity for pupils active in each activity											
	Primary or Secondary respondent		SIMD16 Quintile					Disability		Are you:	
	Primary	Secondary	1	2	3	4	5	Disability	No disability	Male	Female
Total during PE	101	115	107	109	109	108	103	112	106	107	104
Total AS Club	118	135	120	131	120	115	118	144	120	125	118
Total at a sport club	224	304	238	250	265	272	283	254	251	256	236
Total at an other club or group	133	196	166	139	154	139	126	171	145	152	141
Total playing outside	276	280	307	305	293	272	224	322	274	305	244
Total playing inside	354	252	340	345	340	335	249	364	313	351	305
Total other	200	234	226	209	230	205	170	255	197	220	193

Detailed focus on Active Schools participation

- 1.19 Active Schools participants are spending on average 123 minutes a week at Active Schools activities. They are also more active across all activities generally, with Active Schools participants spending an average of 259 minutes per week at sport club activities compared to 239 for those that do not participate in Active Schools. They are also spending more time playing outside and inside than those who do not participate in Active Schools.
- 1.20 Analysis of those who participate in Active Schools activity shows that most groups report broadly similar average levels of activity – across SIMD quintiles, males and females and primary and secondary pupils.
- 1.21 However, secondary pupils, disabled pupils and young men spent a marginally higher average time at Active Schools activities.

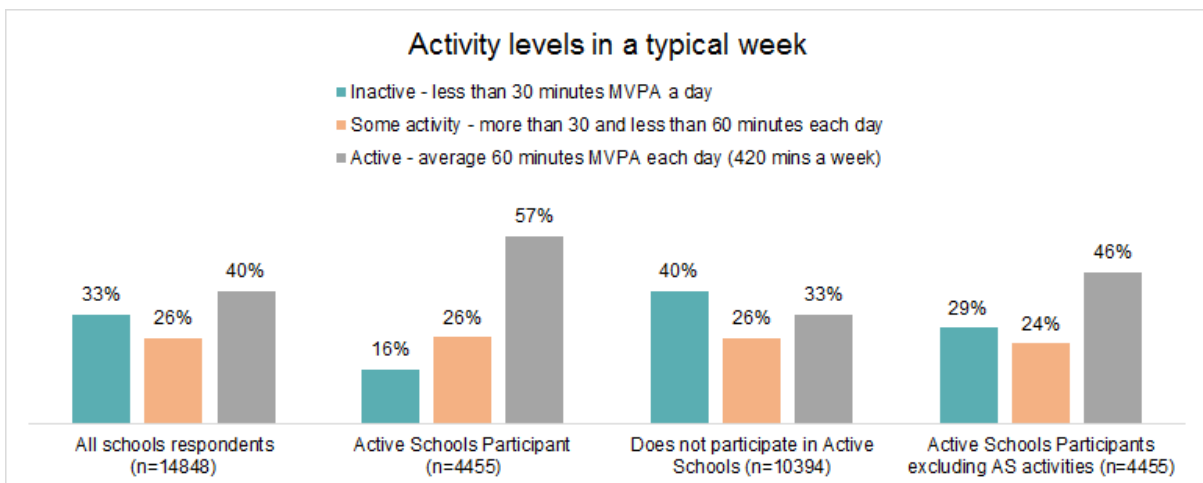


Overall physical activity levels of children and young people

1.22 The survey responses enabled analysis of physical activity levels among young people. This was undertaken using Scottish Government guidelines on physical activity levels³, which defines physical activity levels of children aged 2 to 15 years as:

- Inactive – less than 30 minutes a day
- Some activity – more than 30 and less than 60 minutes each day
- Active – average 60 minutes each day (420 mins a week).

1.23 This shows that overall, 40% of respondents are 'active'.



³ <http://www.gov.scot/About/Performance/scotPerforms/partnerstories/Outcomes-Framework/More-Active>

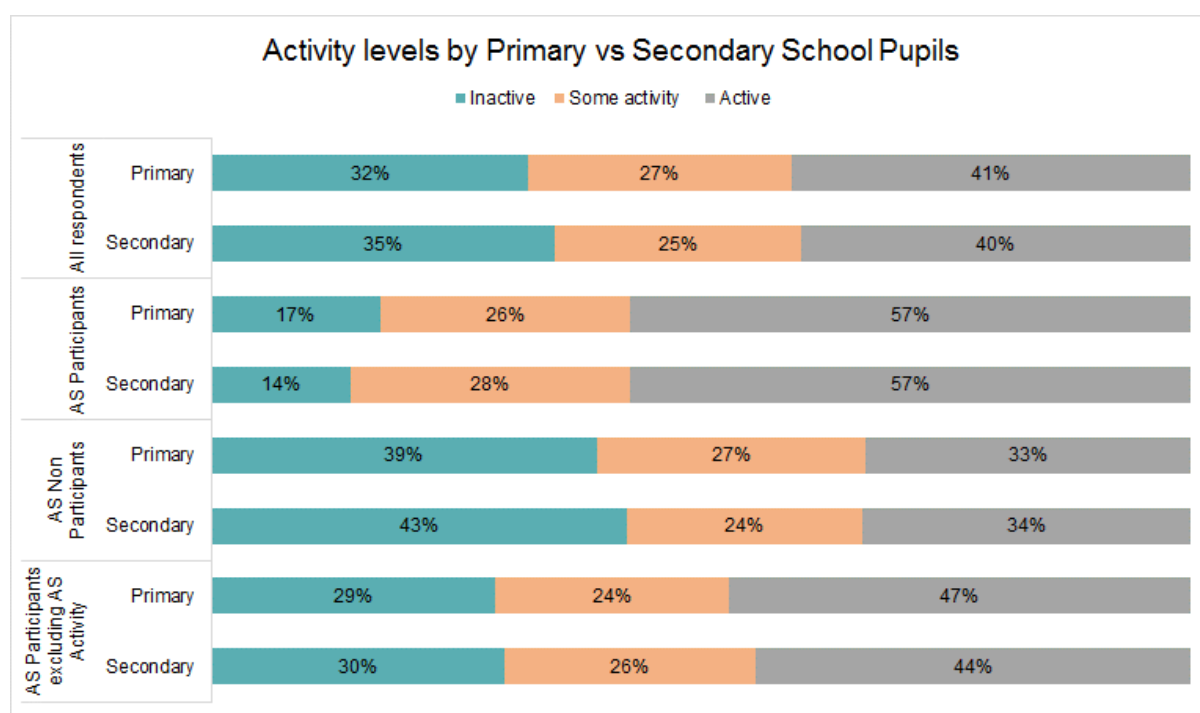
1.24 More than half (57%) of Active Schools participants who responded are 'active', compared to a third (33%) of those who do not participate in Active Schools. Even excluding the time spent participating in Active Schools activity, almost half (46%) of Active Schools participants are active. This suggests that Active Schools activities are making a positive contribution to children's activity levels.

1.25 Equalities analysis shows that Active Schools is increasing activity levels across all characteristics including primary and secondary pupils, pupils in the most deprived areas, disabled young people and both males and females.

Overall physical activity levels and primary and secondary pupils

1.26 Overall, levels of activity are similar between primary and secondary respondents – at 41% for primary pupils and 40% for secondary pupils. The same proportion (57%) of pupils in both primary and secondary schools who participate in Active Schools are 'active'.

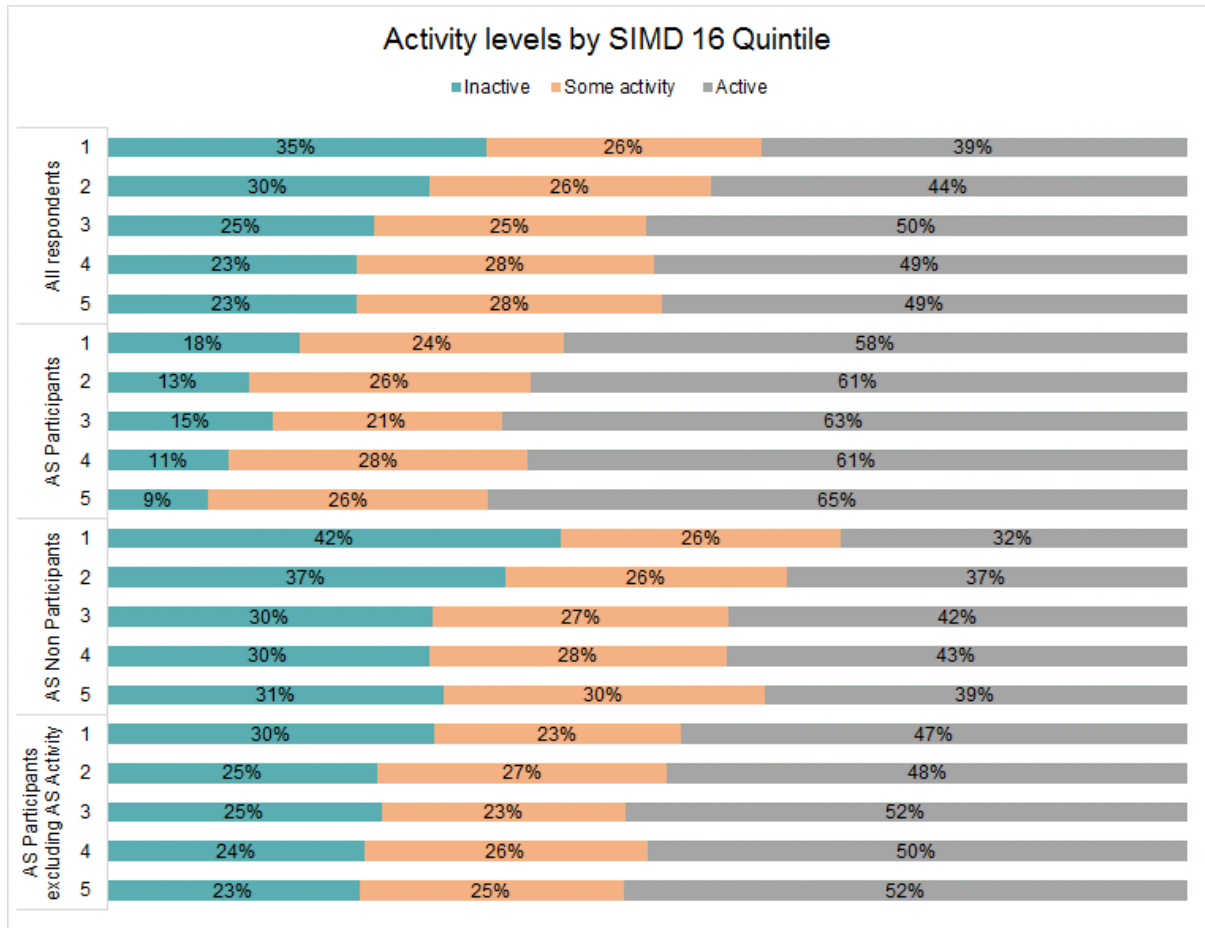
1.27 Active Schools participants in both primary and secondary schools have lower levels of inactivity. While almost half (43%) of secondary pupils not taking part in Active Schools were classed as inactive, this reduced to 14% for Active Schools participants. A similar pattern was seen for primary pupils.



Overall physical activity levels and deprivation

1.28 Analysis of the activity levels of all pupils highlights that those living in the most deprived 20% areas in Scotland are most likely to be inactive. Overall, 35% of this group is reporting as inactive. This is 42% for those not participating in Active Schools, and 18% for Active Schools participants living in the most deprived areas.

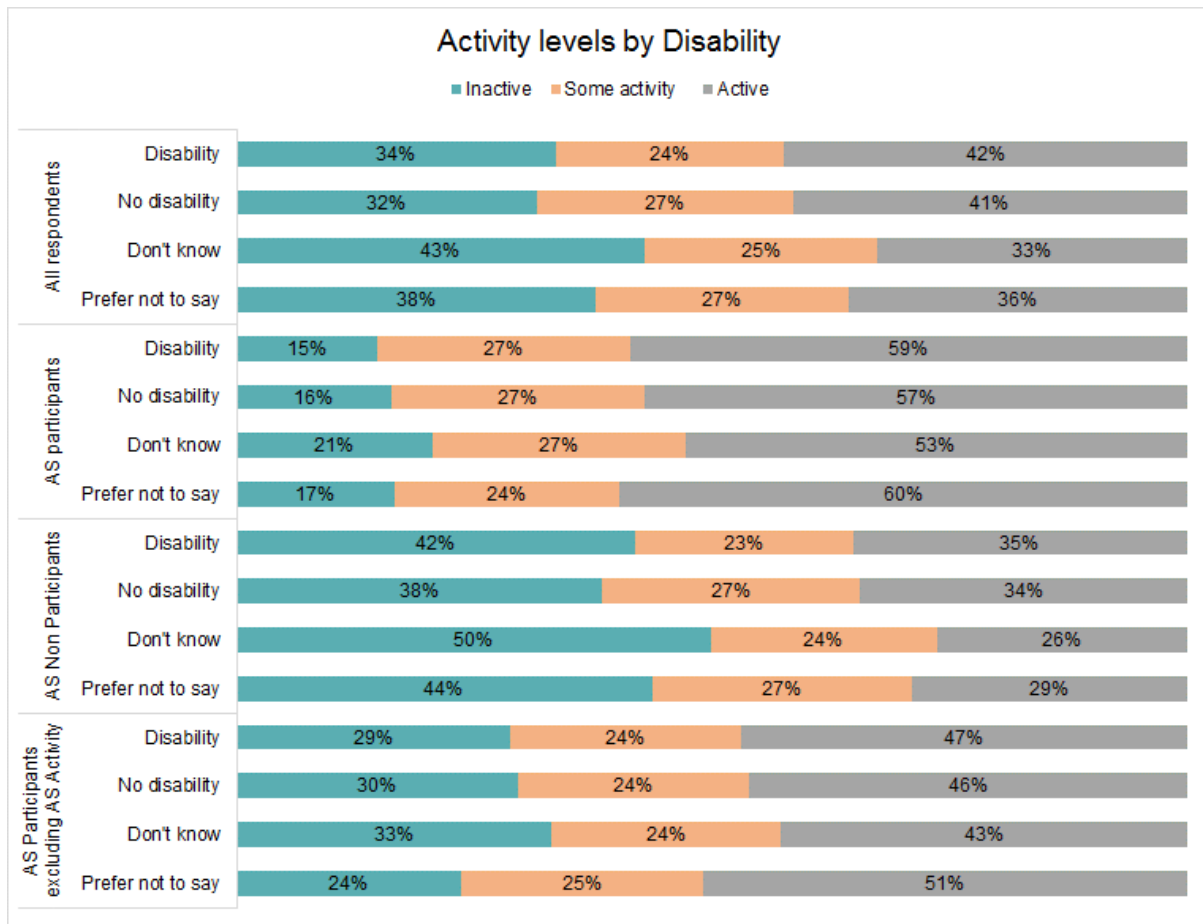
1.29 However, if Active Schools activity was excluded, the proportion of Active Schools participants in the most deprived areas classed as inactive would increase from 18% to 30%. Active Schools therefore has a positive contribution to the activity levels of those in the most deprived communities.



Overall physical activity levels by disability

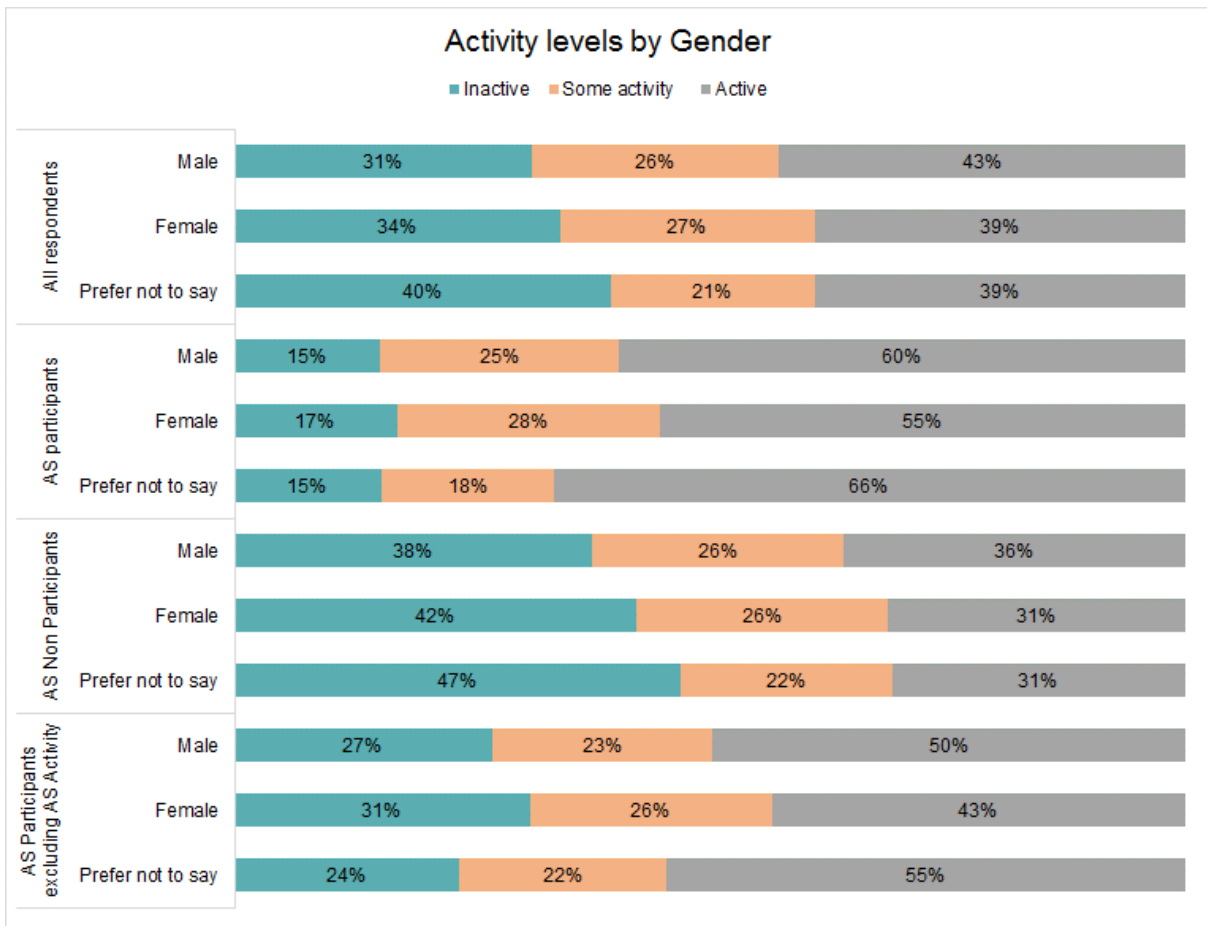
1.30 Overall, 42% of all disabled respondents were classed as 'active'.

1.31 For those participating in Active Schools, this rises to 59%. For those with a disability who do not participate in Active Schools activity, the proportion of respondents who are 'active' is 35%. Excluding Active Schools activity, the proportion of disabled pupils classed as 'active' falls from 59% to 47%. Active Schools is increasing the level of activity and decreasing the level of inactivity for disabled participants in mainstream schools.



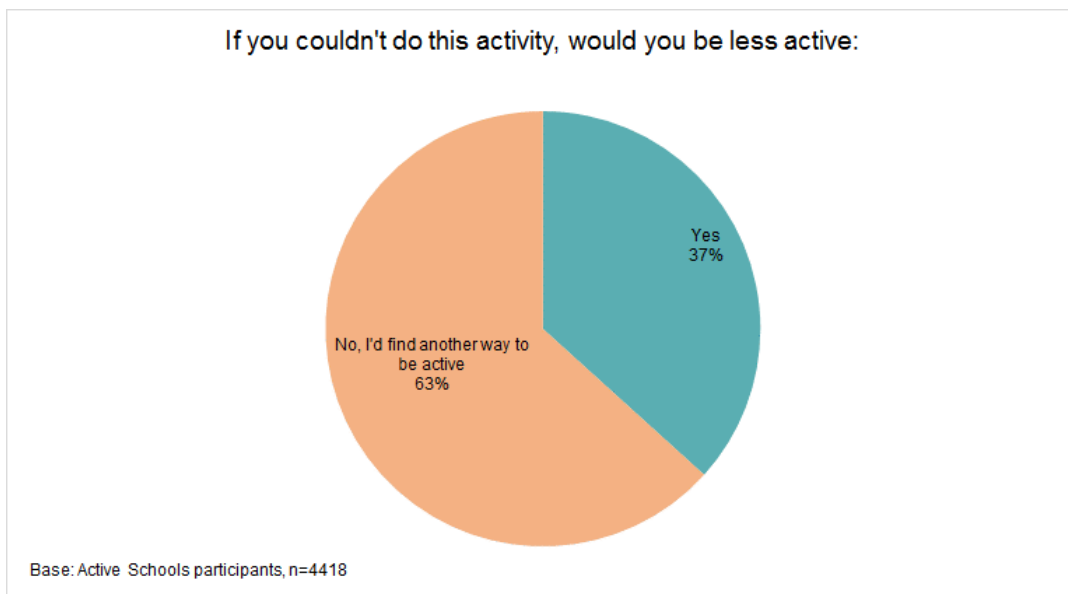
Overall physical activity levels by gender

1.32 Finally, analysis by gender shows that young men are more likely to be classed as 'active' than young women. Just under a third of young women (31%) who do not take part in Active Schools are classed as 'active', compared with over half (55%) of young women who do take part in Active Schools.



Activity levels if Active Schools was not available

1.33 All who participated in Active Schools were asked whether if they could not do this activity, they would be less active. Just over one third of respondents who participate in Active Schools (37%) said that they would be less active. The remaining 63% stated that they would find another way to be active.



1.34 Analysis shows that the following groups of respondents who participate in Active Schools activity were more likely to state that without Active Schools they would be less active:

- secondary pupils (49% would be less active without Active Schools); and
- disabled young people (42% would be less active without Active Schools).

Qualitative exploration with school pupils

1.35 In six focus groups with school pupils, the reasons for levels of physical activity were explored in more detail. These focus groups involved pupils who were less involved in Active Schools, pupils with additional support needs, and pupils from disadvantaged areas.

1.36 Pupils indicated that they were physically active through a range of activities including walking to school, playing in the local park or on local pitches, running, cycling or playing football, swimming, walking the dog and playing in the street. In one school, in a disadvantaged area, most pupils said that they spent a lot of time being physically active through playing in the street with friends. Most pupils involved in the focus groups were also involved in sports clubs – including football, running, boxing, swimming, dance and gymnastics. This was the case in the focus group with pupils in an area of high deprivation, as well as in the other focus groups.

1.37 Pupils who were less involved in Active Schools gave wide ranging and individualised reasons for not getting involved. These included:

- not having enough time to take part;
- time clashes – with other activities in or out of school;
- they weren't sure how to get involved;
- there were too many other distractions in their lives;
- they wanted more choice and a wider range of activities – including outdoor activities;
- there wasn't enough time to get changed;
- the equipment at the school was too old; and
- simply not being interested in physical activity.

1.38 Each reason was mentioned just one or two times. However, both primary and secondary pupils mentioned issues around not having enough time to get changed. In one school, a few S2 pupils said that activities should be better promoted with more encouragement to take part, but this issue was not raised in other focus groups.

1.39 Around half of the pupils who took part in the focus groups and were not involved in Active Schools were members of local sports clubs, sometimes very actively. For example, one pupil attended a kickboxing club five times a week – but didn't undertake Active Schools activity because her club activity took up too much of her time.

1.40 A few pupils said that they simply were not interested in sport or physical activity, and preferred engaging in creative activities like writing, going out with friends, or spending time on social media.

Chapter Two: ASOF Outcome 2: Staying active

Outcome 2: Summary

Club members

Just over a third (35%) of club members involved in the survey took part in more than one club. Younger children were most likely to participate in other clubs. Men and women were equally as likely to be involved in more than one club. However, disabled people and people in the most deprived areas are less likely to be members of more than one club.

School pupils

Most (94%) of Active Schools participants felt that doing sport and physical activity before or after school or at lunchtime made them want to be more active in the future. All equalities groups showed broadly the same levels of motivation to be active in the future.

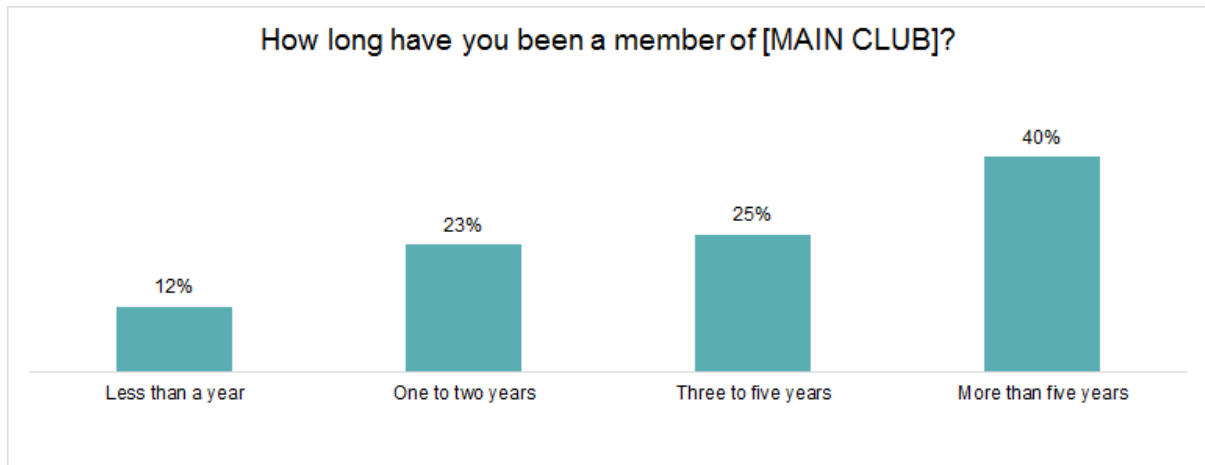
Introduction

- 2.1 This chapter explores how **sportscotland** has contributed to encouraging and enabling the active to stay active throughout life. This links directly with ASOF Outcome Two:

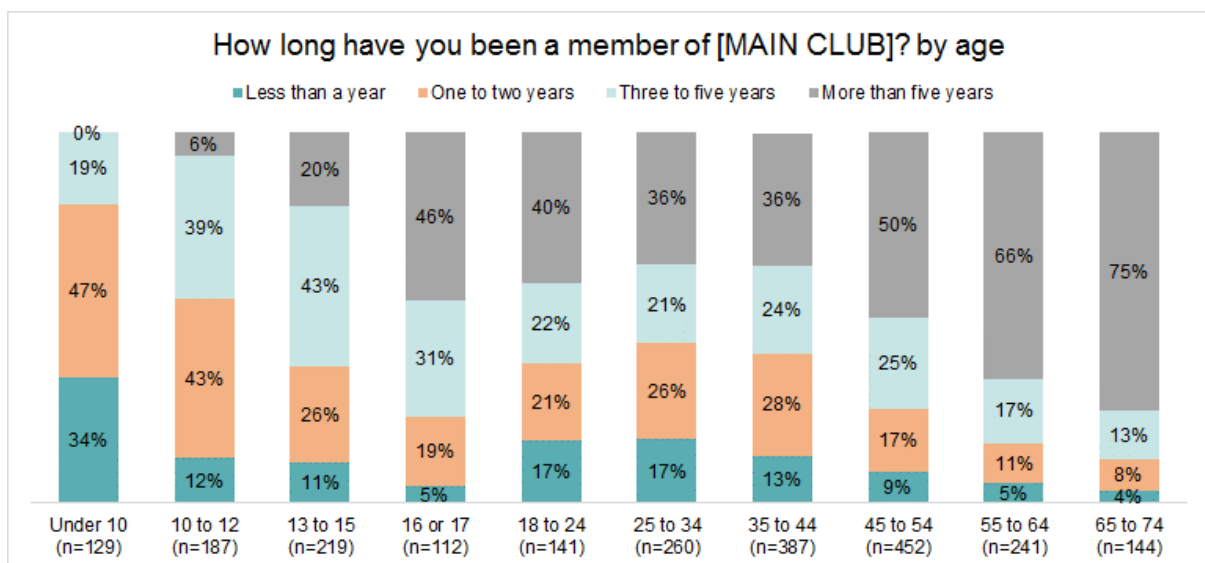
“We encourage and enable the active to stay active throughout life.”

Club members

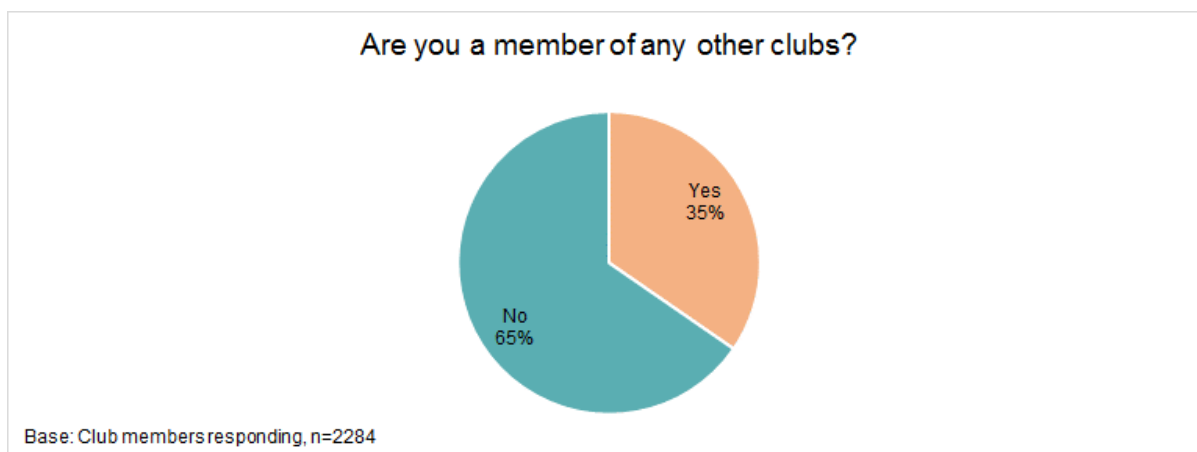
- 2.2 Club members were asked about the length of time they have been a member of their club. As shown, 40% have been a member of their club for more than 5 years. This analysis includes both adults and children.



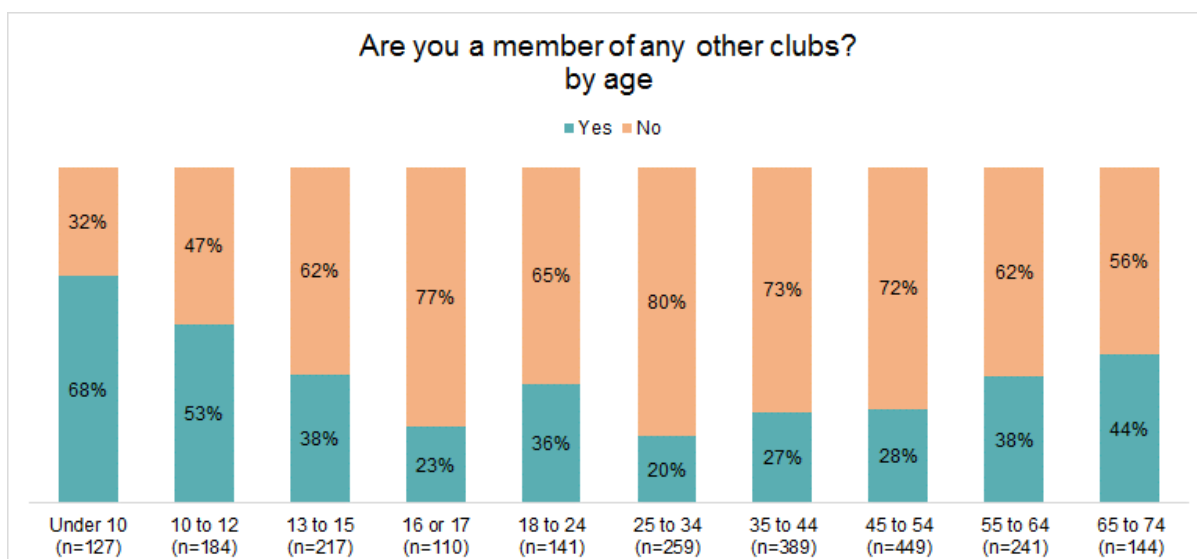
2.3 Analysis by age of club member shows, perhaps unsurprisingly, that younger members are less likely to have been a member of their club for a longer period of time. A third (34%) of club members aged under 10 had been a member for less than a year while three quarters (75%) of club members aged 65 to 74 had been a member of their club for more than 5 years.



2.4 Just over one third of club members (35%) take part in more than one club.



2.5 Analysis by age shows that younger children, in particular those aged under 10, are most likely to participate in other clubs. More than two thirds of children under 10 (68%) stated that they participate in other clubs. Club members aged 25 to 34 were least likely to participate in other clubs.



2.6 Equalities analysis shows that:

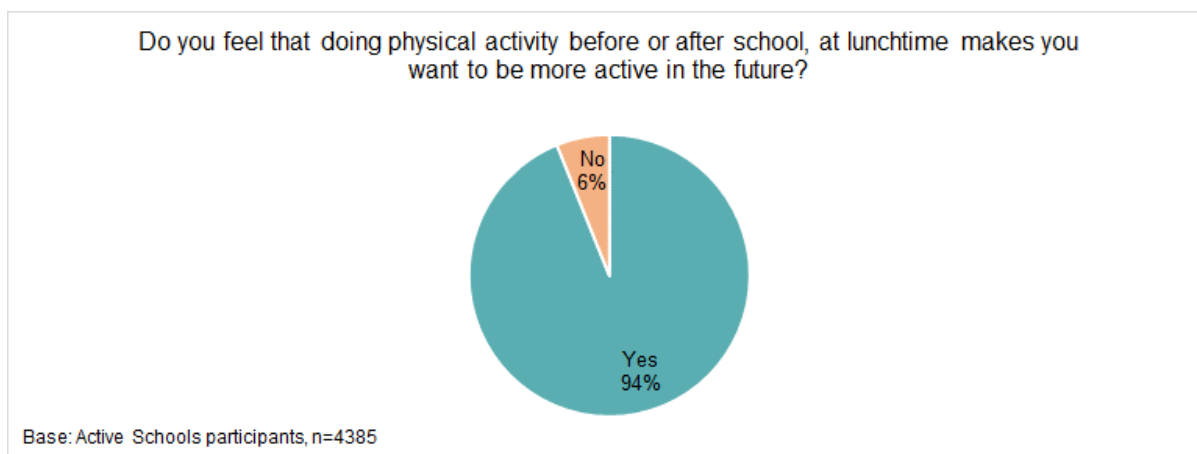
- 31% of those with a disability are a member of other clubs compared to 35% of those who do not have a disability;
- 35% of males and 34% of females are a member of other clubs; and
- 26% of those in the most deprived areas⁴ are a member of other clubs compared to 35% in other areas.

2.7 Focus group findings around the impact of club participation on encouraging people to be more active in the future, and go on to further sporting opportunities are explored in more detail in [Chapter Six](#).

⁴ Living in the 20% most deprived datazones, based on SIMD

School pupils

- 2.8 Active Schools participants were asked if they feel that doing sport and physical activity at a school club in their own time makes them want to be more active in the future. As shown below, 94% are motivated to be active in the future.



- 2.9 Analysis shows that all equalities groups are broadly as motivated to be active in the future, with responses ranging from 92% feeling motivated for those with a disability, 93% for those living in the most deprived areas, 94% for both secondary and primary pupils, 93% for males and 95% for females.

Qualitative exploration with school pupils

- 2.10 Pupils who were involved in Active Schools were asked what they would do if they didn't have this chance at school. Responses were mixed. Some said that they would find another way to be active, while others – often secondary school age pupils - said that they would do more sedentary activities.

"I'd go to the park to play."

School pupil, P7

"I'd go cycling if the weather was nice."

School pupil, P7

"I'd watch YouTube or Netflix."

School pupil, P7

"I'd go out with friends."

School pupil, S2

"I'd hang out with my mates."

School pupil, S3

2.11 Other key focus group findings around the impact of Active Schools on encouraging young people to be more active in the future, and go on to further sporting opportunities are explored in [Chapter Six](#).

Chapter 3: ASOF Outcome 3: Physical competence

Outcome 3: Summary

Club members

Club members were positive about the development of their sporting and physical activity skills through their club:

- 90% felt it had helped them to get better at sport or other activities;
- 85% felt it had helped them to be more confident in sport or physical activity; and
- 79% felt it had helped them to learn a new skill.

Young people, particularly those under 10, were most likely to state that they were improving in each of these areas through their club activity. Those living in the most deprived areas were also more likely to state that they were learning new skills and becoming more confident in sport and physical activity than other groups. Disabled people were least likely to feel they were improving in each of these areas through their club activity.

School pupils

Active Schools participants were positive about the development of their sporting and physical activity skills through their involvement in Active Schools (defined as physical activity at school, outside of PE):

- 83% felt it had helped them to learn a new skill;
- 79% felt it had helped them to get better at sport or other activities; and
- 76% felt it had helped them to be more confident in sport or physical activity.

Analysis shows broadly similar results across equalities groups. Secondary school pupils were most likely to feel that they were getting better at sport or other activities.

Introduction

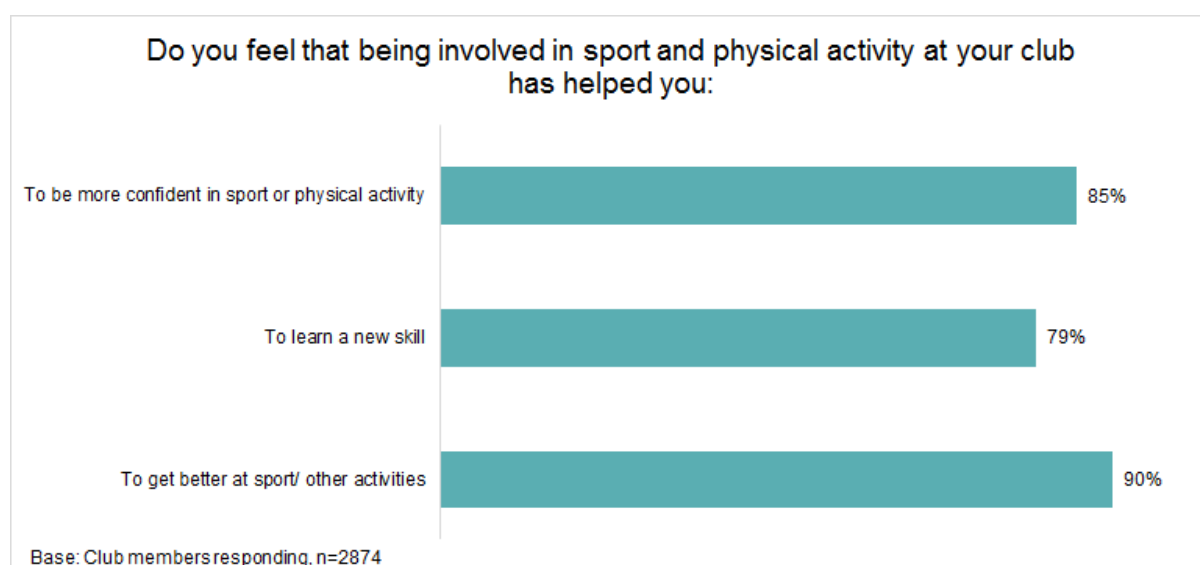
- 3.1 This chapter explores how **sportscotland** has contributed to developing physical confidence and competence. This links directly with ASOF Outcome Three:

“We develop physical confidence and competence from the earliest age.”

Club members

Survey findings

- 3.2 Club members (both adults and young people) were asked whether they feel that being involved in sport and physical activity at their club has helped them to develop their confidence and skills in sport and physical activity.
- 3.3 Respondents were positive, with most stating it has helped them to get better at sport/ other activities, be more confident in sport or physical activity or learn a new skill.



- 3.4 Analysis by equalities characteristics shows some variance between groups. The most notable difference was with respect to age where younger club members, particularly those aged under 10, were most likely to state that they felt they were getting better at sport/ other activities (96%), more confident in sport or physical activity (96%) and were learning a new skill (99%) than other age groups.
- 3.5 The variance with respect to other characteristics was less marked:
- **Being more confident in sport and physical activity:** ranging from 79% for disabled people (84% for those without) to 85% for those living in the most deprived areas (85% in other areas).
 - **Learning a new skill:** ranging from 78% for those without a disability (84% for those without) to 83% living in the most deprived areas (78% for those in other areas).
 - **Getting better at sport/ other activities:** ranging from 83% for those with a disability (89% for those without) to 89% for males (88% for females) and those living out with the most deprived areas (87% for those in the most deprived areas).

Qualitative exploration with club members

3.6 At the five focus groups with club members, most were positive about the impact of their club activity on their physical confidence and competence. Club members indicated that they were fitter and gaining confidence in playing sport. Many said that they were learning new skills and improving their reflexes and their coordination.

“I feel a sense of achievement.”

Club member, young person, disability club

“I feel like a pro.”

Club member, adult with learning difficulties

“Last week, I definitely felt better as a result of the playing and the people I was playing with.”

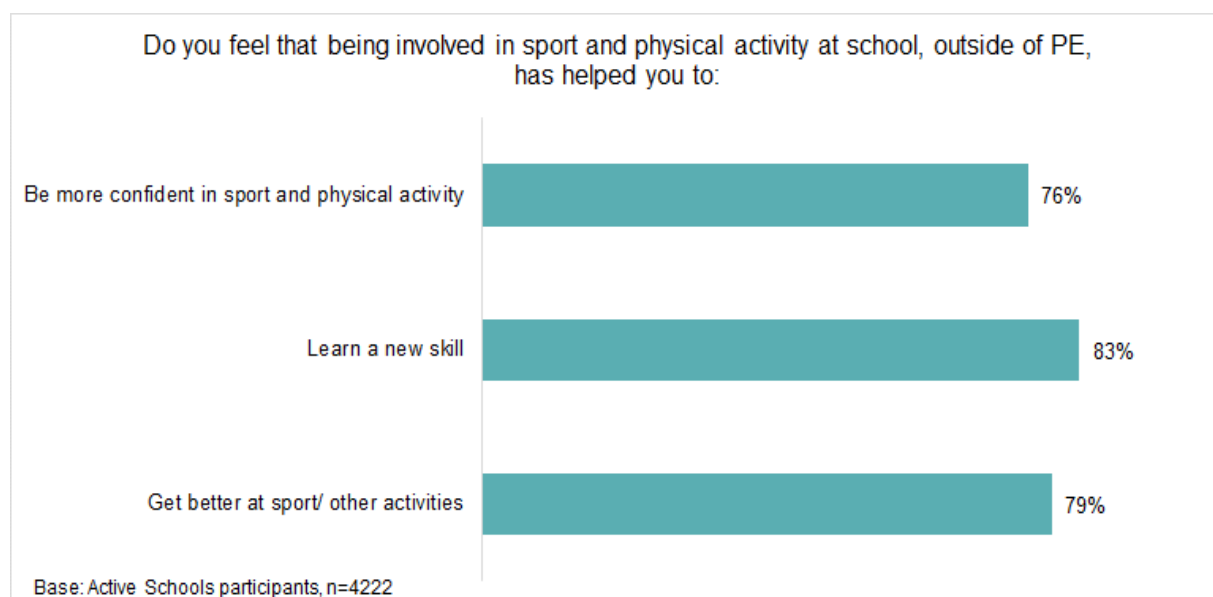
Club member, older person

3.7 A small number of club members involved in the focus groups had also achieved coaching qualifications and competed with their club.

School pupils

Survey findings

3.8 Active Schools participants were asked if they believe that being involved in sport and physical activity at school (outside of PE) has helped them to be more confident in sport and physical activity, learn a new skill or get better at sport or other activities. Active Schools participants were positive in this respect, as shown below.



3.9 Analysis shows similar results for all equalities groups:

- **Being more confident in sport and physical activity:** ranging from 83% for those living in the most deprived areas and disabled young people, to 85% for those living in other areas.
- **Learning a new skill:** ranging from 81% for secondary school pupils and disabled young people to 84% for primary school pupils and those without a disability.
- **Getting better at sport/ other activities:** ranging from 76% for disabled young people to 82% for those in secondary school.

Qualitative exploration with school pupils

3.10 The six focus groups with school pupils involved exploration of the impact of participating in **sportscotland** supported activity in the schools and education environment, in relation to physical confidence and competence.

3.11 Overall, pupils felt that they were getting better at sport as a result of taking part in Active Schools activity. This included both individual skills and teamwork skills. A few indicated that they were able to learn from one another.

“It feels like it’s pushing me.”

School pupil, ASN, secondary

3.12 In particular, some pupils with additional support needs indicated that they felt stronger and fitter as a result of taking part in Active Schools activities. Some indicated that their coordination was improving.

3.13 Some pupils had been involved in competitive opportunities through **sportscotland** supported activity. These pupils felt very proud of their achievements in competitions, and felt that their skills were improving. A few had won medals and had competed locally, and one had competed internationally.

“I’m still speechless. I felt really, really happy and really emotional.”

School pupil, ASN, secondary

Chapter Four: ASOF Outcome 4: People and places

Outcome 4: Summary

The survey of club members and pupils did not explore **sportscotland's** contribution to Outcome Four: We improve our active infrastructure – people and places. However, the wider evaluations of **sportscotland** supported work in the clubs and communities and schools and education environments highlighted achievements in these areas. For more detailed information, please refer to the full evaluation reports on the **sportscotland** website.

Clubs

Clubs supported by **sportscotland** have seen increases in the number of coaches they work with, with a higher percentage increase in female coaches than male coaches. Where clubs had received support through the Sport Facilities Fund this was helping to provide opportunities for the club and local community. Clubs had also been supported through Community Sport Hubs and **sportscotland** supported SGB (Scottish Governing Body for Sport) regional posts to improve access to facilities, share resources and make best use of facilities.

Schools

The Active Schools programme was seen by many as underpinning other **sportscotland** supported work in schools. Pupils and teachers believed Active Schools teams to be enthusiastic, responsive, innovative and organised. Most teachers (81%) valued the support offered by the ASC.

The skills of Active Schools deliverers were rated highly, although skills did vary dependent on the individual. Most deliverers were happy with the support they received.

The evaluation of **sportscotland** supported work in schools found, based on a small number of interviews, that recipients of the Sport Facilities Fund were very positive about the impact of new facilities. This included greater use and access and enhanced school to club pathways.

Introduction

- 4.1 The survey of pupils and club members did not explore **sportscotland's** contribution to Outcome Four:

“We improve our active infrastructure – people and places.”

- 4.2 However, the wider evaluations of **sportscotland** supported work in the schools and education and clubs and communities environments highlighted achievements in these areas. This chapter summarises key themes emerging, at high level, from the evaluations in relation to people and places.

Clubs and communities

People

- 4.3 The wider evaluation of **sportscotland** supported work in the clubs and communities environment highlighted that clubs have seen increases in the number of coaches they work with, with a higher percentage increase in female coaches than male coaches across all three programmes.
- 4.4 In the five focus groups with club members, the quality of people in the clubs and communities environment was not specifically explored. However, one support worker commented positively on the skills of coaches in relation to supporting people with learning difficulties.

“The coaches have used lots of different techniques to engage people, develop their skills and their hand-eye coordination.”

Support worker for club member

Places

- 4.5 From the wider evaluation of **sportscotland** supported work in the clubs and communities environment, it was clear that having affordable, accessible and high-quality facilities was an important issue for clubs. Where clubs had received support through the Sport Facilities Fund this was helping to provide opportunities for the club and local community. Clubs have also been supported by CSHs and SGB regional posts to improve access, share resources and make best use of facilities.
- 4.6 Many clubs and groups mentioned the lack of suitable facilities as being a barrier to their growth. The main challenges for clubs were around access to facilities, where access was limited, costly or required members to travel long distances.
- 4.7 In the five focus groups with club members, a small number of club members talked about availability of places to undertake sport and physical activity being a barrier to participation. This was a particular issue for disabled people, with a few finding that access to opportunities could be constrained by access to facilities. For example, one young woman found that when the local swimming pool was no longer able to offer dedicated time for disabled swimmers, taking part in swimming became more challenging.

“It can be busy and you can get distracted.”

Club member, disability group

- 4.8 However, the creation of a hub focusing on opportunities for disabled people had helped a little.

“It is becoming much more connected and organised... the Hub is improving those connections.”

Parent of club member

Schools and education

People

- 4.9 The evaluation of **sportscotland** supported work in schools and education found that the Active Schools programme was seen by many as underpinning the other **sportscotland** supported work in schools. Pupils and teachers believed Active Schools teams to be enthusiastic, responsive, innovative and organised.
- 4.10 Most teachers (81%) indicated that they valued the support offered by the ASC ‘a lot’. Teachers made very positive comments about their ASCs describing them as amazing, enthusiastic, hardworking, approachable, responsive, helpful, flexible, committed, friendly, passionate, inspirational, resourceful, organised and innovative.
- 4.11 Most Active Schools deliverers are volunteers (87%). Pupils and teachers make up over half of volunteer deliverers. The number and proportion of pupils delivering Active Schools has increased over time. In 2016 there were more than 20,200 volunteer deliverers. This has increased significantly since 2011, when there were almost 13,200 volunteer deliverers.
- 4.12 The skills of deliverers were generally rated highly. Paid coaches tended to be rated more highly than volunteers. Most felt that deliverers were enthusiastic and dedicated, but that skills varied dependent on the individual. Different deliverers brought different skills. Professional coaches brought sporting and coaching knowledge; teachers brought class control and behaviour management; and senior pupils related well to other pupils and were very enthusiastic.
- 4.13 Most deliverers were happy with the support they received. Most Active Schools deliverers felt that the support they received was very (58%) or fairly (33%) helpful.

Places

- 4.14 The evaluation of **sportscotland** supported work in schools and education found, based on a small number of interviews, that the experience of schools and local authorities which had accessed funding through the Sport Facilities Fund was broadly positive, and most were content with the support provided by **sportscotland**.

4.15 Recipients of funding were very positive about the impact of the new facilities. This included greater use and access; better health and safety; enhanced school to club pathways and links; development of more sustainable sport clubs; development of interest in new sports; and supporting a more vibrant school PE department.

Chapter Five: ASOF Outcome 5: Wellbeing and resilience

Outcome 5: Summary

Club members

Club members found that taking part in sport and physical activity has helped them to feel:

	Adults	13 to 17 year olds	Under 13s
Healthy	92%	100%	100%
Included/ helps make friends	72% to 80% ⁵	96% ⁶	96%
Confident	59% to 79% ⁷	96%	97%

School pupils

Most pupils (92%) felt that taking part in sport and physical activity made them feel happy. Secondary school pupils and disabled pupils were least likely to say that taking part in sport and physical activity made them feel happy. However, secondary pupils and disabled pupils who took part in Active Schools activities were much more likely to say it did make them feel happy.

	Active Schools participants	Non Active Schools participants
Healthy	98%	95%
Included/ helps make friends	87% to 91%	75% to 78%
Confident	92%	85%
Interested in new things (secondary pupils only)	88%	76%

In the six focus groups with pupils, most of those who took part in sport and physical activity said that they felt healthier and happier when taking part in physical activity. Most felt it also made them feel confident and able to make friends. A few mentioned wider impacts in relation to increasing focus in school and managing anger.

⁵ 72% said it helped them feel close to other people, 76% felt more involved in the community and 80% felt included

⁶ 96% stated it helped to make friends and 96% stated it made them feel included

⁷ 59% felt more able to make their mind up; 63% able to deal with problems well; 73% able to think clearly; 75% optimistic about the future; 78% relaxed and 79% useful

Introduction

5.1 This chapter explores how **sportscotland** has contributed to supporting wellbeing and resilience. This links directly with ASOF Outcome Five:

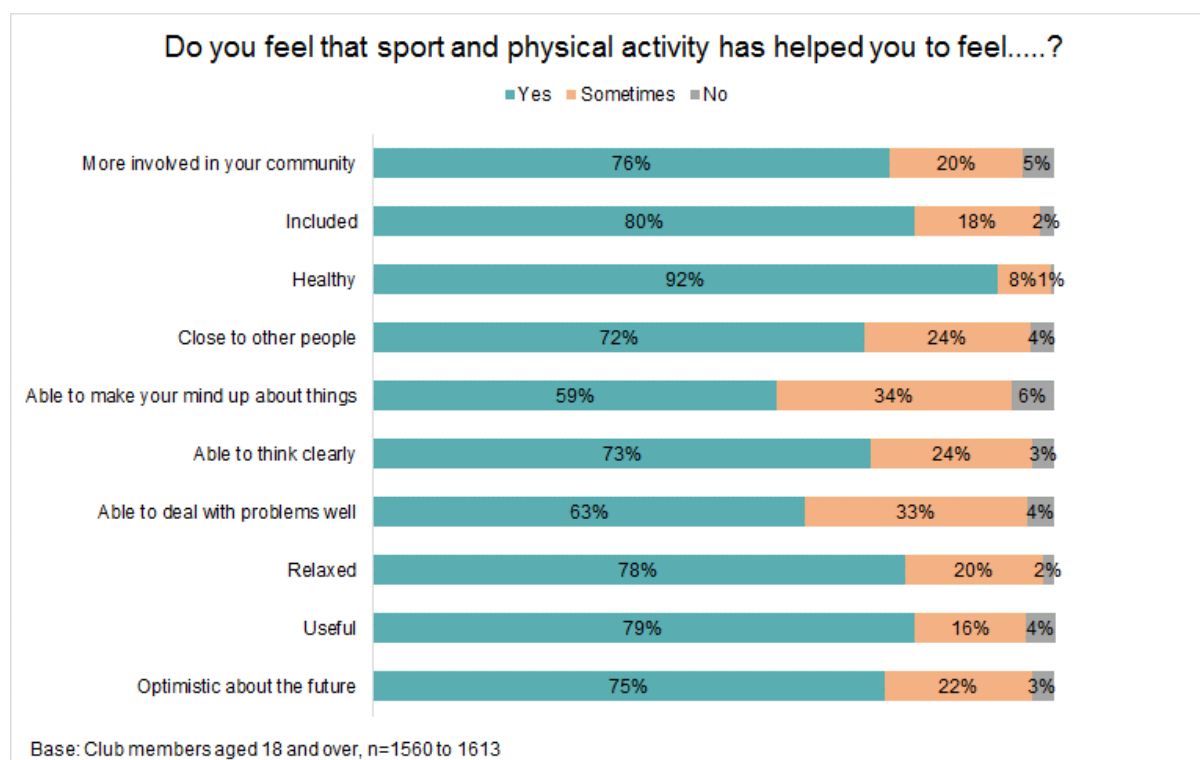
“We support wellbeing and resilience in communities through physical activity and sport.”

Club members

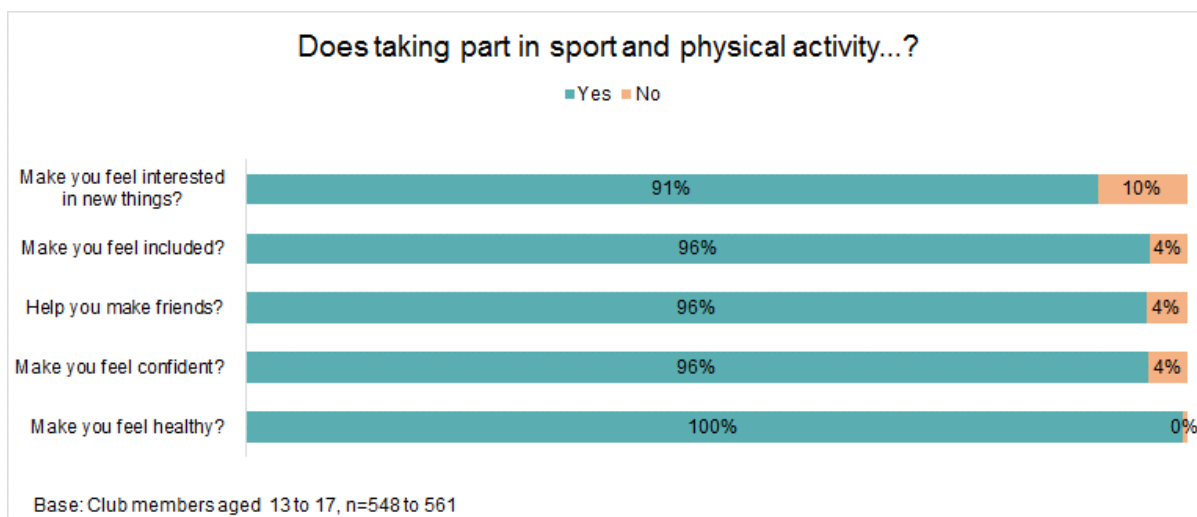
Survey findings

5.2 Adult club members were asked a set of questions about how sport and physical activity has helped them to feel. As shown below, adult club members were most likely to state that sport and physical activity has helped them feel:

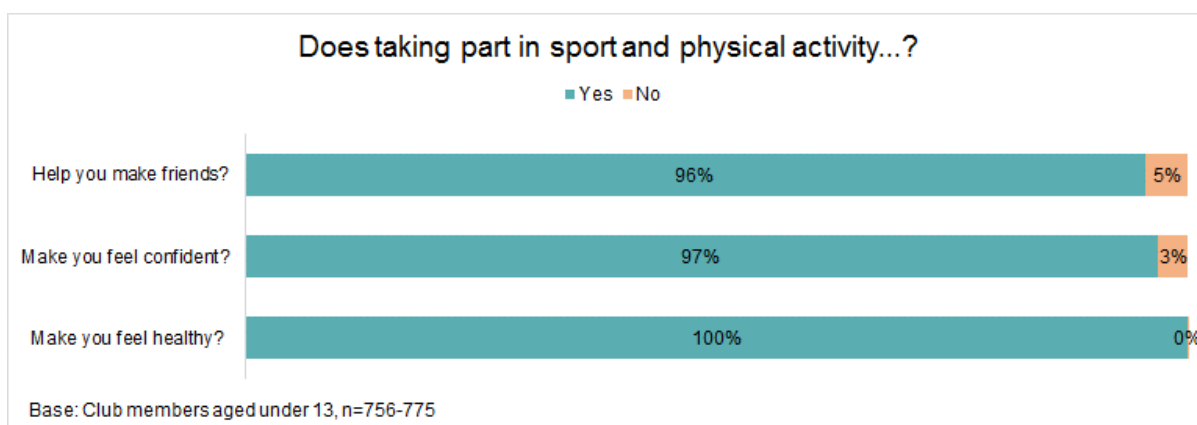
- Healthy (92%)
- Included (80%)
- Useful (79%)
- Relaxed (78%).



5.3 Club members aged 13 to 17 years of age were also asked a similar set of questions about the impact of taking part in sport and physical activity. This age group was particularly positive about the impact of participation. All said that it makes them feel healthy, and almost all said it made them feel confident, included and helped them make new friends. 91% said it makes them feel interested in new things.



5.4 Under 13s were asked simpler questions. The results were very positive, with all stating that taking part in sport and physical activity makes them feel healthy, 97% that it makes them feel confident and 96% that it helps them make friends.



Qualitative exploration with club members

5.5 Discussion with club members found that many believed that they were becoming healthier and fitter. Many of the people involved in the five focus groups were disabled, older or were previously inactive. Club members felt that they were becoming physically fitter, losing weight in some instances, improving muscle tone, and also seeing wider impacts on health such as better sleeping and more energy.

5.6 Many highlighted the positive impact of club sport on their mental health. Many pointed to a sense of community, having developed real friendships, feeling good about getting out of the house, and feeling better because of concentrating on sporting activity rather than wider issues in their lives.

“It takes your mind off things because you’re concentrating.”

Club member, older person

“It helps me get out of the house and that helps me get out of my own mind a bit.”

Club member, adult, inactive to active

“I have made a lot of friends.”

Club member, young person, disability group

- 5.7 In one group, most participants said they felt more confident in themselves as a result of the club activities. In this group, participants all felt that the club helped them improve their physical health, particularly those who didn't get out of the house other than to attend the group. All of these participants felt the group helped with their mental health.

“Sometimes you feel you can talk about things in the group that you can't talk about with family or friends... you don't feel judged.”

Club member, older person

“It gives me a focus.”

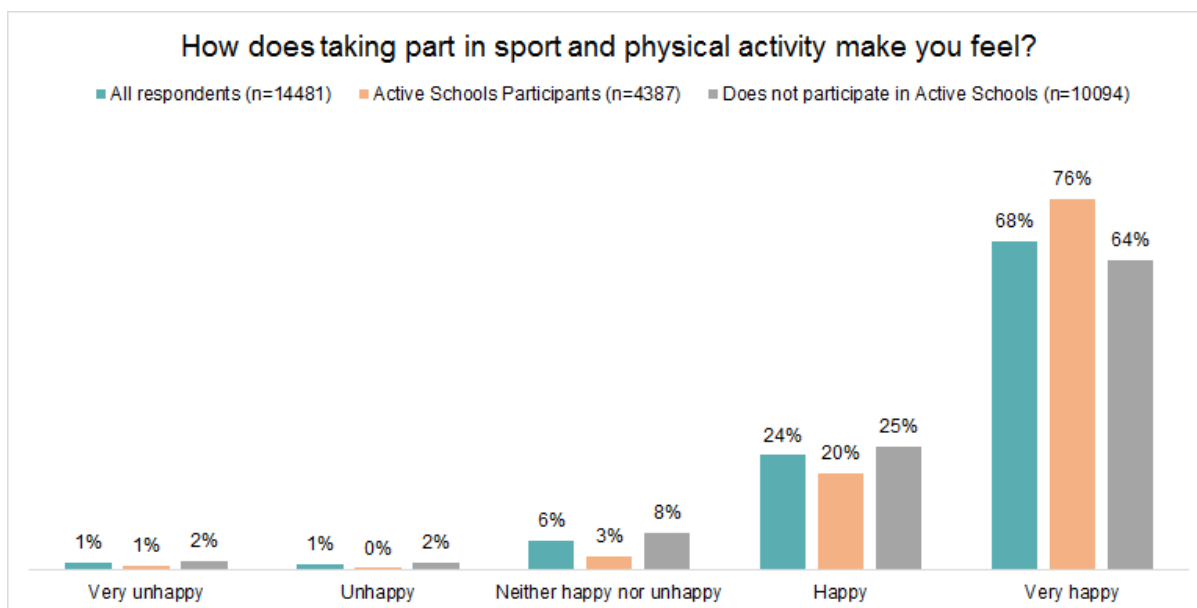
Club member, older person

- 5.8 A few younger club members indicated that they had improved their communication skills, felt more comfortable within themselves and become more independent – which had positively impacted on their school life.
- 5.9 Many club members highlighted that these positive benefits had occurred because of the welcoming environment within the club, and the focus on community and friendship.

School pupils

Survey findings

- 5.10 All school pupils were asked how taking part in sport and physical activity makes them feel. They responded on a sliding scale where a smiley face moved from being very unhappy through to very happy. The analysis of the responses received are shown below. The vast majority of respondents stated that taking part in sport and physical activity makes them feel happy, with 24% stating happy and 68% stating very happy.

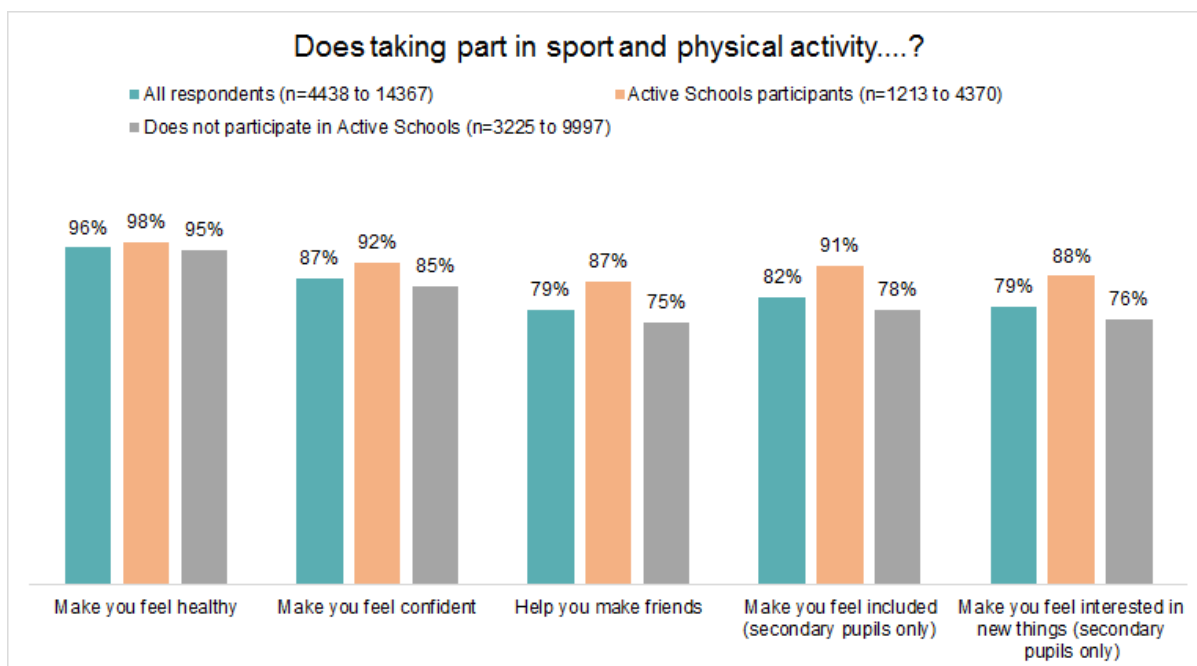


5.11 Analysis of the proportion of respondents who stated that they were very happy or happy by a range of factors shows that Active Schools participants were most positive about how taking part in sport and physical activity made them feel.

5.12 Overall, secondary school pupils and disabled pupils were least likely to state that taking part in sport and physical activity generally made them feel either happy or very happy. However, secondary school pupils and disabled pupils participating in in Active Schools activities were significantly more likely to state that taking part made them feel happy.

How does taking part in sport and physical activity make you feel? (% happy or very happy)								
	Primary	Secondary	Most deprived 20%	Other areas	Disability	No disability	Male	Female
All respondents (n=14481)	94%	86%	92%	93%	88%	93%	92%	92%
Active Schools Participants (n=4387)	97%	95%	98%	97%	95%	97%	96%	97%
Does not participate in Active Schools (n=10094)	93%	83%	90%	91%	85%	91%	90%	89%

5.13 With respect to wellbeing and resilience, school pupils responding were asked to state whether taking part in sport and physical activity makes them feel a variety of ways. The results of this are shown in the chart below. It illustrates the proportion of respondents stating 'yes' to each question. The first three aspects were asked of primary and secondary pupils and the last two were asked only of secondary pupils.



5.14 As shown, respondents were most likely to state that taking part in sport and physical activity makes them feel healthy (96%). Analysis for Active Schools participants shows a more positive response for all aspects relating to wellbeing. The greatest difference noted related to ‘making you feel included’ for secondary pupils. While 78% of secondary school pupils who do not participate in Active Schools say taking part in sport and physical activity helps them feel included, this rises to 91% for those who participate in Active Schools.

Qualitative exploration with school pupils

5.15 In the six focus groups with pupils, most of those who took part in sport and physical activity said that they felt healthier and happier when taking part in physical activity. Almost all pupils who were quite active – particularly through Active Schools - said that taking part in sport and physical activity made them feel healthier. However, pupils who were less active were far less likely to say that taking part in sport and physical activity made them feel healthy.

5.16 Most pupils who were quite active felt that it also made them feel confident and able to make friends. A few mentioned wider impacts in relation to increasing focus in school and managing anger.

“I feel like football helps you keep your anger down.”

School pupil, P5, disadvantaged area

“It makes you feel like you have done something, and you have been socialising too.”

School pupil, S3

5.17 Some pupils with ASN indicated that they felt excited and nervous before competitions, but calm, tired and proud afterwards. They felt that this was good for you.

Example: Reducing challenging behaviour in schools

In one area, P5 pupils had been involved in a targeted Active Schools initiative which aimed to reduce fighting in the school playground. This initiative was developed in a school with high levels of deprivation. The Active Schools team invited local clubs to support the initiative, and had a high level of interest. A bowling club was selected, to deliver activity to the pupils involved in fighting, along with some buddies who had not been involved.

The pupils were aware that not everyone was invited to join the project, but got involved because they felt it looked interesting. The pupils enjoyed the activity because it was not competitive, and they felt that people were less likely to get upset as a result. A few pupils said that it helped them to focus in class, concentrate better and manage their anger more effectively.

“It’s helped me with my writing because I can focus better now.”

P5

One pupil who was relatively new to the school found that this project, and wider sporting activity, had really helped him to make friends and increase his confidence. This pupil now felt much happier at school.

“I started with no confidence because I didn’t know if I would have any friends.”

P5

“It makes school fun.”

P5

Chapter Six: ASOF Outcome 6: Sporting opportunities

Outcome 6: Summary

Club members

Adult club members had largely joined sports clubs to:

- learn or improve skills (58%);
- socialise and meet other people (46%);
- keep fit (42%); and
- challenge themselves (40%).

Young club members had largely joined to be healthy and keep fit. Most club members aged 13 and over (91%) felt that they were achieving their goals.

There were significant variances in the reasons for joining by respondent age. However, socialising and keeping fit were common reasons for joining across all age groups. Analysis shows similar reasons for joining clubs across other equalities characteristics.

Almost half of club members (49%) believed that being involved in a club had also helped them to be more active outside the club. Over a third (36%) said it had helped them to get more interested in other sports clubs or groups.

School pupils

Active Schools participants generally felt that being involved in Active Schools activity (defined as sport and physical activity at school, outside of PE) had helped them to be more active outside school (84%) and get more interested in other sports clubs or groups outside school (66%).

Secondary pupils were asked what they wanted to achieve through taking part in sport and physical activity. Active Schools participants most commonly stated they wanted to be healthy, fit and better at sport. Just over three quarters of respondents (76%) believed they were achieving these goals.

Introduction

6.1 This chapter explores how **sportscotland** has contributed to supporting participation and progression. This links directly with ASOF Outcome Six:

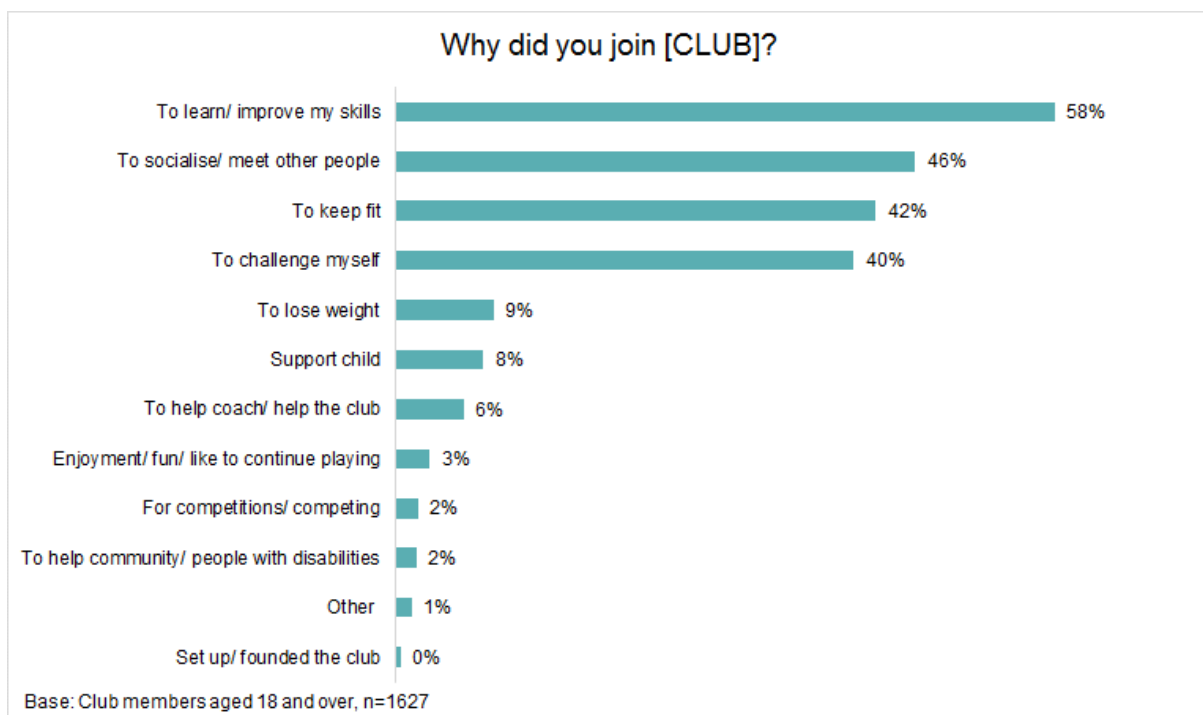
“We improve opportunities to participate, progress and achieve in sport.”

Club members

Reasons for joining the club

6.2 Adult club members were asked about their motivation for joining their club. As shown below, the most common reasons given were:

- to learn/ improve my skills (58%);
- to socialise/ meet other people (46%);
- to keep fit (42%); and
- to challenge myself (40%).

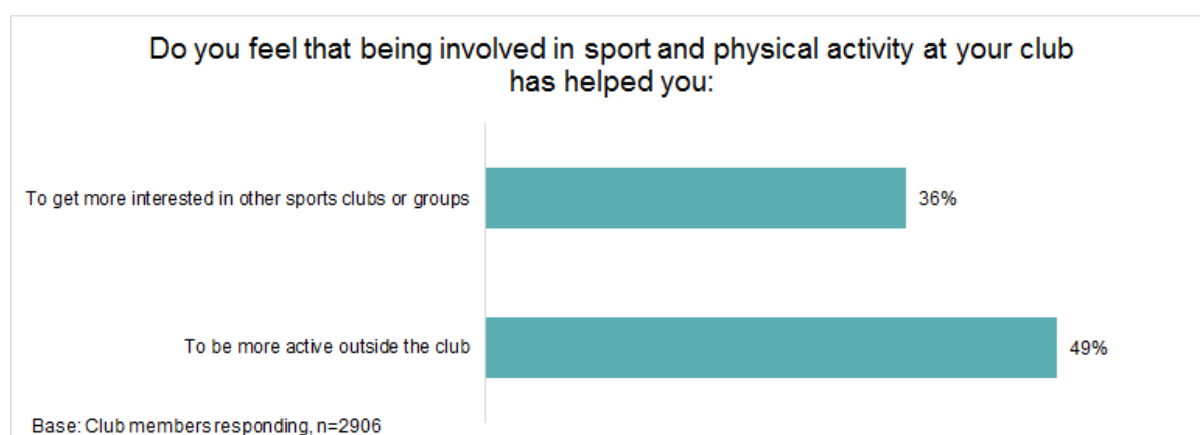


6.3 There are significant variances in the reason for joining by respondent age. Club members aged 18 to 24 were significantly more likely to wish to improve their skills (80%) than older club members. This fell to 44% for those aged 65 to 74. Club members aged 18 to 24 were also much more likely to wish to challenge themselves, with 59% of this age group stating this was a motivation for joining compared to 32% of those aged 45 to 54.

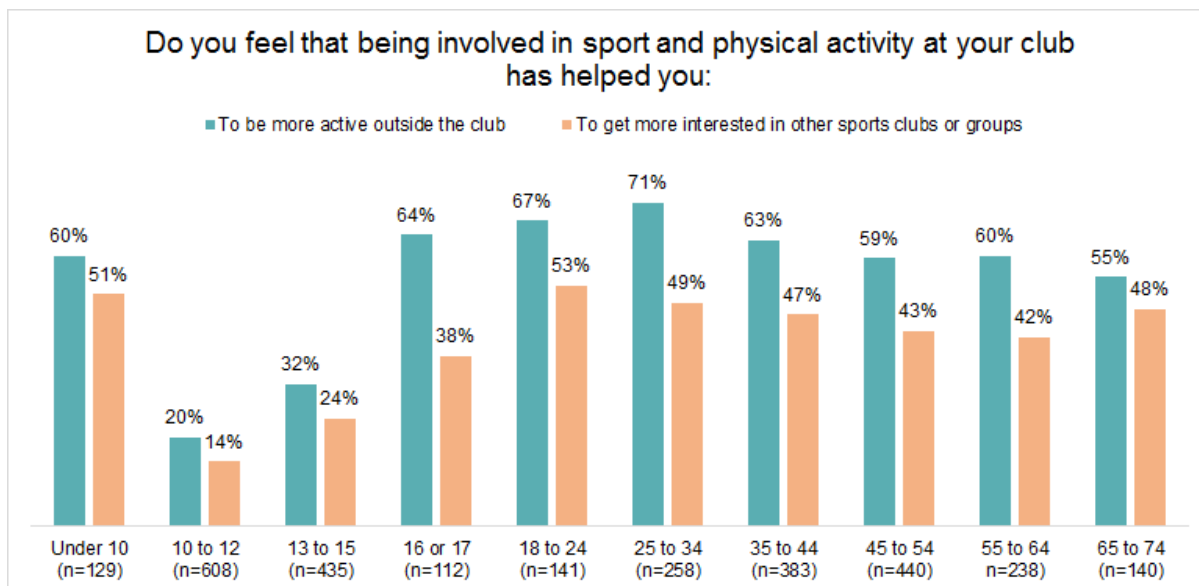
- 6.4 However, socialising/ meeting other people and keeping fit were common reasons for joining the club across all age groups.
- 6.5 Supporting their child was most commonly noted for club members aged 35 to 54, with 12% of respondents in this age group noting this as a reason for joining the club.
- 6.6 Analysis shows similar reasons for joining the club across equalities characteristics.

Being more active outwith the club

- 6.7 Both adult and younger club members were asked a similar question about how they feel that being involved in sport and physical activity at their club has helped them be more active more widely. As shown below, almost half (49%) believed that being involved in sport and physical activity at their club has helped them be more active outside the club and over a third (36%) stated that it has helped them get more interested in other sports clubs or groups.



- 6.8 Analysis by equalities characteristics shows some variance across groups. The most notable difference was with respect to age. While half (51%) of under 10s felt that participation in their club had helped them to get more interested in other sports clubs or groups, this fell to just 14% of 10 to 12 year olds. This rises again from the age of 13 onwards, peaking at the age of 18 to 24.
- 6.9 This trend can also be seen with respect to being more active outside the club, as shown below.



6.10 The variance with respect to other characteristics was less marked:

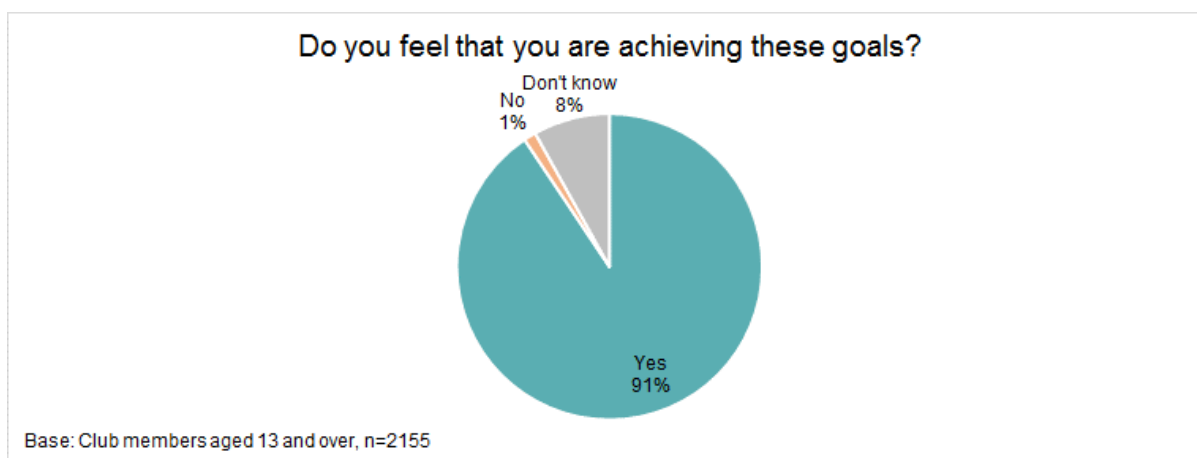
- **Getting more interested in other sports clubs or groups:** ranging from 35% for males to 39% for those living in the most deprived areas.
- **Being more active outside the club:** ranging from 45% for males to 53% for females.

6.11 Club members aged 13 and over were asked what they wish to achieve through taking part in sport and physical activity. This has been analysed in the form of a word cloud. The themes reported are similar to those noted in the survey of school pupils, with health and fitness most commonly mentioned.

What do you want to achieve through taking part in sport and physical activity?



6.12 Most club members aged 13 and over (91%) feel they are achieving these goals.



Qualitative exploration with club members

6.13 The five focus groups with club members found that some individuals were members of more than one club. For example, in the focus group with three disabled people and their parents and carers, all three indicated that they were very active through a wide range of activities. This included clubs supported by **sportscotland**, other clubs and groups including social and community groups, and other opportunities such as outdoor activities. A few indicated that seeing other club members performing at a higher level had encouraged them to enter competitions and increase their activity levels. However, a few disabled club members found that high demand for certain activities like horse riding and gymnastics could create issues around accessing further opportunities.

6.14 In the focus group with older people, most participants were not members of other sport clubs or groups. Some used to be members of clubs, including yoga, bowls and swimming, but were no longer involved for health reasons or because of travel difficulties. One older person said she had never joined a sports club before because she didn't think she was any good at any sports. One older participant went to exercise classes and the gym, one was part of a walking group and another did some gardening at a local community group.

“Now I've come to a standstill because I'm not able to bowl or do yoga anymore.”
Club member, older person

6.15 In the discussion with people who were previously inactive, most did not attend other clubs or groups. Two said that they occasionally swam, and a couple said that they sometimes went walking. These club members had not gone on to join other clubs or groups. Although most said they would do more at their current club if it was on more often, none had gone on to try activity elsewhere.

Example: Sustaining interest in physical activity

One young disabled woman joined a sports club seven years ago. Her father said that she was initially reluctant to attend the club, and had to be encouraged to take part. However, in the past 18 months she has become self-motivated to attend herself. She has reached the stage where she has got to know people and believes it is safe to participate.

“She is now involved more independently.”

Parent

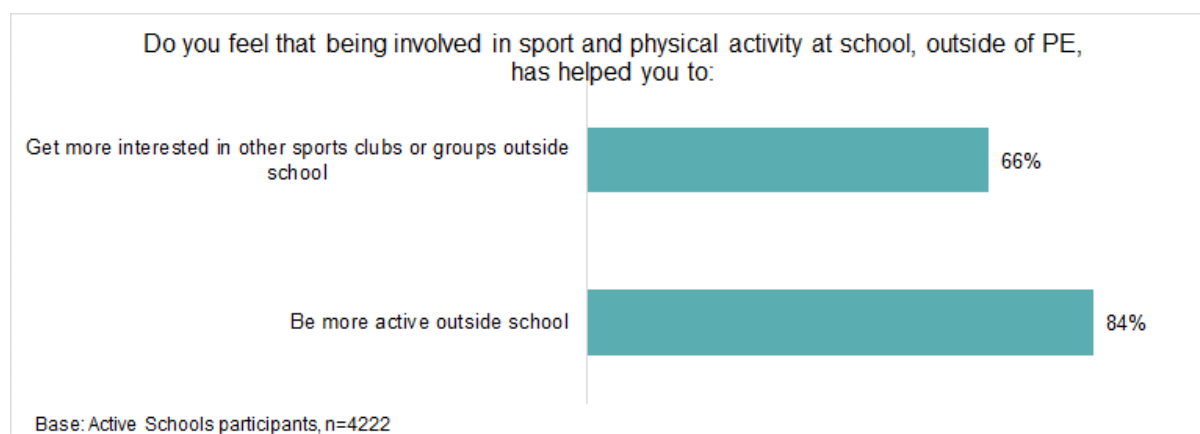
“It’s fun. I like taking part.”

Young woman

School pupils

Survey findings

6.16 Active Schools participants were asked whether being involved in sport and physical activity at school, outside of PE, had helped them to become more interested in other sports clubs or groups, and be more active outside school. Pupils were largely very positive in this respect.



6.17 Analysis shows similar results for all equalities groups:

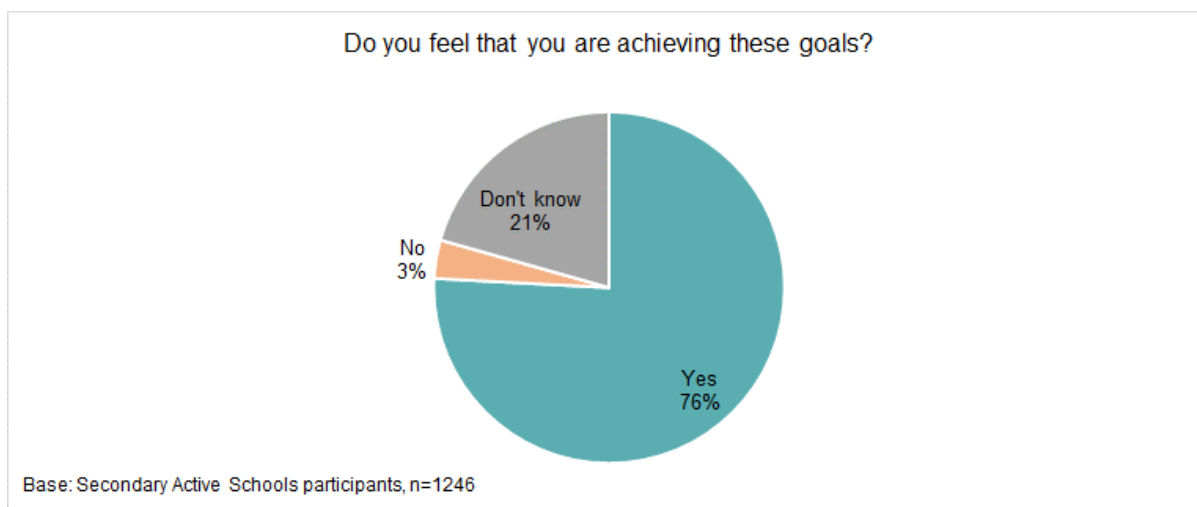
- **Getting more interested in other sports clubs or groups outside school:** ranging from 63% for those in secondary school to 68% for those in primary and those without a disability (64% for those with a disability).
- **Being more active outside school:** there was not a significant variance in this, ranging from 83% for those living in the most deprived 20% (85% for those living outwith) and 83% for those with a disability (84% for those without).

6.18 Secondary pupils were asked what they want to achieve through taking part in sport and physical activity. This was asked as an open question and respondents could answer freely in their own words. Active Schools participants most commonly stated they wanted to achieve outcomes associated with being healthy, fitter and better at sport.

What do you want to achieve through taking part in sport and physical activity?



6.19 Just over three quarters of respondents (76%) stated that they believe they are achieving these goals.



Qualitative exploration with school pupils

6.20 In the six focus groups with school pupils, young people were asked whether being involved in sport and physical activity in school, through Active Schools, had helped them to be more active outside school or get more interested in other sports clubs or groups outside school.

6.21 Views were mixed. Overall around half felt that it did help them to be more active outside school, and half did not. A few pupils gave examples of how

they felt more inspired and keen to be involved in sports. For example, two S3 pupils had played basketball and archery through Active Schools, and continued this interest through joining a local club. A few other pupils had felt inspired to try new and different sports because of the opportunities they had through Active Schools.

“Yes, because you get inspiration from school.”

School pupil, ASN, secondary

“I like bowls because it’s not boring, and it’s made me more interested in target games.”

School pupil, P5, disadvantaged area

“It’s inspired me to try playing golf with my uncle.”

School pupil, P5, disadvantaged area

6.22 Some pupils said they got involved in clubs because their friends went, rather than as a result of activity in school. A few pupils mentioned that they didn’t get involved in clubs because they didn’t have enough time to take part, or because clubs were too expensive.

Chapter Seven: Profile of respondents

Summary

Club members

Almost half (45%) of club members responding to the survey were under 18. A similar proportion (42%) were 18 to 54 and some (13%) were aged 55 and over.

Slightly more respondents were male (52%) than female (47%), with a small proportion (1%) stating they would prefer not to say. Overall 8% of club members stated they were disabled (6% of adults and 12% of under 18s⁸). Most respondents (90%) were either white Scottish or white other British. Most (91%) said they were heterosexual/ straight. Most (58%) said they did not belong to any religion, religious denomination or body.

Importantly, most club member respondents (61%) were from the 40% least deprived parts of Scotland. A small proportion (7%) were from the 20% most deprived areas.

School pupils

More responses came from primary pupils (67%) than secondary pupils (33%). Slightly more young women (50%) than young men (47%) responded, with some (3%) stating they would prefer not to say.

Overall, 12% of pupils stated that they had a disability. A high proportion (13%) did not know and 4% preferred not to say. Most respondents (85%) were white Scottish or white other British, and 9% indicated they were from a minority ethnic group.

There was a good spread of responses in terms of deprivation, with broadly a fifth of pupils responding from each quintile in the Scottish Index of Multiple Deprivation.

⁸ The questions asked of adults and under 18s were slightly different.

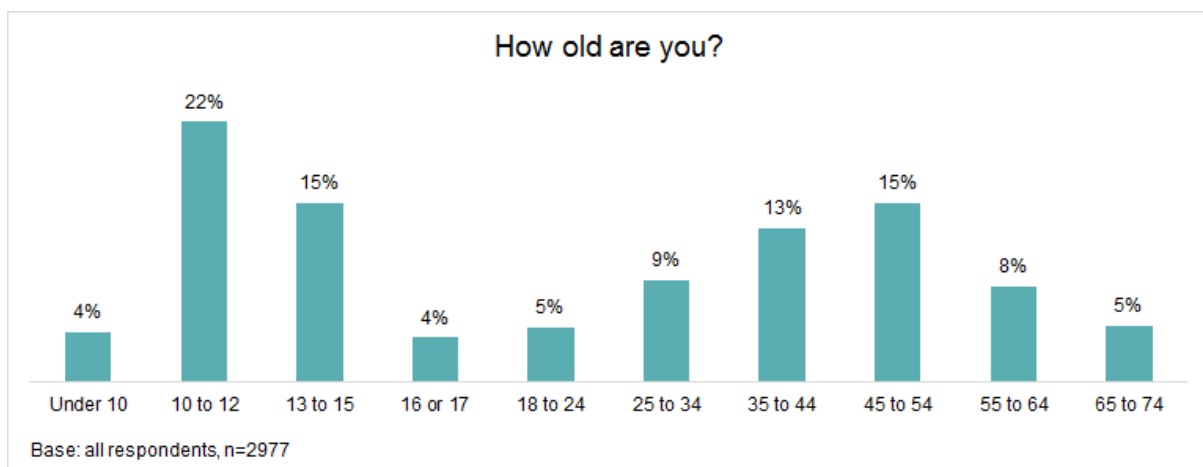
Introduction

7.1 A total of 3,000 club members and 14,848 school pupils responded to the surveys. This section sets out the profile of respondents.

Club members

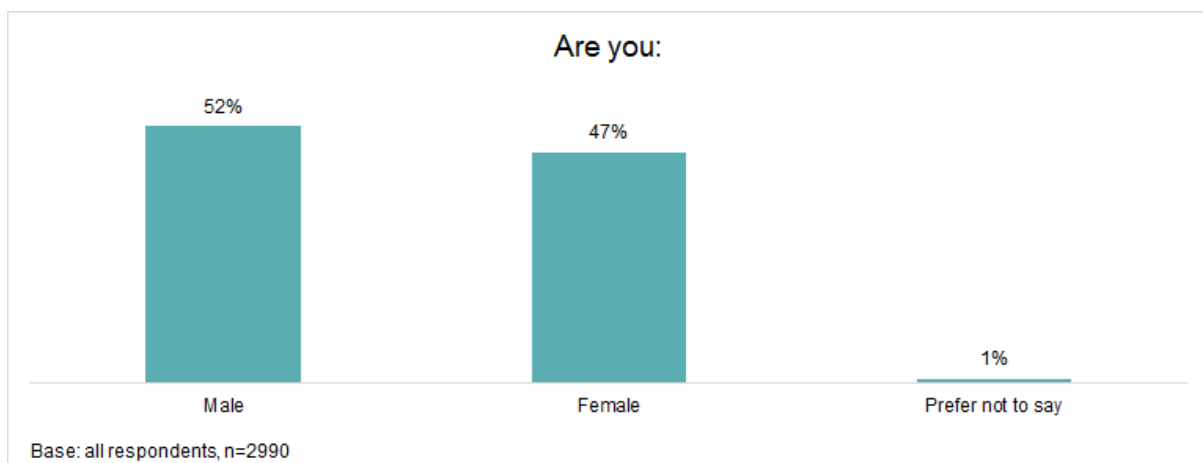
Age

7.2 A total of 2,977 club members provided their age. As shown below, the greatest proportion of respondents fell into the 10 to 12 age group (22%). This was followed by 13 to 15 year olds (15%), 45 to 54 year olds (15%) and then 35 to 44 year olds (13%).



Gender

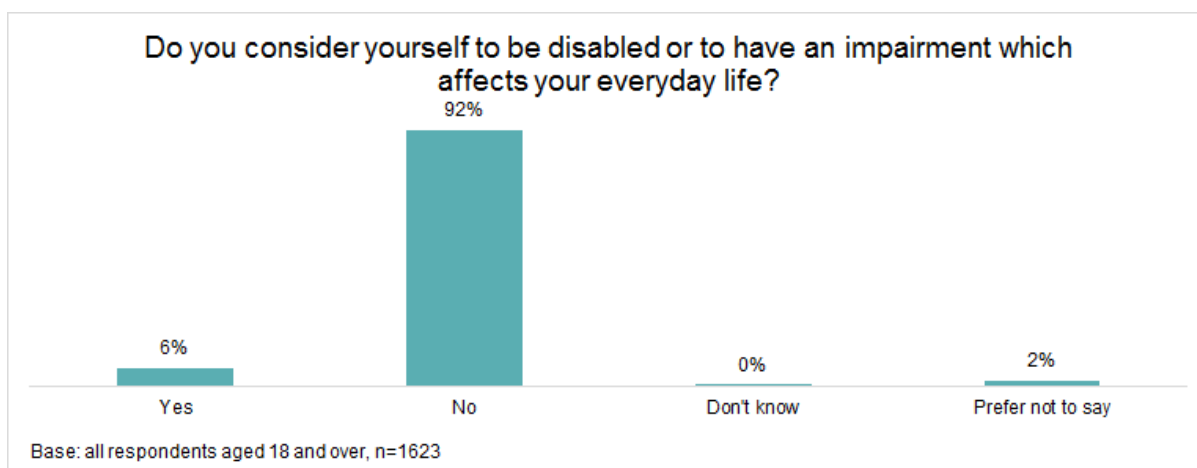
7.3 Just over half of respondents (52%) were male and just under half (47%) were female. A small proportion (1%) indicated that they would prefer not to say.



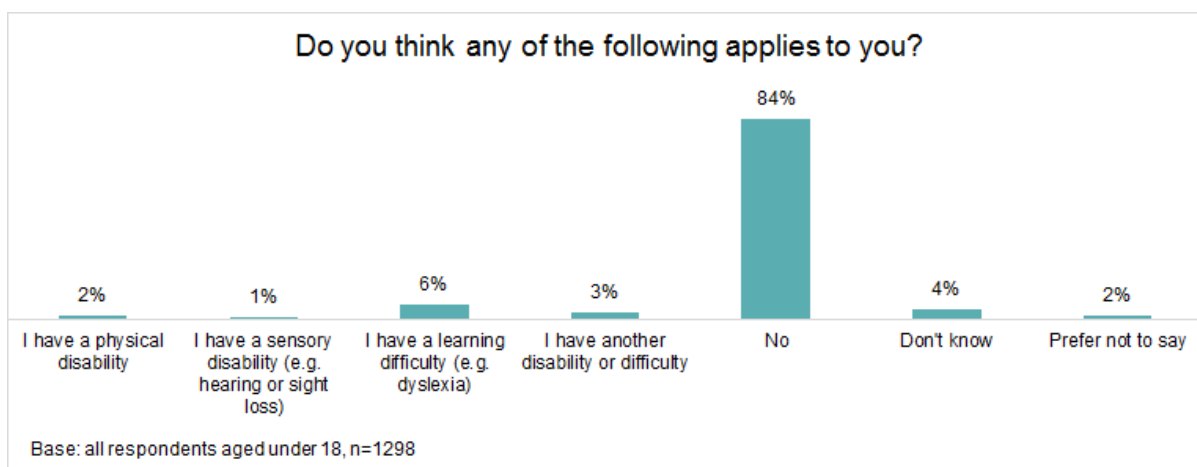
7.4 Club members who were aged over 18 (n=1,604) were also asked if they have ever identified as transgender. Of these, 0.2% of respondents stated that 'yes' they have.

Disability

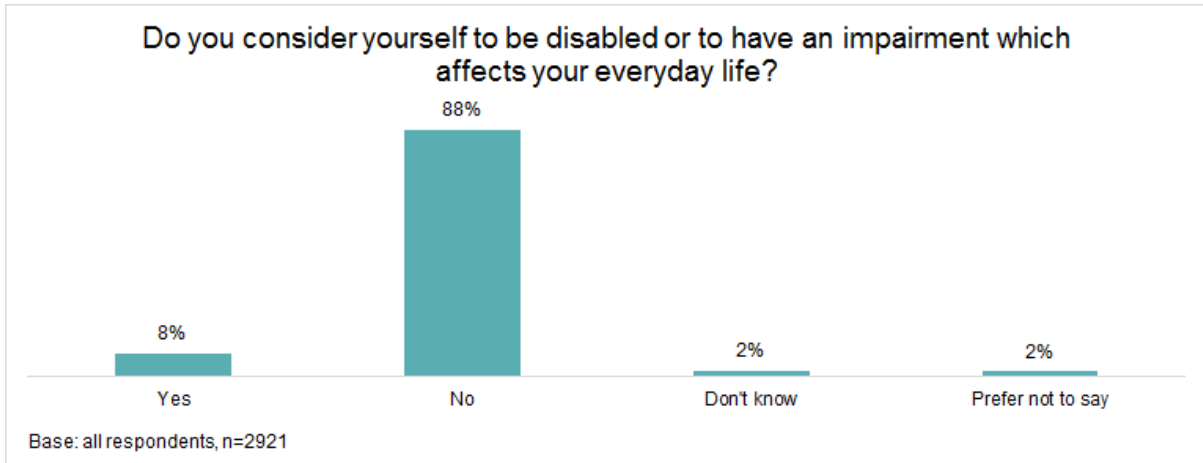
7.5 Respondents aged 18 and over were asked if they consider themselves to be disabled or have an impairment which affects their everyday life. As shown below, 6% stated that 'yes' they have.



7.6 Respondents aged under 18 were asked a different question. They were asked if they felt any of a list of descriptions of disabilities or difficulties applied to them. Most (84%) said no. Overall, 12% said that they have some form of disability – with half of these stating that they have a learning difficulty. In addition, a small proportion indicated that they either did not know or preferred not to say.

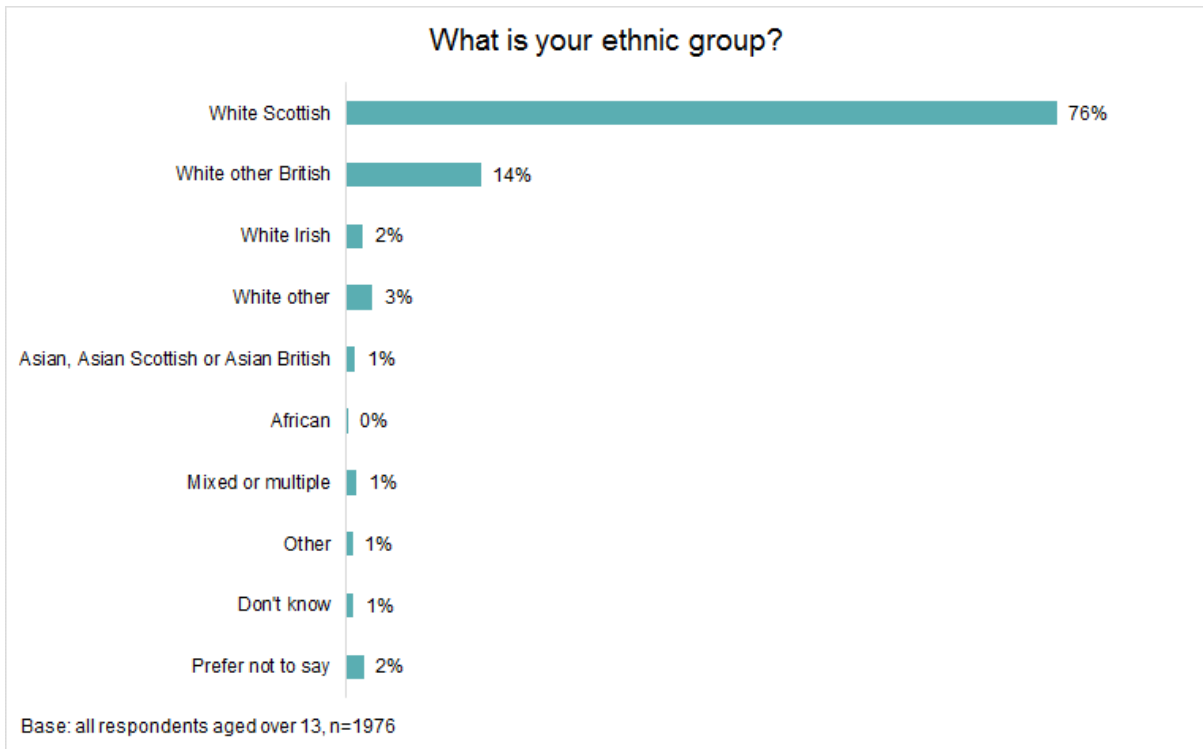


7.7 This highlights that 6% of adults and 12% of children responding to the survey said that they have a disability. Collating the responses from adults and children shows that overall, 8% of club members responding to the survey indicated that they have a disability.



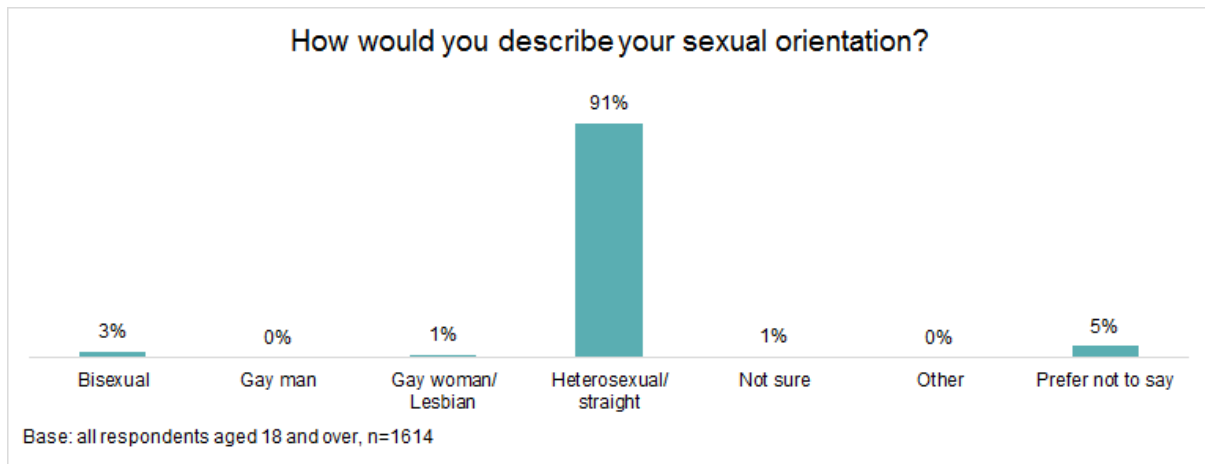
Ethnic origin

7.8 Respondents aged 13 years or over were asked what their ethnic group was. Most (90%) were either white Scottish or white other British.



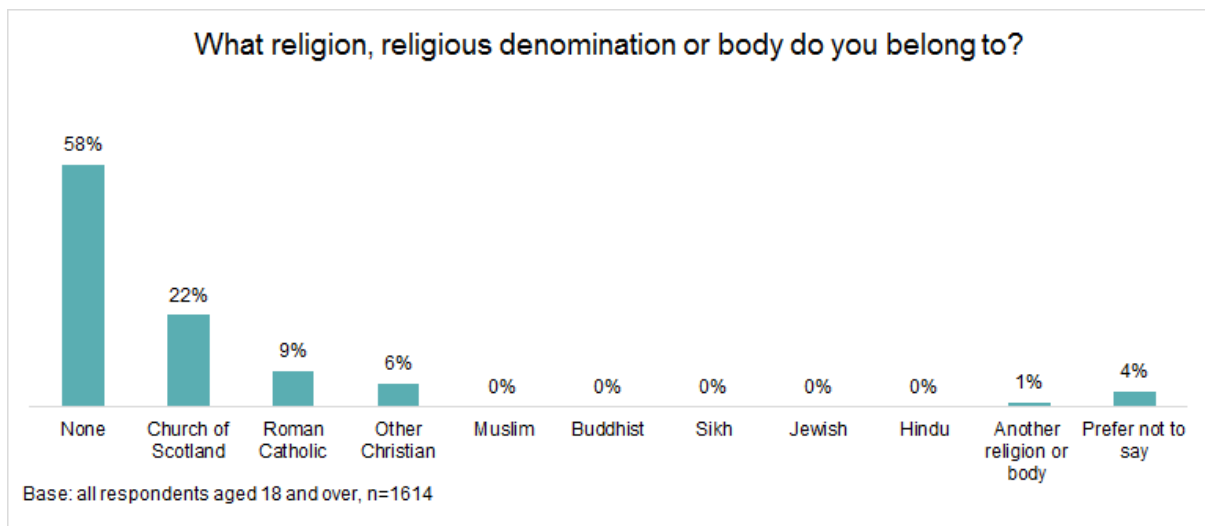
Sexual orientation

7.9 Adult club members only (aged 18 and over) were asked their sexual orientation. Most (91%) described themselves as heterosexual/ straight. Some (5%) said they would prefer not to say, 3% described themselves as bisexual, 1% a gay woman or lesbian, 0.1% a gay man and 0.3% stated other.



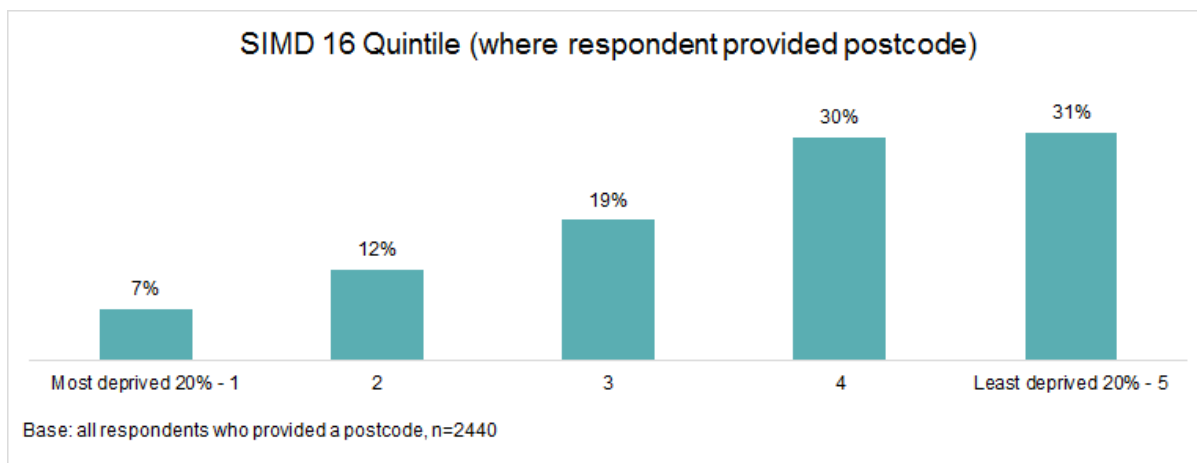
Religion

7.10 Adult club members only were asked which religion, religious denomination or body they belong to. Over half (58%) stated that they do not belong to any, 22% stated Church of Scotland, 9% Roman Catholic, 6% Other Christian and 1% stated another religion or body.



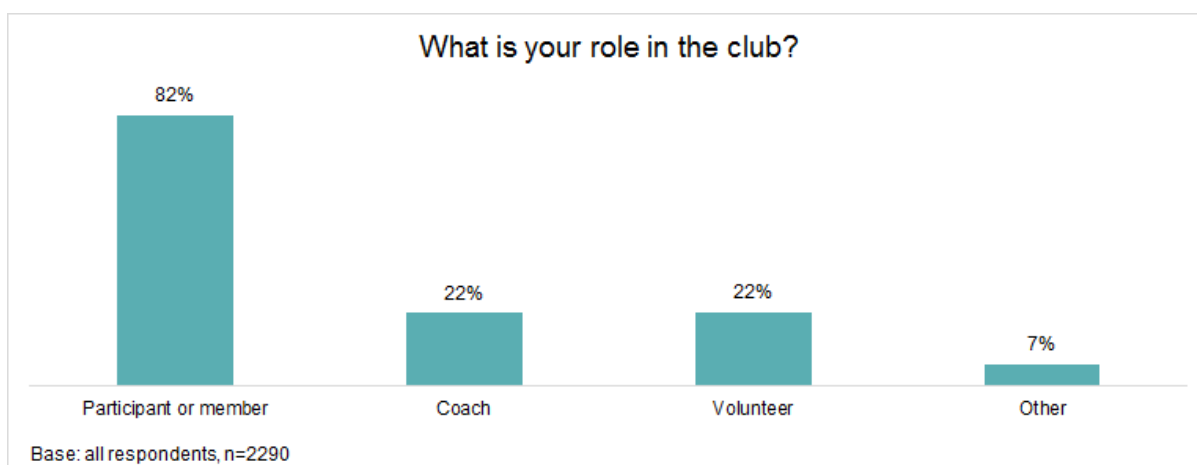
Deprivation

7.11 In order to establish an indication of deprivation, club members were asked to provide their postcode, if they knew it. Many (2,440) provided a postcode. As shown, club members who responded to the survey were more likely to be living in the least deprived parts of Scotland.



Role in the club

7.12 Finally, in terms of the club respondent profile, respondents were asked their role in the club. Respondents could choose more than one answer if that was appropriate. The majority of respondents (82%) stated that they were a participant or member in the club, 22% noted that they were a coach, 22% a volunteer and 7% had some other role.



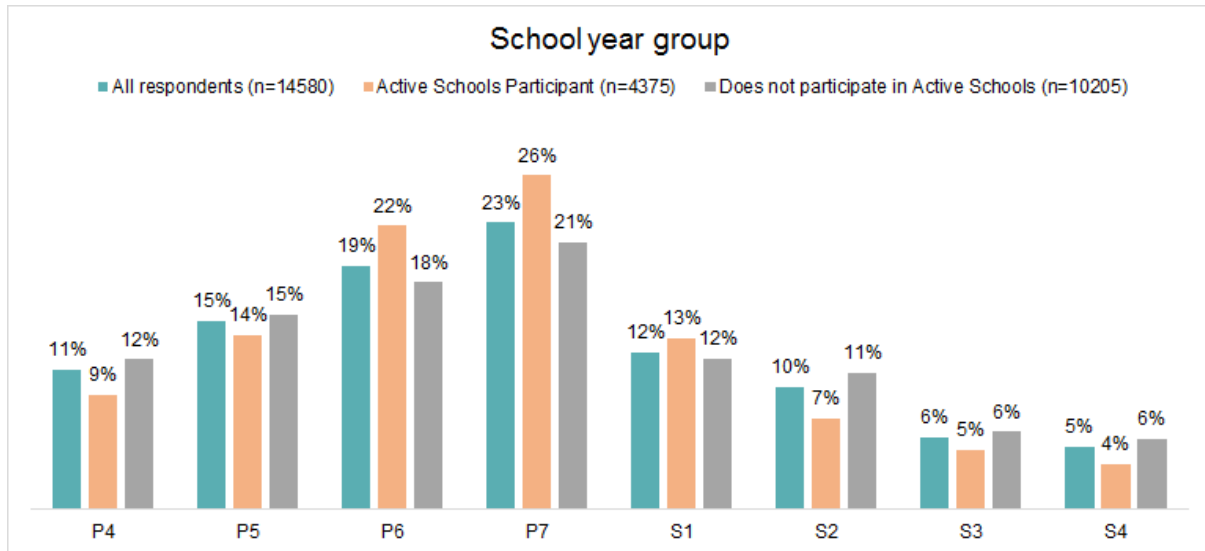
School pupils

7.13 A total of 14,848 school pupils responded to the survey. This section highlights the profile of pupils.

7.14 In all cases, the analysis explores the overall respondent profile, the Active Schools participant profile and the profile of those that do not participate in Active Schools in order to provide context to the analysis in the report. For the purpose of this analysis, Active Schools participants have been defined as those that stated that they take part in sport and physical activity at 'a club before school, at lunchtime or at an after school club'.

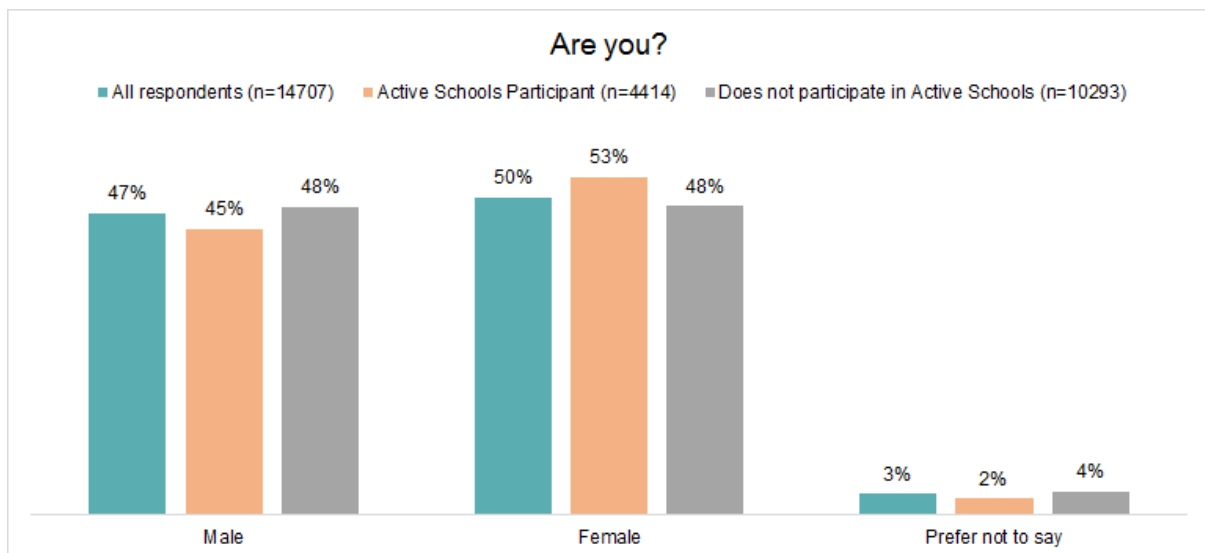
Age

7.15 More responses were received from primary pupils (67%) than secondary pupils (33%). The greatest proportion of responses came from primary 6 and 7 pupils.



Gender

7.16 Slightly more females (50%) than males (47%) responded to the survey. Females were slightly more likely to have participated in Active Schools activities (53%) than males (45%).

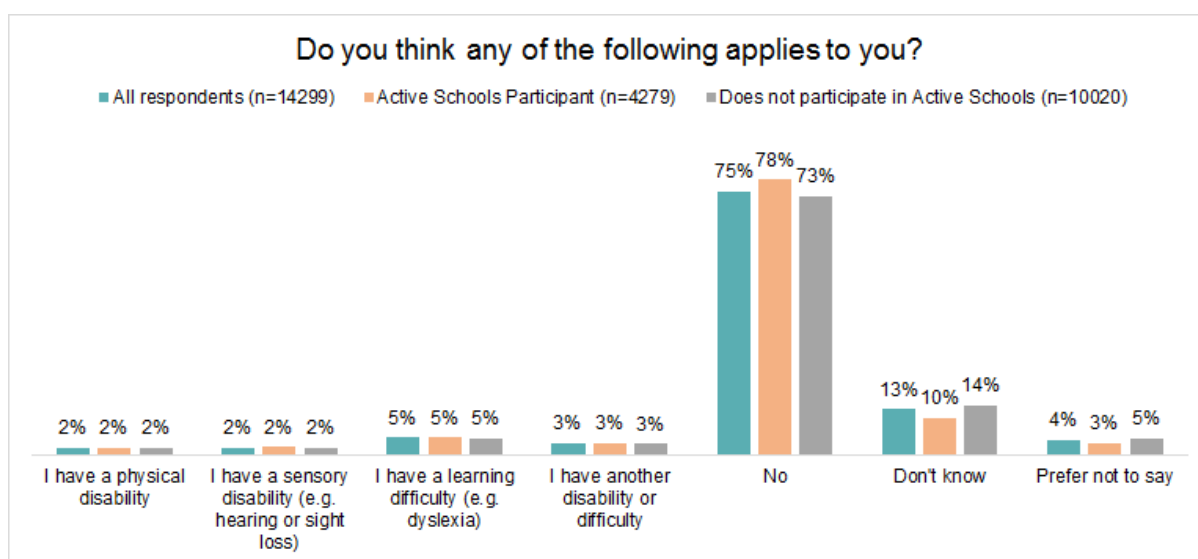


Disability

7.17 Pupils were asked if they felt that any of a list of disabilities applied to them. Most (75%) stated that they did not believe any of the disabilities applied to them. However, 13% said that they did not know, and 4% said they would prefer not to say.

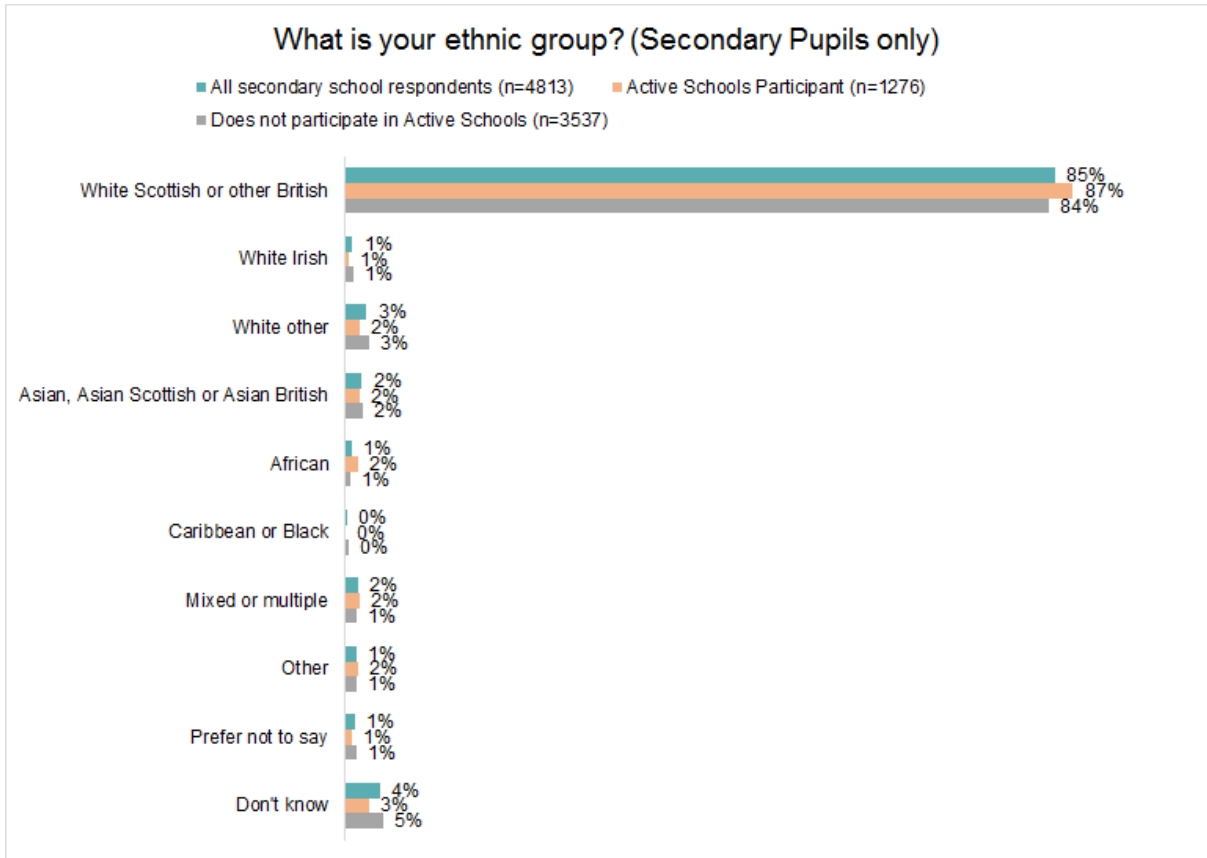
7.18 5% of respondents identified with having a learning difficulty, 3% had another disability, 2% had a sensory disability and 2% had a physical disability. The proportion of Active Schools participants with any of these disabilities was the same as for those that do not participate in Active Schools.

7.19 It is worth noting that a higher proportion of school pupils choose a 'don't know' or 'prefer not to say' response than in the club member survey. This may be because adult club members were asked a single, simpler question about whether they had a disability or limiting illness. School pupils may have found this question difficult to answer. Feedback from some Active Schools teams indicated that some primary pupils found it challenging to answer the question without help.



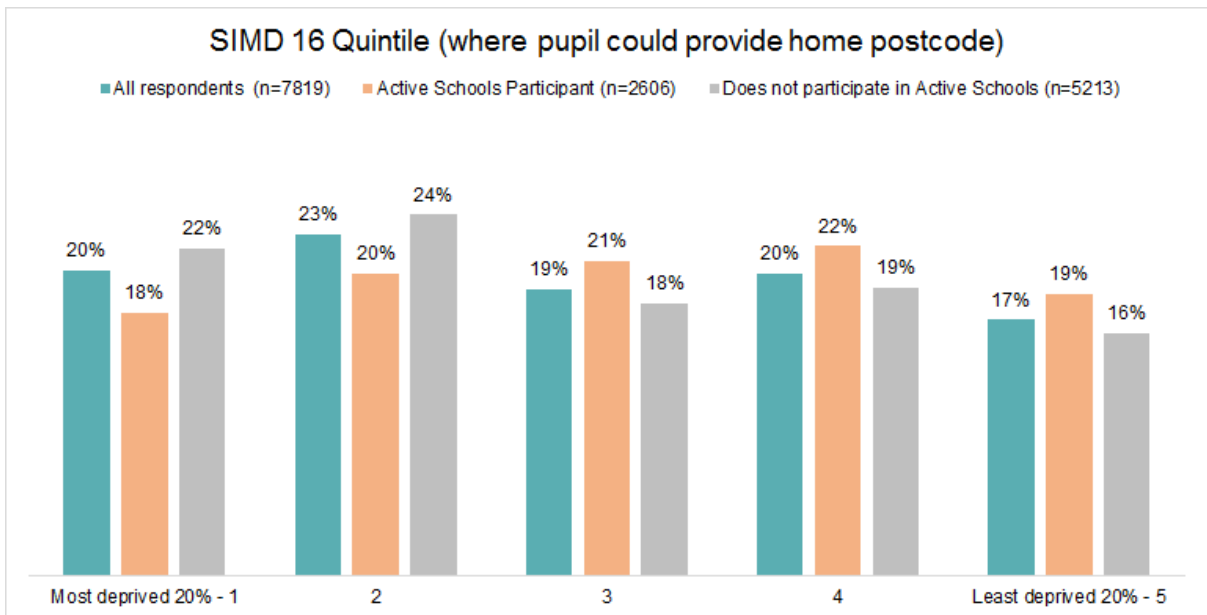
Ethnic origin

7.20 Secondary school pupils only were asked about their ethnic group. The majority of secondary school pupils responding (85%) were of White Scottish or other white British ethnic origin. 9% indicated that they were from a minority ethnic group, including white other, white Irish, Asian, African, mixed, multiple or other. 5% said that they either did not know or would prefer not to say.



Deprivation

7.21 All school pupils responding were asked if they knew their postcode. A total of 7,819 respondents provided a postcode which could be analysed. As shown, the profile of respondents shows good representation across all quintiles of the Scottish Index of Multiple Deprivation.



Annex One: Method

Introduction

This annex sets out the method used for this work.

Online surveys

An online survey methodology was developed to engage with club members and school pupils. This was designed as a national survey, to reach all 32 local authority areas in Scotland.

The surveys were developed to capture data that would allow exploration of the impact of Active Schools work with pupils and the work done with clubs in communities in terms of the Active Scotland Outcomes Framework.

Survey questionnaires were developed for:

- primary school pupils (focusing on P4 to P7);
- secondary school pupils (focusing on S1 to S4); and
- club members (with different routing for different age groups).

Surveys were all developed in tandem with care taken to ensure that the same questions were asked of the same age group of respondents in order to allow cross comparison and analysis between surveys. Surveys were developed jointly with a working group involving **sportscotland** and the Scottish Government.

Surveys were all issued electronically. Copies of the questionnaires used are available as a separate document.

Large scale survey of clubs

The focus of the clubs survey was on gathering responses from club members in clubs supported by **sportscotland**. The survey of club members was distributed through **sportscotland** supported staff working in the clubs and communities environment. Staff were asked to forward the survey to **sportscotland** supported clubs, to then issue it to club members. The survey was also issued directly to all clubs which had completed a survey and provided their contact details as part of the wider clubs and communities evaluation. Clubs which had received Direct Club Investment (DCI) from **sportscotland** were also sent the survey directly

The survey was completely anonymous for club members, but they were asked to identify their club. One prize of £1,000 was offered to clubs, to contribute towards sports equipment. The winner was selected randomly.

3,396 initial responses were received to the online club survey. These responses were then cleaned to include only responses from clubs which could be matched to the type or types of support that they had received from **sportscotland**, to allow direct evaluation of **sportscotland**'s impact. The total number that could be matched was 2,297.

Responses were also gathered through the survey of school pupils, as respondents were asked the name of their main sports club. 703 responses to the school pupil survey were positively matched to **sportscotland** supported clubs, and included in the club member analysis.

The total number of survey responses from members of **sportscotland** supported clubs was therefore 3,000.

Responses were received from a total of 607 clubs. Responses were received from club members living in all local authorities in Scotland.

Which area do you live in? (no of respondents per area)			
Aberdeen City	51	Highland	193
Aberdeenshire	75	Inverclyde	14
Angus	119	Midlothian	59
Argyll & Bute	73	Moray	94
Clackmannanshire	18	North Ayrshire	65
Dumfries & Galloway	28	North Lanarkshire	135
Dundee City	95	Orkney Islands	126
East Ayrshire	76	Perth & Kinross	58
East Dunbartonshire	16	Renfrewshire	34
East Lothian	269	Scottish Borders	143
East Renfrewshire	46	Shetland Islands	79
Edinburgh City	323	South Ayrshire	120
Eilean Siar	16	South Lanarkshire	180
Falkirk	46	Stirling	81
Fife	122	West Dunbartonshire	44
Glasgow City	131	West Lothian	44

Large scale survey of school pupils

For the schools, a twofold sampling approach was taken in order to achieve a broadly representative sample of schools across Scotland. This involved an 'intensive' and 'non-intensive' approach.

The intensive approach

The 'intensive' approach to survey fieldwork involved the selection of seven local authorities where the Active Schools teams would proactively facilitate carrying out the research in sampled schools. The rationale was to ensure that a sufficient volume of responses was achieved from a range of local authorities with different characteristics.

The seven local authorities were identified through consideration of the following:

- permission to undertake research in schools had been given by the local authority;
- capacity of the Active Schools team in the authority;
- geographic coverage - ensuring coverage of both urban and rural authorities and from across Scotland;
- ensuring that at least one Attainment Challenge Authority was included in the approach;
- deprivation - ensuring that there was coverage of at least one local authority area which had high levels of deprivation (based on the Scottish Index of Multiple Deprivation); and
- level of Active Schools participation.

Upon review of this rationale and internal discussions, it was agreed that the following local authorities would be sampled for intensive fieldwork managed by Active Schools in each area:

Authority	Urban/ Rural	Attainment challenge (Y/N)	Level of AS Participation	% in most deprived 20%
Aberdeen City	Urban		Low	1.36%
Angus	Accessible Rural		Medium	1.32%
Dundee City	Urban	Y	Medium	17.47%
East Lothian	Accessible		Medium	1.61%
North Lanarkshire	Accessible	Y	High	12.80%
South Ayrshire	Accessible Rural		High	6.12%
South Lanarkshire	Accessible Rural		Medium	6.55%

Discussions were held with each Active Schools Manager and a sampling framework was developed based upon this discussion. Each authority was set a minimum target of 400 interviews to be achieved across the area. This was set in order to provide a sufficient number of interviews to allow for robust analysis. If more interviews could be achieved, this was encouraged.

Each local authority was provided with a sampling framework which sought to profile the schools in their area and ensure that the interviews were spread across these schools in a systematic way, ensuring coverage of:

- primary and secondary schools;
- schools that were classified as high, medium and low engagement in Active Schools (for primary schools this was based upon % of school roll participating where high is 70% or more, medium is between 40% and 70% and low is under 40%; for secondary schools high was 40% or more, medium was between 20% and 40% and low was under 20%); and
- schools that were considered as high, medium and low in terms of deprivation (based upon % of pupils living in the most deprived 20% where high is 70% or more, medium is between 40% and 70% and low is under 40%).

Schools for young people with additional support needs were not included within the sampling matrix for the intensive local authority approach, due to the complex nature of the self-completion survey. Instead, the experiences and views of pupils with ASN were gathered through focus group discussions.

Active Schools teams were encouraged to facilitate surveys across year groups and, where possible, take a whole class approach to ensure that both participants and non participants in Active Schools were surveyed. This approach allowed us to gather evidence on the physical activity levels and views of a wide sample of pupils.

Fieldwork was carried out within schools, led by Active Schools Coordinators, working with the school to deliver an online survey with primary and or secondary school pupils. A link was provided for the survey which was used to allow pupils to access the survey. There were separate links for primary pupils and secondary pupils. Pupils completed the survey online in school time, supported by either Active Schools Coordinators or school staff.

The non-intensive approach

For all other authorities in Scotland, a survey link was made available to allow participation in the survey. The surveys were the same as for the intensive approach.

A postcard was created and provided via Active Schools Managers in local authorities to distribute at Active Schools activities inviting children to participate in the research. The postcard provided the link through which the pupil could access the survey.

Identifying Active Schools participation

A key challenge in the research was pupils understanding what an Active Schools activity is. We understand the challenges and tried to take steps to overcome it. We therefore approached identification of Active Schools activity in two ways.

For the intensive approach, it was agreed that Active Schools deliverers would give out stickers to participants in Active Schools sessions during the time that fieldwork was being carried out. This was tested as a way of helping pupils to identify Active Schools activity, through recalling that a sticker had been given out. However, we are aware that not all areas used the stickers. In addition, secondary school pupils were not believed to be keen on the stickers. Therefore this approach has not been used in the analysis of surveys.

Within the survey, we also asked a question within the survey about where pupils undertook sport or physical activity. One of the options was 'at a club before school, lunchtime or at an after school club'. This was asked with the objective of identifying participation in Active Schools activities. Whilst we recognise that not all activities undertaken at this time will be run by Active Schools, this is the space that we are interested in with regard to the majority of activities held at this time being organised through Active Schools. The response profile for positive responses in this respect has been cross checked with receipt of stickers and there is a strong correlation between receipt of stickers and a positive response to participating 'at a club before school, lunchtime or at an after school club'. This has therefore been used to derive participation in Active Schools activity for survey analysis.

Response levels

At the end of the survey process, all responses were collated across primary and secondary surveys, and intensive and non-intensive approaches.

A total of 14,848 responses were achieved from the schools survey across all approaches.

Source	No of interviews achieved
Primary non intensive	3,498
Primary intensive	6,507
Secondary non intensive	1,530
Secondary intensive	3,313
Total responses	14,848

Responses were achieved from across Scotland, with a greater number of responses being achieved in the intensive local authorities.

All intensive local authorities achieved in excess of the minimum target of 400 interviews in the area. The number of responses achieved in each local authority (with the local authority defined by the pupil during interview) is shown below. It should be noted that a number of respondents did not respond to the local authority question therefore a total of 14,667 responses are profiled here and not all 14,848 respondents.

Which area do you go to school in?			
Aberdeen City	714	Highland	240
Aberdeenshire	65	Inverclyde	2
Angus	1,679	Midlothian	2
Argyll & Bute	38	Moray	1
Clackmannanshire	57	North Ayrshire	9
Dumfries & Galloway	171	North Lanarkshire	898
Dundee City	1,472	Orkney Islands	2
East Ayrshire	433	Perth & Kinross	10
East Dunbartonshire	47	Renfrewshire	3
East Lothian	2,214	Scottish Borders	14
East Renfrewshire	5	Shetland Islands	5
Edinburgh City	50	South Ayrshire	1,292
Eilean Siar	2	South Lanarkshire	2,879
Falkirk	7	Stirling	211
Fife	498	West Dunbartonshire	17
Glasgow City	1,398	West Lothian	232

Focus group discussions

Research Scotland held a series of eleven focus group discussions to explore views and experiences around the ASOF outcomes in more depth. The discussions involved:

- two focus groups with school pupils with additional support needs – involving 16 participants (ranging in age from 12 to 19);
- three focus groups with school pupils who were not very engaged with Active Schools – involving 23 participants (a mix of P7, S2 and S3 pupils);
- one focus group with school pupils involved in targeted Active Schools activity in an area of deprivation – involving six participants (all P5);
- two focus groups with clubs in areas of high deprivation – involving 15 participants (ranging in age from 10 to 71);
- one focus group with a club focusing on opportunities for disabled people – involving three disabled participants, two parents and two coaches; and

- two focus groups within a club focusing on supporting inactive people to become active – involving seven older participants (ranging in age from 69 to 95) and three adults with learning disabilities and their support workers.

A total of 77 people were involved in the focus groups. The findings from these focus groups are included in the relevant chapters of the report, to complement and supplement the survey findings.

It is worth noting that within the focus groups, pupil estimates of how much they were active in a day or in a week were very varied. Initially, pupils were asked how much time they spent being active. When this was explored in more detail within the group, exploring the range of activities and time spent on this, sometimes pupils then revised downwards their estimate of the time they spent being active. This is worth bearing in mind in terms of the support pupils may need to complete a survey on their physical activity levels accurately in the future.

Interpreting results

The results of the research are based upon a sample survey, therefore all figures quoted are estimates rather than precise percentages. It should be noted that the responses are not necessarily representative of the overall school pupil or club member population due to the self-selection and self-completion nature of the survey, rather they are representative of the respondents to the survey.

The number of responses in both surveys are sufficiently large that at the overall level the reader should have confidence in the results. However, when the survey results are analysed at a more detailed level, for example, when considering certain equalities characteristics where the sample sizes are smaller results should be treated with greater caution.

When reporting the data in this document, in general, percentages in tables have been rounded to the nearest whole number. Columns may not add to 100% because of rounding or where multiple responses to a question are possible. The total number of respondents to each question is shown either as 'Base' or 'n=xxx' in the tables or charts. Where the base or 'n' is less than the total number of respondents, this is because respondents may be 'routed' passed some questions if they are not applicable or that some respondents chose not to answer a question.