

# Key Learning Report

## Contributing to the Active Scotland Outcomes Framework

June 2020



Scotland Schools Survey

[UNION DATA]

# Introduction

## About this report

This report summarises the results of a survey undertaken to understand the contribution that **sportscotland** is making towards the Active Scotland Outcomes Framework (ASOF) for school pupils. The survey collected information from nearly 6,000 Primary and over 5,000 Secondary pupils across ten local authority areas from December 2019 to March 2020. This report is based on 5,064 Primary and 3,851 Secondary Active Schools respondents.

The survey included questions designed specifically for primary aged pupils aged 8-11 years old and for secondary pupils aged 12-17 years old. Results have been weighted<sup>1</sup> to take account of pupil age group, Scottish Index of Multiple Deprivation (SIMD) Quintile, Sex, Rurality and Active Schools participation.

## The Active Scotland Outcomes Framework

The Active Scotland Outcomes Framework (ASOF) is the Scottish Government's policy framework for delivering a more active Scotland. This framework defines the Scottish Government's key goals and targets for sport and physical activity over the next decade.

Indicators for the Active Scotland Outcomes framework are based on survey data from school pupils in Scotland. The ASOF covers a wide range of activity, including sport, fitness, active play, active transport, and other physical activity. In effect, these outcomes cover the entirety of the sport and physical activity sector. [Click here](#) to find out more about the Active Scotland Outcomes Framework.

## Towards a more active Scotland

**sportscotland** works in partnership with all 32 local authorities to invest in and support the Active Schools Network. 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. It provides opportunities for children and young people to get involved and stay involved in sport.

This summary of the survey's findings presents the various ASOF outcomes and **sportscotland**'s contribution to the vision of a more active Scotland.

Results have been compiled by Union Data, part of the Union Advertising Group.

---

<sup>1</sup> Further details of the weighting used in this report can be found in the [technical report](#) that supplements this document.

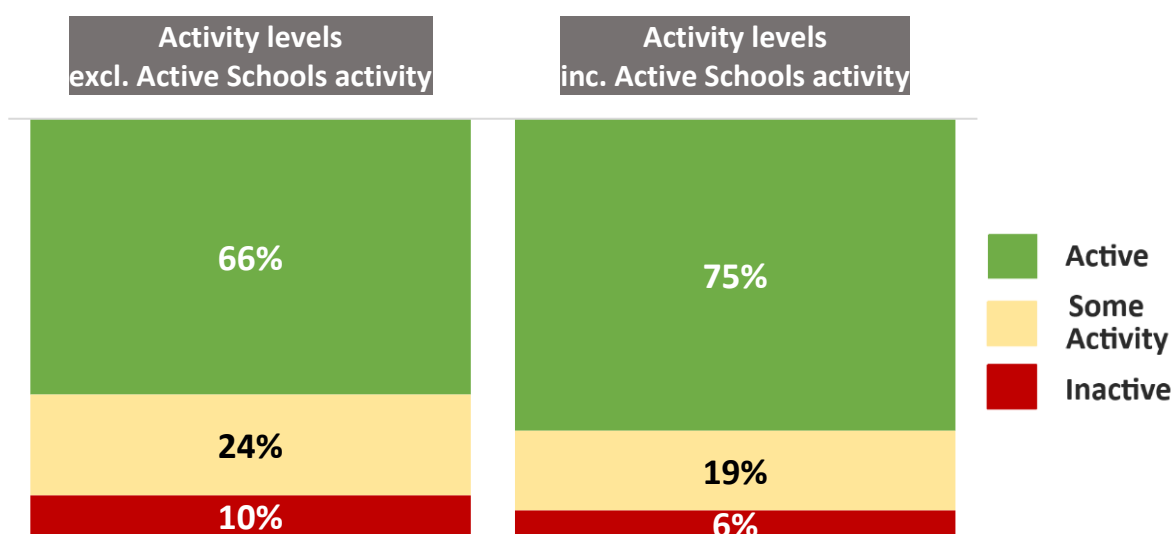
# Contents

<b>Outcome 1:</b>	Encouraging and enabling the inactive to be more active	1
<b>Outcome 2:</b>	Encouraging and enabling the active to stay active	6
<b>Outcome 3:</b>	Helping people to develop physical confidence and competence	7
<b>Outcome 4:</b>	Improving our active infrastructure – people and places	9
<b>Outcome 5:</b>	Supporting wellbeing & resilience in communities	11
<b>Outcome 6:</b>	Improving opportunities to participate, progress and achieve in sport	13
<b>Respondent Profile</b>		14
<b>Appendix 1:</b>	Survey Details	i

# Outcome 1 Encouraging and enabling the inactive to be more active

The survey asked pupils how much physical activity they did in an average week. They were asked where they took part in physical activity, at sports clubs, Active Schools, PE, home and other places. We used this to calculate how much activity they were doing overall and as part of Active Schools.

We found that **6%** of pupils were classed as inactive (doing less than 210 minutes of physical activity per week)<sup>2</sup>. If we remove the activity they do as part of Active Schools this increases to **10%**. The effect of Active Schools activity is that **4%** of those that would otherwise be inactive have moved into either the 'Some Activity' or 'Active' categories.



*Definitions of child physical activity levels (as defined by [UK Chief Medical Officers](#))*

Activity Level	MVPA daily average	MVPA weekly equivalent
Active	At least 60 minutes	At least 420 minutes
Some Activity	Between 30 to 59 minutes	Between 210 and 419 minutes
Inactive	Less than 30 minutes	Less than 210 minutes

<sup>2</sup> The latest guidance can be found in the latest [Chief Medical Officer's report](#) (p24).

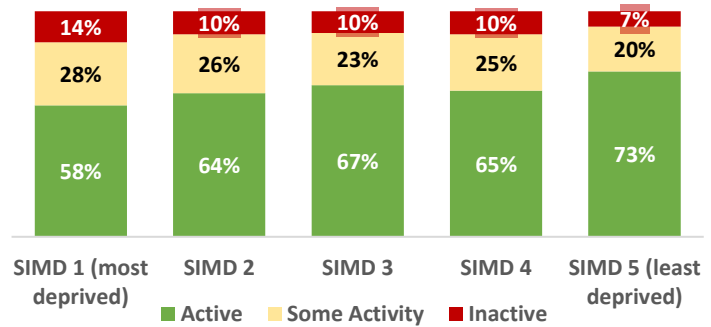
## Pupils living in areas of deprivation

Pupils that live in the most deprived areas of Scotland<sup>3</sup> were more likely to be inactive when their Active Schools activity was removed.

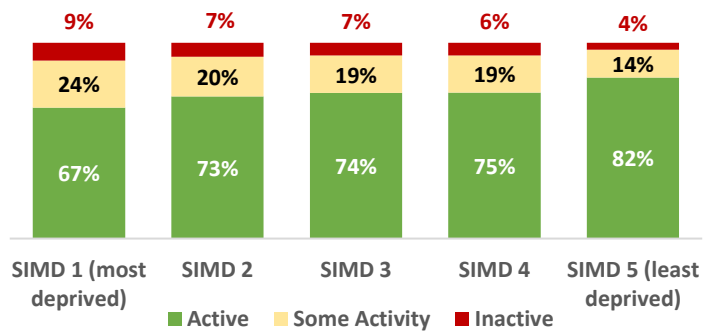
When Active Schools activity is included, the percentages of those classed as 'inactive' decreases across all SIMD quintiles to below **10%**.

The biggest change is for pupils in the most deprived areas (SIMD Quintile 1) where **5%** move from 'Inactive' to 'Some Activity' or 'Active' when Active Schools activity is included.

Activity Levels (Excluding Active Schools activity) by SIMD



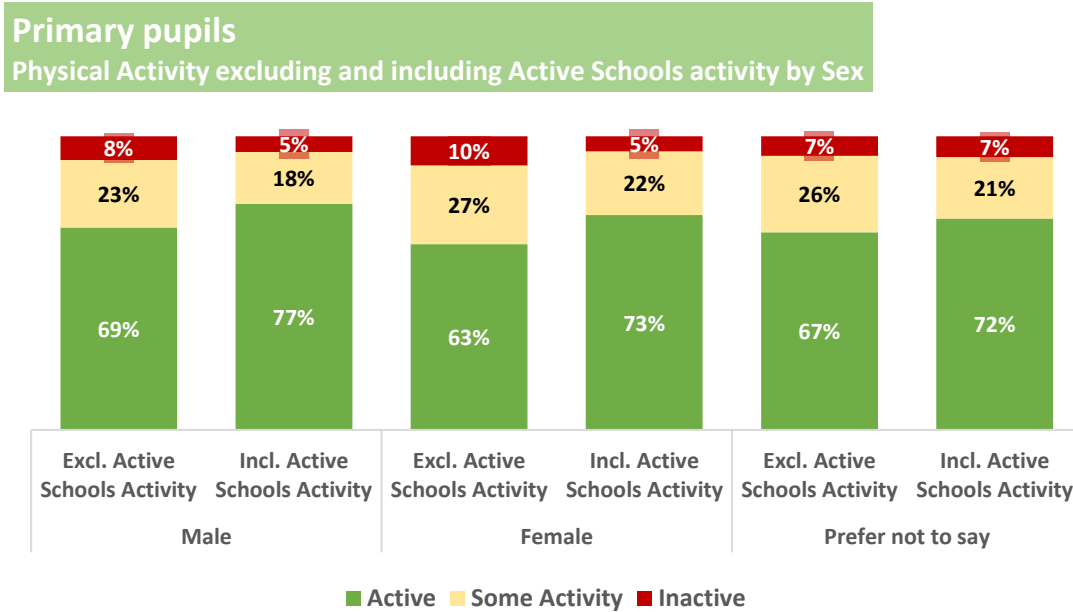
Activity Levels (Including Active Schools activity) by SIMD



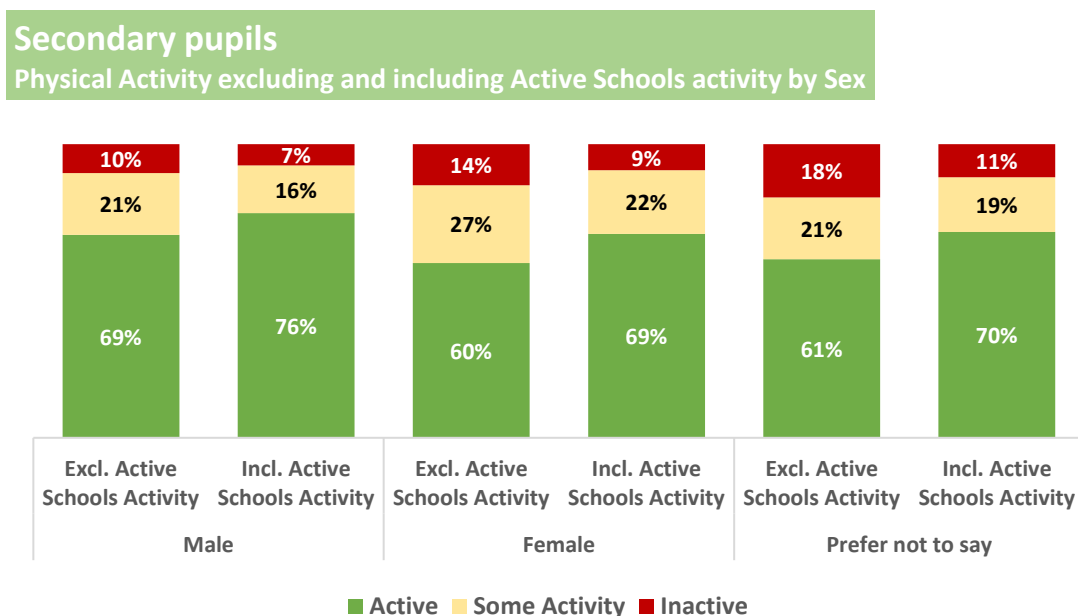
<sup>3</sup> The SIMD or Scottish Index of Multiple Deprivation can be used to identify areas of social and economic deprivation; more information on SIMD can be found here: [www.simd.scot](http://www.simd.scot)

## Age, sex and activity levels

At primary school age, females see the most benefit from Active Schools. The effect of Active Schools activity is that **5%** of females and **3%** of males that would otherwise be inactive have moved into either the 'Some Activity' or 'Active' categories. Prefer not to say does not change.



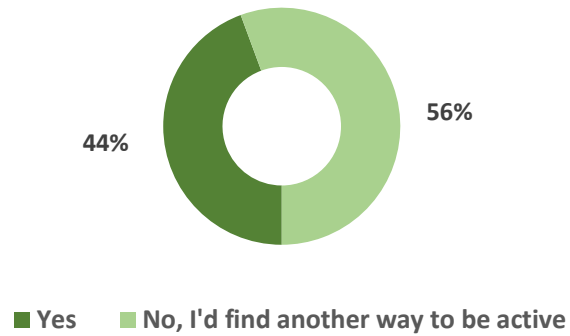
The pattern is generally similar for secondary age pupils. The effect of Active Schools activity is that **5%** of females and **3%** of males that would otherwise be inactive have moved into either the 'Some Activity' or 'Active' categories. However, those that preferred not to say showed a larger decrease of **7%**.



## Activity levels without Active Schools

The survey asked pupils whether they would be less active without their Active Schools activity. Overall, **44%** of pupils said that they would be less active without their Active Schools activity.

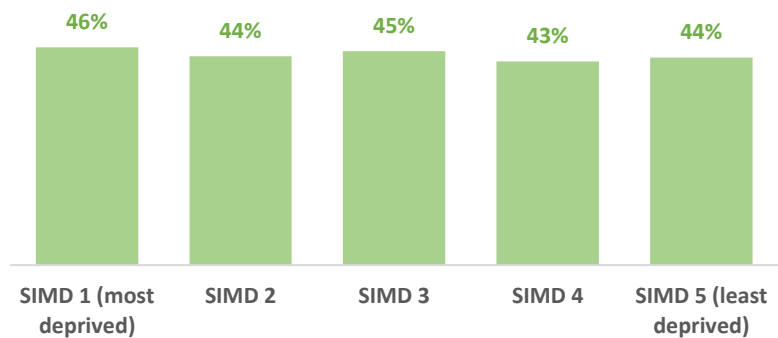
If you couldn't do this sport and physical activity, would you be less active?



## SIMD

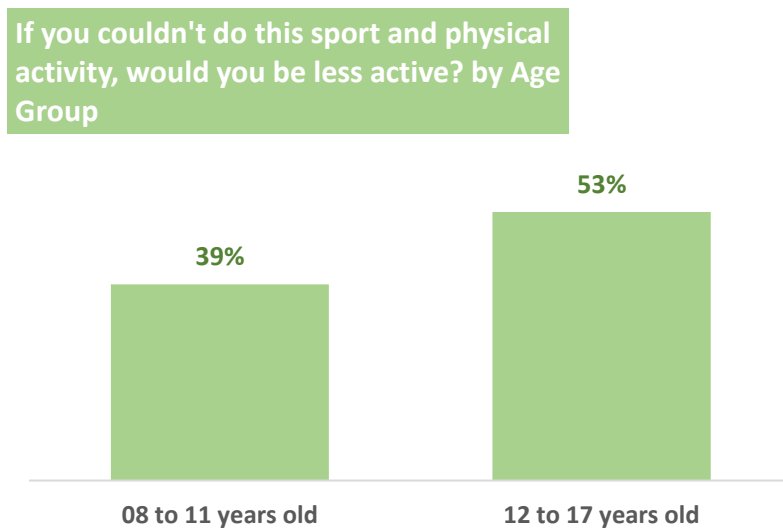
Pupils from the most deprived SIMD quintile were the most likely to say that they would be less active if they could not do their Active Schools activity.

If you couldn't do this sport and physical activity, would you be less active? by SIMD

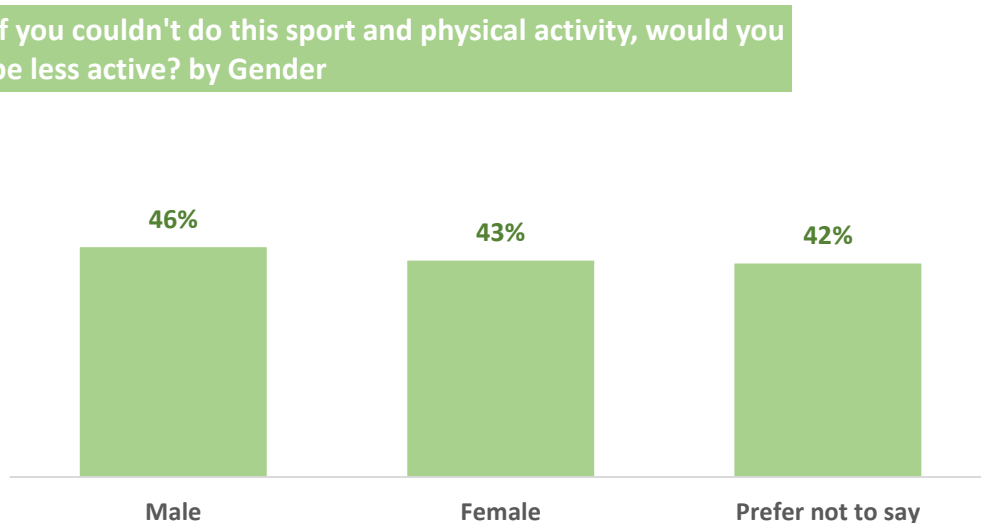


## Age and sex

There are key differences between primary and secondary aged pupils. Around **39%** of primary aged pupils (aged 8 to 11 years old) said that they would be less active without their Active Schools activity. This compares to **53%** of secondary aged pupils (aged 12 to 17 years old). This means that Active Schools is providing a key source of activity for secondary school pupils.



Despite there being a large difference in age groups, there was almost no difference between the sexes: **46%** of males said that they would be less active compared to **43%** of females and **42%** of those that preferred not to say.





## Outcome 2 Encouraging and enabling the active to stay active

Pupils were asked whether doing sport or physical activity with Active Schools made them want to keep active when they were older.

**94%** of pupils felt that doing sport and physical activity with Active Schools made them want to keep doing sport and physical activity when they were older.

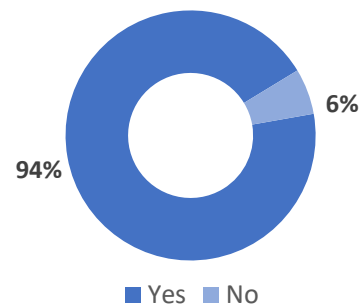
There was very little variation in this figure between primary and secondary aged pupils.

**95%** of those aged 8-11 stated that they would continue to be active while **92%** of pupils aged 12-17 indicated that they would keep doing sport and physical activity when they were older.

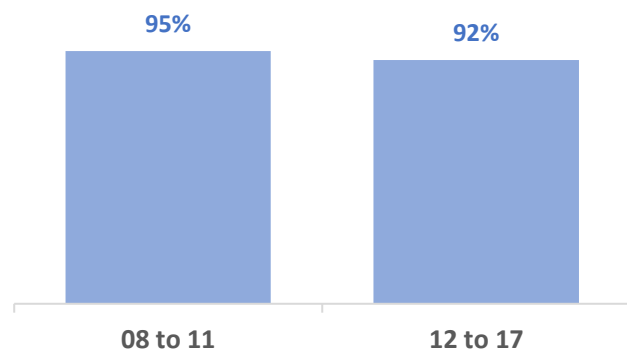
*"I would like to be a healthy person growing up and make new friends at different sports clubs"*

**Secondary School Pupil**

Do you feel that doing sport and physical activity at a school club in your own time and/ or at a sports club makes you want to keep doing sport and physical activity when you grow up?



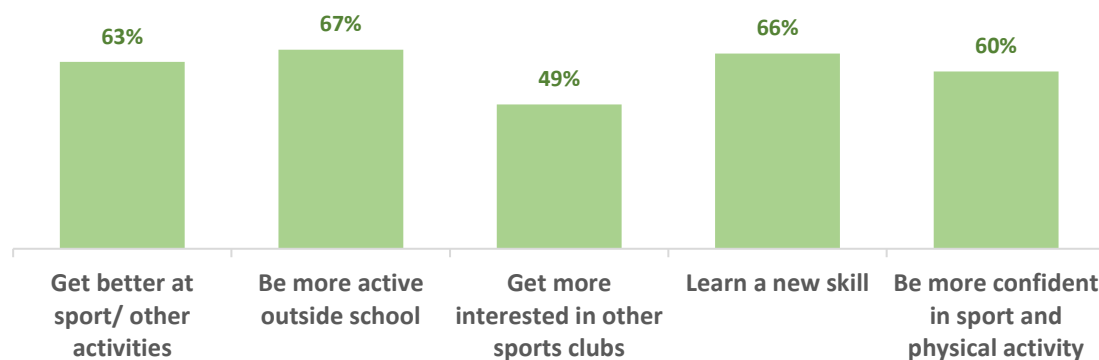
Do you feel that doing sport and physical activity at a school club in your own time and/ or at a sports club makes you want to keep doing sport and physical activity when you grow up? by Age



## Outcome 3 Helping people to develop physical confidence and competence

Pupils were asked whether they felt that taking part in Active Schools had helped them to develop in five key areas of physical confidence and competence.

Do you feel that being involved in sport and physical activity at your school club has helped you... ?



Most pupils (**63%**) felt like they had become better at their sport while **60%** said it made them feel more confident with sport and physical activity.

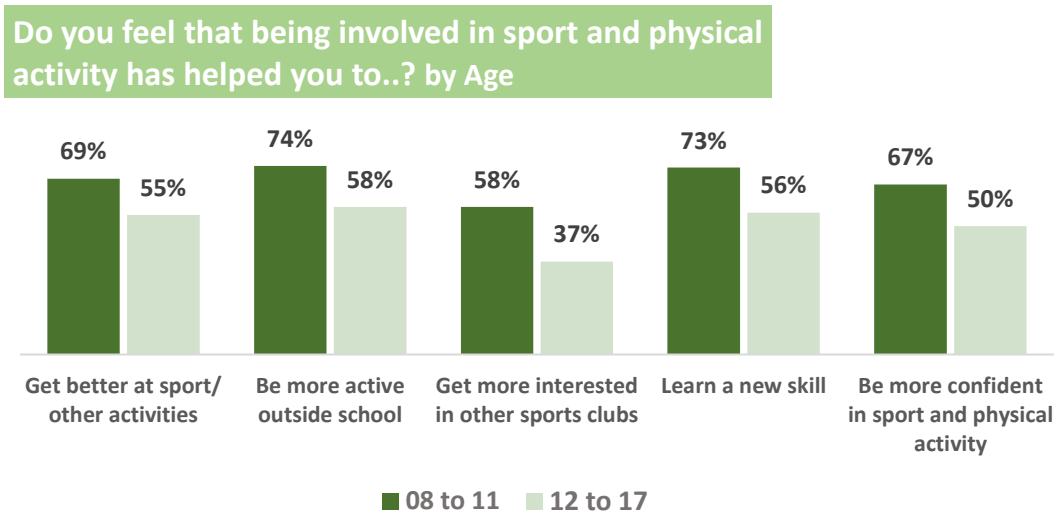
**84%** of pupils said that their school club had helped them to develop in at least one of the five areas.

**66%** stated that being involved had helped them learn a new skill and **67%** said that it had helped them be more active outside school.

**49%** agreed that being a part of Active Schools had helped them to get more interested in taking part in other sports or groups.

## Age

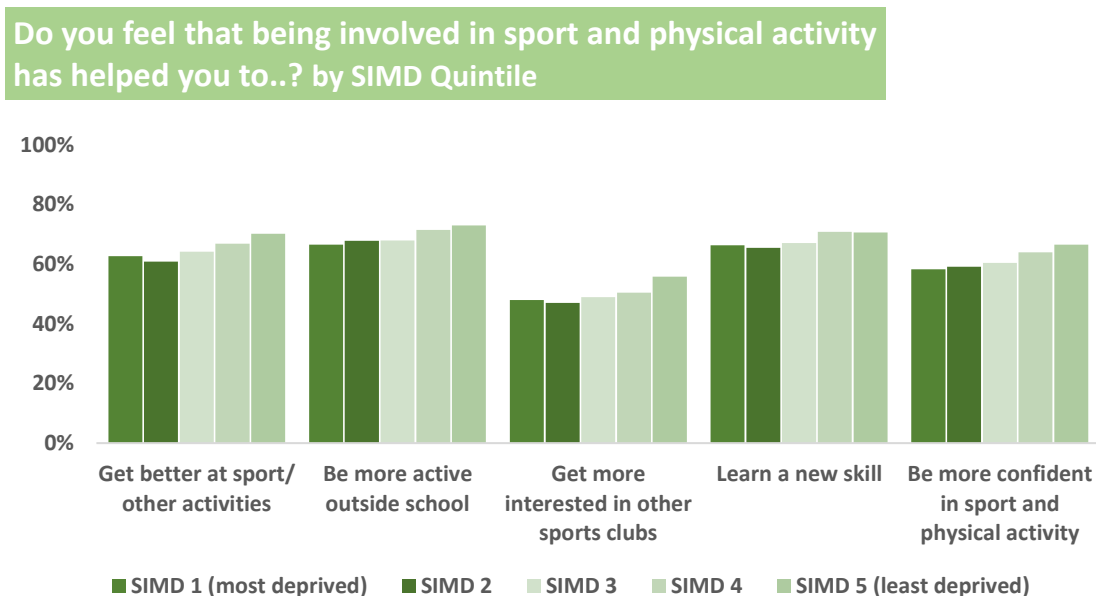
The chart below shows that primary aged pupils tended to be more positive about the impact that sport had on their physical confidence and competence. The area that primary aged pupils had been helped the most with was **Be more active outside school (74%)** while for secondary aged pupils it was also **Be more active outside school (58%)**.



## SIMD

Respondents from the most deprived areas were more likely to say that taking part in sport had helped them over the five development areas. In one area, *Learn a new skill*, the difference was less pronounced than the other four areas.

Responses were close between SIMD quintiles across all five areas.

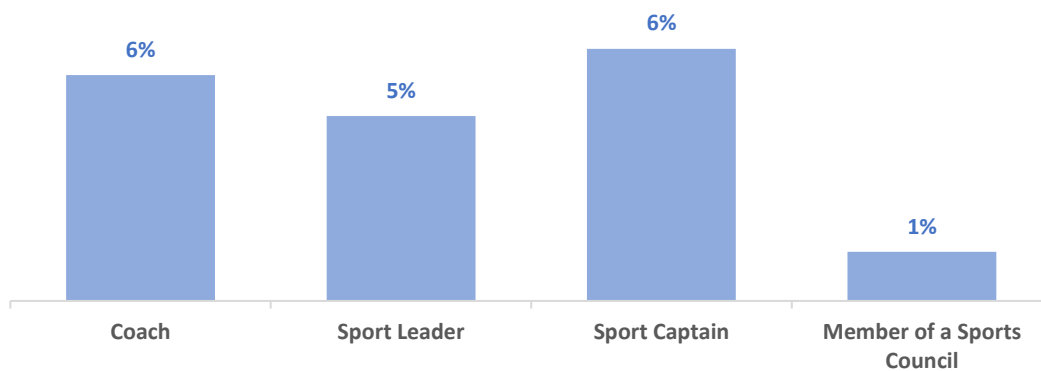


# Outcome 4 Improving our active infrastructure - people and places

## Developing young people

11% of pupils said that they are either a sport leader or a coach. A further 6% were sport captains and 1% were members of a sports council.

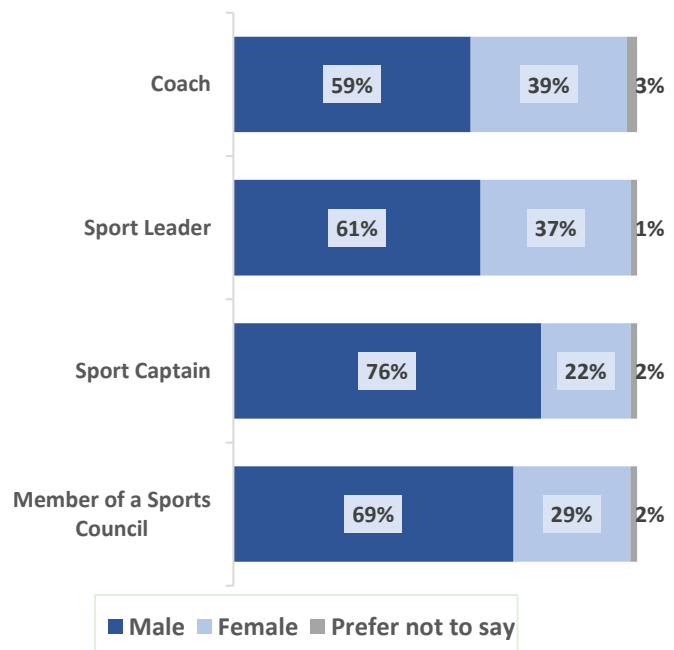
Sporting Roles: Have you ever been a...?



Overall, males were more likely to hold roles than females. However, some roles were more male dominated than others.

The difference was larger for Sport Captains (76% male) and Member of a Sports Council (69% male).

Sporting Roles by Sex



## Developing young people (continued)

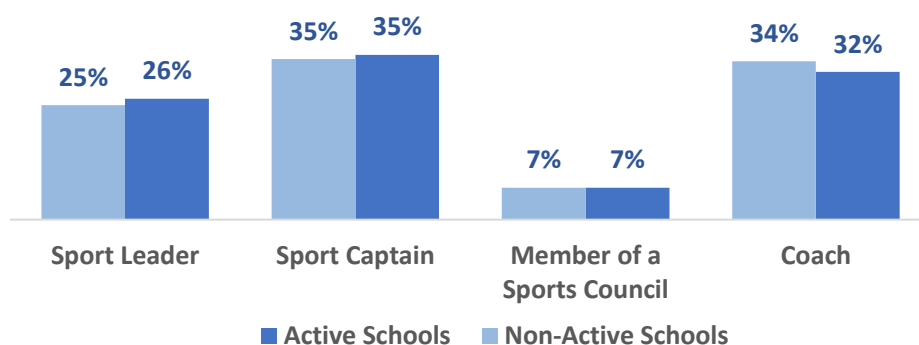
Coaches and Sport Leaders were positive about the impact that getting involved in their club had had upon their development.

*75% of leaders and coaches said that being part of Active Schools club had helped them to learn a new skill*

*72% said that they had become more confident in sport and physical activity by getting involved at their Active Schools club*



## Active Schools participation and role



The types of roles that pupils had did not differ based on their Active Schools participation. However, more variability is found in individual local authorities.

*“I want to create bonds with people in my team and be a leader to them.”*

Secondary School Pupil

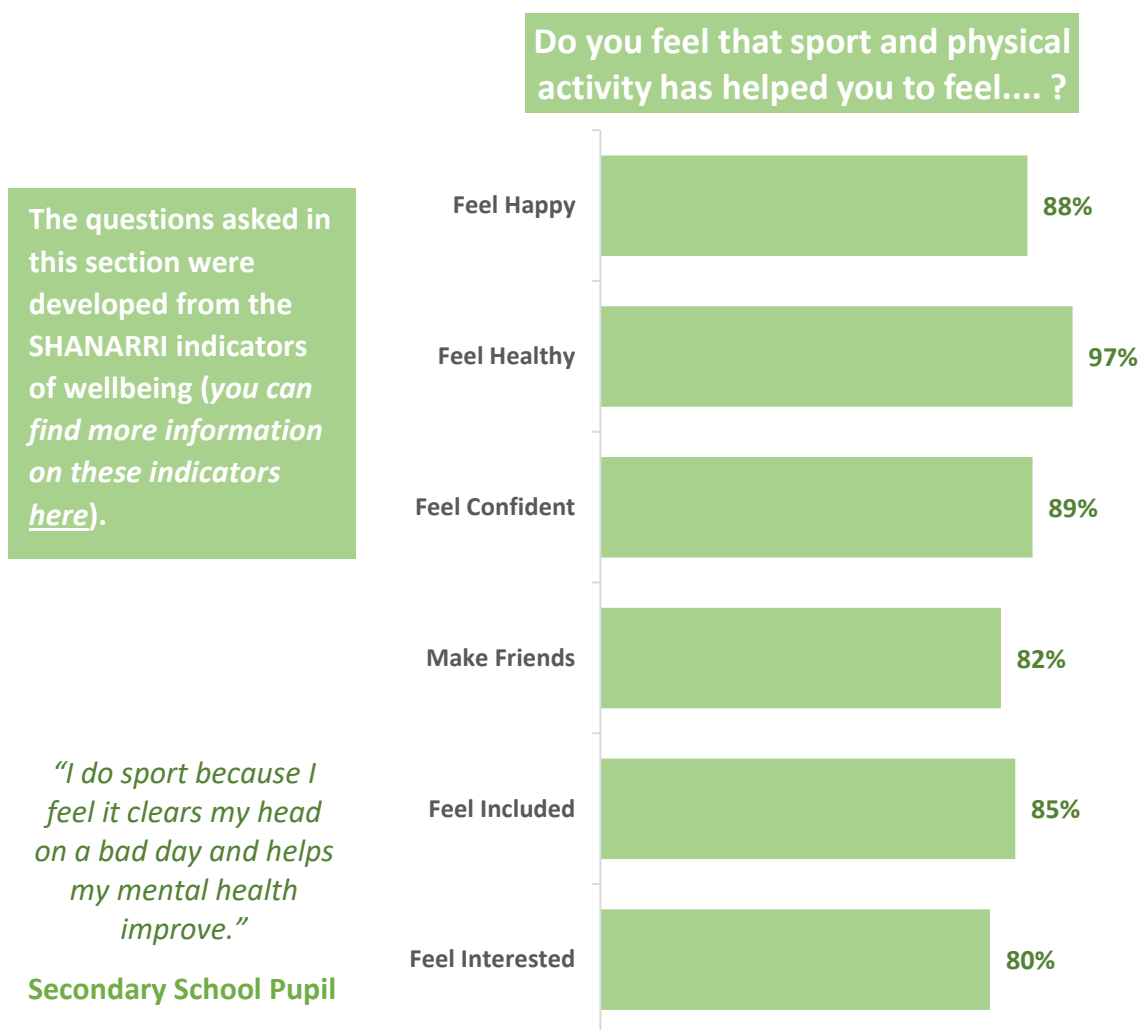
## Outcome 5 Supporting wellbeing and resilience in communities

The survey results indicate that taking part in sport and physical activity through Active Schools has a clear and positive impact on mental wellbeing.

Being involved in sport had made **88%** of pupils feel happy while **97%** said that it made them feel healthy and **89%** said it made them feel confident.

The item that most pupils identified with was ***Feel Healthy (97%)*** while the item pupils least identified with was ***Feel Interested (80%)***.

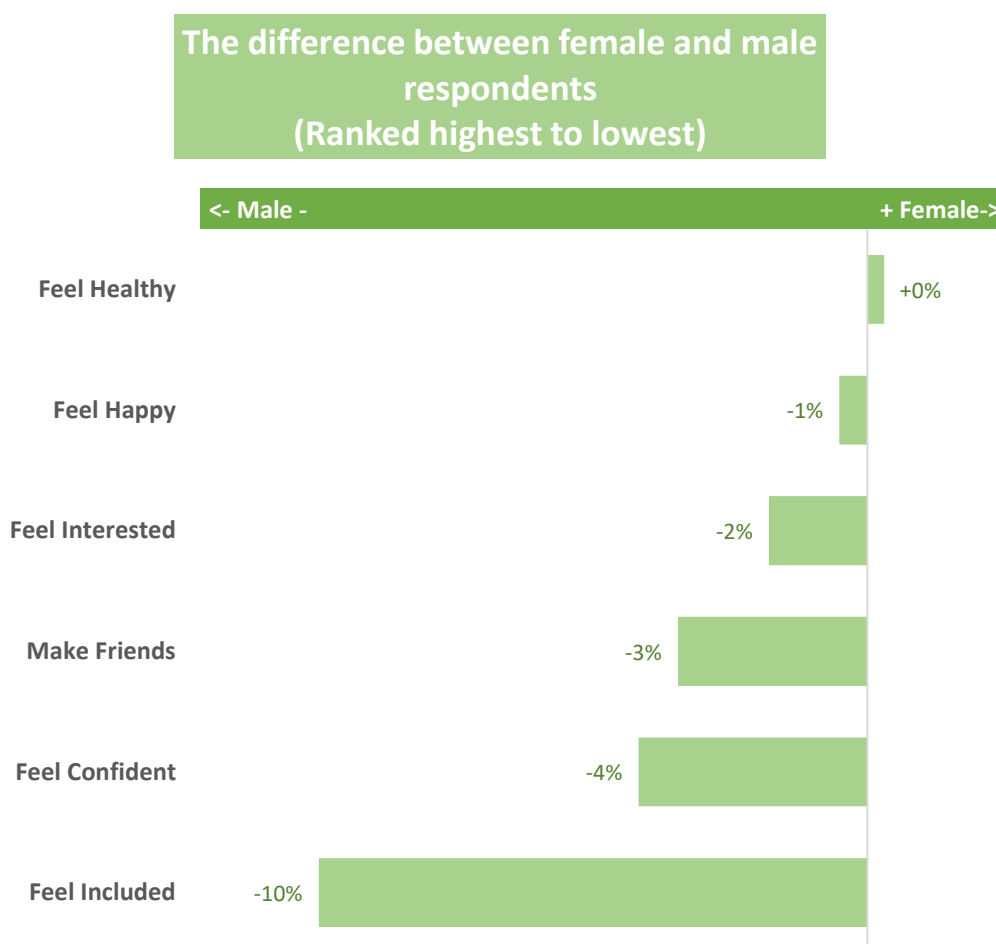
Overall, Active Schools participants gave more positive responses for all of the questions that related to wellbeing than those that did not participate.



## Wellbeing and resilience by sex

Both male and female respondents rated sport's impact on their mental wellbeing very positively.

The chart below shows how much more (or less) likely female respondents were to agree with each of the statements than males.



The largest differences were observed regarding the impact on **Feel Included** (10% - males rated this item higher than females) and **Feel Confident** (4% - males rated this item higher than females). Typically, males rated items higher than females.

*“Doing sports helps me be myself and be confident.”*

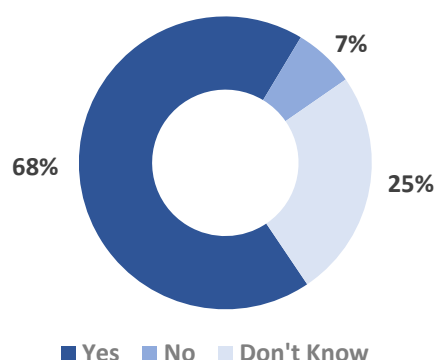
Secondary School Pupil

## Outcome 6 Improving opportunities to participate, progress and achieve in sport

Over two-thirds (**68%**) of secondary school Active Schools participants in Scotland stated that they were achieving their goals in sport and physical activity while only **7%** said that they were not achieving their goals.

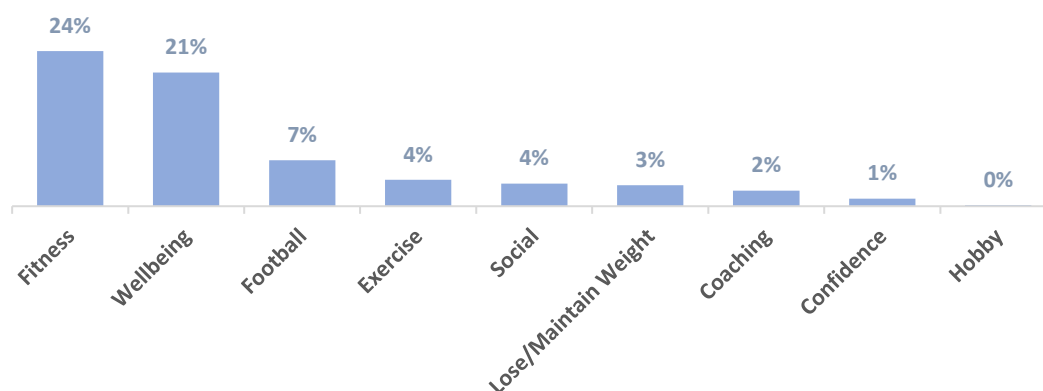
**68%** of Secondary pupils said that they were achieving their goals in sport and physical activity...

### Are you achieving your goal?



Secondary pupils were also given the opportunity to define what they want to achieve by taking part in sport in their own words. These responses were analysed for the most frequent themes. The most common reasons given were **Fitness (24%)**, **Wellbeing (21%)** and **Football** (typically related to skills improvement) (**7%**).

### Most Common Reasons Given for Taking Part in Sport





# Respondent Profile

This section presents the demographic profile of the respondents to the survey. These figures have been presented unweighted and do not adjust for the school age populations in Scotland.

## Sex

Female	<b>50%</b>
Male	<b>47%</b>
Prefer not to say	<b>3%</b>

## SIMD (People living in areas of deprivation)

SIMD 1 (20% <b>most</b> deprived areas)	<b>20%</b>
SIMD 2	<b>19%</b>
SIMD 3	<b>22%</b>
SIMD 4	<b>28%</b>
SIMD 5 (20% <b>least</b> deprived areas)	<b>12%</b>

## Age

08 to 11 (Primary School Age Pupils)	<b>57%</b>
12 to 17 (Secondary School Age Pupils)	<b>43%</b>

## Ethnicity

White Scottish; White other British; White Irish; White other	<b>89%</b>
Asian, Asian Scottish or Asian British; Mixed or multiple; African; Caribbean or Black; Other ethnic group	<b>7%</b>
Prefer not to say; Don't know	<b>3%</b>

## Disability

*“Do you consider yourself to be disabled or to have an impairment which affects your everyday life?”*

Yes	<b>10%</b>
No	<b>72%</b>
Prefer not to say	<b>5%</b>
Don't know	<b>13%</b>

## Rurality

The table below shows survey respondents split by the type of area they live in. In the table below, the percentage of the Scottish population that lives in each area has been provided for comparison.

These results will, to some extent, indicate how representative respondents are of the urban and rural populations.

Although the schools survey is close to the Scottish population<sup>4</sup>, responses to the survey tended to be more likely from other urban areas, small towns and less likely to be from large urban areas. However, these figures are representative of the population rather than school age children.

Where do you live?	Survey Respondents	Scottish Population
Large Urban Area	20%	35%
Other Urban Area	45%	36%
Accessible Small Town	12%	9%
Remote Small Town	7%	4%
Accessible Rural	9%	11%
Remote Rural	7%	6%

---

<sup>4</sup> See <https://www.gov.scot/publications/scottish-government-urban-rural-classification-2016/pages/5/>

# Appendix 1

## Survey Details

The 2019-2020 **sportscotland** Primary and Secondary schools surveys were conducted from December 2019 to March 2020. Both surveys were administered via the internet using SurveyMonkey.<sup>5</sup>

Ten Local Authorities (LAs) were selected for the surveys (Aberdeenshire, East Ayrshire, Falkirk, Glasgow City, North Ayrshire, Orkney Islands, Perth and Kinross, South Lanarkshire, West Dunbartonshire and West Lothian). The LAs selected have been chosen to be representative of the school population across Scotland. The same LAs were selected for both the Primary School survey and Secondary School survey.

The table below shows the responses for each school survey. The Primary School Survey received 5,999 responses while the Secondary School Survey received 5,052 responses. Response levels for each LA were high across Primary and Secondary school surveys with the exception of West Dunbartonshire where only 51 responses were received for the Secondary survey.

LA	Primary School		Secondary School	
	<i>n</i>	%	<i>n</i>	%
Aberdeenshire	543	9.05%	829	16.41%
East Ayrshire	338	5.63%	286	5.66%
Falkirk	310	5.17%	350	6.93%
Glasgow City	1,230	20.50%	682	13.50%
North Ayrshire	777	12.95%	934	18.49%
Orkney Islands	222	3.70%	187	3.70%
Perth and Kinross	562	9.37%	1,046	20.70%
South Lanarkshire	1,164	19.40%	364	7.21%
West Dunbartonshire	340	5.67%	51	1.01%
West Lothian	513	8.55%	323	6.39%
<b>Total</b>	<b>5,999</b>	<b>100.00%</b>	<b>5,052</b>	<b>100.00%</b>

The results have been weighted<sup>6</sup> to take account of the Scottish Index of Multiple Deprivation (SIMD) quintile, sex, urban/rural split (rurality) and Active Schools participation.

<sup>5</sup> Three local authorities used a small number of paper surveys which were input to Survey Monkey.

<sup>6</sup> Further details of the weighting used in this report can be found in the [technical report](#) that supplements this document.