

# Culture and Communities Committee

10am, Tuesday 19 June 2018

## Sport and Outdoor Learning

<b>Item number</b>	8.4
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All
<b>Council Commitments</b>	<a href="#">17</a> , <a href="#">28</a> , <a href="#">39</a> , <a href="#">42</a> and <a href="#">47</a>

### Executive Summary

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The Sports and Outdoor Learning Unit (S&OLU) is now part of the recently created Lifelong Learning service. The Unit provides front line service delivery for children, young people and adults engaging in sport and physical activity both in schools and in community settings.

The body of work is wide ranging and covers team and individual sports, the support of school to club links, facility developments, small grant awards, the development of coach education, community sport hubs, active travel, outdoor learning, residential outdoor centres and the acquisition of achievement awards.

The S&OLU consists of Active Schools Co-ordinators, Sports Coaches, Outdoor Instructors, Swimming teachers and other Development Officers with project specific remits. These members of staff lead the learning and coaching, organise tournaments and festivals, adventure activity trips, coach and support others to do so or are involved in planning aspects of getting participants of all ages more active, more often.

We currently receive a high level of external funding from a range of partners including national governing bodies, the national agency for sport, sportscotland, other local authorities and the private sector. In 2017-18 the level of external funding to the Unit exceeded a million pounds.

Please note this report does not include the work of Edinburgh Leisure. A separate report is scheduled as part of their Annual Report in September.

## 1. Recommendations

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- 1.1 Note the scope of work and the impact on key outcomes.
- 1.2 Note the importance of the connecting links and pathways between physical education, active schools and community sport and the success of this approach in Edinburgh.
- 1.3 Note the high level of external funding secured by the Sports and Outdoor Learning Unit and the fine example of transformational change shown by the self-funding success of the Residential Outdoor Centres
- 1.4 Agree the intention to create a new Physical Activity and Sport Strategy for the city from 2019 onwards following full assessment of the emerging priorities from the Local Improvement Plans (LIP's) and other key funding arrangements.
- 1.5 Agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018-19.
- 1.6 Agree this report shall be referred to the Education, Children and Families Committee for information.

## 2. Background

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- 2.1 Sport and Outdoor Learning is reported to both the Education, Children and Families Committee as well as the Culture and Communities Committees. This is the first report on the work of the Sports and Outdoor Learning Unit to Culture and Communities since the election of the new administration and the recent organisational review that created the new Lifelong Learning service.

## 3. Main report

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The key areas of work are as follows:

### 3.1 Active Schools

The Active Schools team consists of 16 full time and 8 part time Active Schools Co-ordinators and an Active Schools Manager. There is an Active Schools Co-ordinator based in each High School and he/she is also responsible for the feeder

primary schools. The team is split across the four localities: North West, South West, North East and South East.

In our annual return for sportscotland, Edinburgh reported 482,414 participant sessions. This figure is the total number of visits that pupils have made to 'Active Schools' activities in 2016/17. The number of distinct participants taking part in Active Schools clubs rose to 38% of the school roll, an increase of 6% from the previous year. This equates to 17,878 pupils getting active through Active Schools, (12,163 primary; 4598 secondary).

In total 59 different sports and activities took place across the city. Active Schools are currently working with 1200 volunteers who either lead or assist in the delivery of the activities and this figure includes over 400 senior pupils. There are 120 local community clubs who work in partnership with Active Schools in Edinburgh developing and supporting sustainable pathways from school to club.

Active Schools hosted a number of major events this year. The annual P6 event, 'Games @ the Hub' which took place in May was attended by 1800 pupils from 70 schools. 2018 saw the bi annual Awards and Recognition Night where 350 coaches, volunteers, young leaders and club were recognised and rewarded for their hard work and commitment to getting more young people more active more often.

The Active Schools team continue to work collaboratively with the PEPAS, (Physical Education, Physical Activity and Sport) forums working on P7 transition events and ensuring there is a pathway between primary and secondary schools and into the community. There are 298 teachers currently delivering voluntarily in the extra-curricular programmes across the city.

Working in partnership with schools is key to ensuring there is continuity between what is delivered during curricular and extra-curricular time. PE specialists and school teachers are an integral part in planning what provision is offered to the pupils before and after school and at lunch times.

Reducing inequalities within Edinburgh is one of the councils' main objectives, with 21% of Edinburgh's children growing up in poverty. Active Schools are working hard to provide equal opportunities removing any barriers stopping young people getting active. It is essential that we work with senior school staff and guidance to identify these pupils and encourage their involvement. Case studies have shown that involving pupils in extra-curricular activities has helped them engage with school life and their performance at school improves.

All 23 High Schools are registered in the Young Ambassador programme (a national initiative). In Edinburgh there are 46 young people recruited as ambassadors for sport across the city.

In total over 400 senior pupils are engaged with Active Schools and delivering extra-curricular sessions. These young people are given the opportunity to access training in essential lifelong skills such as First Aid, Safeguarding and Protecting Children and Positive Coaching Scotland courses, through the Active Schools "Fit to Coach" programme. The young people are also given the opportunity to gain UKCC sporting qualifications in their chosen sport. These opportunities not only

develop them professionally but also develop their personal skills, which supports and enhances their life after school.

Achieving the sportscotland 'School Sport Awards' is an excellent example of collaborative working between Active Schools, the school and the wider community. The award is designed to encourage schools to continuously improve Physical Education and school sport opportunities. The award helps provide the opportunity for Active Schools and school staff to self-reflect and identify areas to help inform future plans and puts young people at the forefront of the decision making and planning of Physical Education and school sport.

Over the last year sportscotland have undertaken research to understand the impact of their work along with partners in 'schools and education' and 'clubs and communities' portfolios and our contribution to the Active Scotland Outcomes Framework (ASOF). Some of the research has shown that 76% of young people feel more confident in sport and activity, 83% have learned a new skill (aligned to the ASOF improving confidence and competence). 98% feel healthier, 92% are more confident, 87% have made friends from taking part in Active Schools clubs (aligned to ASOF 5 supporting wellbeing and resilience in communities through physical activity and sport). These are extremely positive statistics and demonstrate how they align to the wider educational priorities.

## **3.2 Primary School Swimming/Swimming Top Up**

### **Curricular Swimming**

The City of Edinburgh Council's Swimming Teachers deliver curricular swimming lessons to primary aged children from P3 to P7. The aim is for each child to reach the stage of achieving Certificate 5 (C5) whereby the Council deems them to be a safe swimmer. All primary schools are offered curricular swimming and the aim is to provide each pupil with 20 lessons over the course of their primary schooling.

S&OLU employs 8 teachers (5.1FTE) to deliver the programme. The lessons take place across the city in a combination of school and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons if teaching alone. Swimming is a critical life skill and Edinburgh Council's commitment to swimming delivery in the curriculum is widely admired by Scottish Swimming and other local authorities. See article in S&OLU Spring 2018 Newsletter (Appendice section).

In 2016/17, 6350 pupils took part in curricular swimming.

The Edinburgh Primary Schools Swim Relay Gala and Diving competition is held annually at the Royal Commonwealth Pool. It is organised by the Swim team, and this year 45 primary schools and over 500 pupils took part.

### **Swimming Top Up**

The 'Swimming Top Up' was initially a pilot programme funded by the Scottish Government to support the improved delivery of swimming lessons for primary school children across Scotland.

This funding provided a swimming instructor (or instructors) to work alongside the swimming specialist to support curricular swimming. The higher teacher-pupil ratio provides more support for weaker or non-swimmers.

The Government funding finished but this year we accessed funding from the Glasgow 2018 legacy fund. £8000 has allowed us to provide Swimming Top Up to 18 primary schools in the most disadvantaged areas of Edinburgh. Working in partnership with Edinburgh Leisure we have provision in place from January to December 2018. It will impact around 400 pupils learning to swim. This is vitally important because in some of these schools, curricular swimming lessons are the first time some children have been in water or in some cases seen a swimming pool.

*'There is a direct correlation between a pupil's economic background and learning to swim, so for some children if they don't learn to swim at school, they won't learn at all' (Sharon MacDonald, Scottish Swimming).*

In recognition of the importance of this issue Active Schools have recently introduced a new extra-curricular Swim programme that is offered free to pupils receiving FSM (free school meals).

### **3.3 Physical Education**

The Council has committed to achieving the Scottish Government targets of 2 hours of PE in Primary and 2 periods in Secondary Schools (S1-4 only). In 2017-18 we achieved the PE target of 100% in high schools for the first time. There are still some primary schools with facility challenges and rising school roles which can make the target difficult to achieve. Some primary schools are being creative with their timetables and the use of outdoor spaces to meet the 2 hours per week for all pupils.

We have a part time Physical Education Lead Officer (PELO) responsible for organising and conducting working groups, sharing practice, developing cluster work and delivering and developing CPD. The PELO also has a focus on the schools not meeting the PE target.

A significant development has been the introduction of PEPAS (PE, Physical Activity and Sport) working groups in each cluster. 24 groups are now active, one in each cluster plus a group for the Special Schools. These working groups have included representation from high schools, primary schools and Active Schools in each cluster. The success of these groups is shown by the pathways developed for pupils, regardless of age and stage, which allows them to participate in PE, physical activity or sport in their chosen activity.

May 2018 saw over eighty delegates attend Edinburgh's first every PEPAS conference bringing professionals from each sector and with input from Education Scotland and sportscotland.

*'We recognise Edinburgh as being one of the leading Local Authorities developing PEPAS' (Suzanne Hargreaves, Education Scotland).*

### Statistics on schools achieving 2 hours/2 periods of PE per week (S1-4 only in high schools)

Year – HS/PS	Number of schools	Number of schools achieving PE target	Percentage of schools achieving PE target
2015/16 – PS	88	81	92%
2015/16 – HS	23	22	96%
2016/17 – PS	88	85	97%
2016/17 - HS	23	22	96%
2017/18 – PS	88	82	93%
2017/18 – HS	23	23	100%

### 3.4 Cycle Training

The City of Edinburgh Council works in partnership with Cycling Scotland to deliver cycle training in primary schools. We successfully apply for funding annually which funds a part time co-ordinator, mentors who assist our volunteer trainers and pays for teacher cover to allow for teacher training. Edinburgh’s Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training across cluster schools.

‘Bikeability’ is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today’s roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.

#### **Bikeability Statistics (Nb. 2017-18 data to be collated end of June 2018)**

	2015-16	2016-17
<b>Number of schools delivering cycle training</b>	39	66
<b>% schools delivering cycle training</b>	44%	75%
<b>Number of pupils receiving cycle training</b>	1915	2590
<b>Number of P6 pupils receiving cycle training</b>	1735	2113
<b>% P6 pupils receiving cycle training</b>	47%	54%
<b>Number of schools using a mentor</b>	25	39

### 3.5 Active Travel (Bike4Ever)

We are working in partnership with Smarter Choices Smarter Places who have funded a new project which provides bike clubs in high schools. Initially, funding is

for 8 clubs and if successful more will be established. Six of these clubs are underway with a further two to start in August 2018. The project has been named Bike4Ever and the aim is to provide pupils with the skills to make journeys on their bikes and to use the local network of cycle routes around their schools and neighbourhood.

54 pupils from six schools (Castlebrae, Gracemount, Leith Academy, Liberton, Tynecastle and WHEC) currently participate in this programme. Forrester and Craigroyston are set to enter the programme in 2018-19.

### **3.6 School based Community Sport Hubs**

Community Sport Hubs are a national initiative (funded by sportscotland) designed to improve school to club links and develop partnerships with sports clubs and other community organisations. The S&OLU has taken the lead role in developing six school based Community Sport Hubs initially at Forrester/St Augustine's HS Campus, Broughton HS, The Royal High School and more recently at Portobello HS, James Gillespies HS and Liberton HS.

The S&OLU also has a key involvement in the area Community Sports Hub for SW Edinburgh, which is a partnership with Heriot Watt University. The Lifelong Learning Development Officer post linked to this Hub is fully funded by sportscotland.

The Community Sports Hubs have resulted in significant success in terms of club engagement and participation. A total of 87 sports clubs and organisations are affiliated to the 7 Hubs, which is an increase of 21% over the last 5 years. Club playing membership has increased hugely from 2480 at the inception of the hub programme, to a current total of 12,422 active participants. The total number of coaches and volunteers delivering within the hubs has increased from 243 to 1,466 over the last 4 years, with 79% of the deliverers being volunteers.

There are many excellent examples of partnership programmes between the hub clubs with schools and communities across the city. Many of which specifically target girls participation, as well as creating opportunities for those children and adults living in areas of higher deprivation. A key target for the hubs going forward is to work towards the Active Scotland outcomes, focusing on increasing the number of people of all ages taking part in physical activity.

### **3.7 Sports Development**

The S&OLU has four full time Sports Development Officers and these posts and associated programmes are funded in partnership with the National Governing Bodies (Scottish Football Association, Scottish Rugby Union, Cricket Scotland, Badminton Scotland and Tennis Scotland). These programmes include curricular programmes, after school clubs, organisation of festival and tournaments, player

development centres, coach education and support and development of clubs through quality mark schemes.

The coach education programme is huge and each year well over a thousand volunteer sports coaches are put through a variety of courses from introductory level to UKCC Level 2. All our Sports Development Officers hold tutor status. Our ability to do this in-house is a very cost effective method and provides a high level of quality control as well as being an excellent way to develop relationships with clubs.

### **3.8 Lifelong Learning Sport and Physical Activity Development Officers**

As part of an organisational review in 2016-17 that led to the creation of the Lifelong Learning service four new posts of Lifelong Learning Development Officers (Sport and Physical Activity) were created. These posts are specifically based in the four neighbourhood sectors of the city and are focussed on engaging people of all ages in sport and physical activity and addressing any related concerns by local communities through their Local Improvement Plans (LIP's).

The staff in these positions have only been in place for just over six months but are actively involved in developing a variety of initiatives such as organising local Walking and Cycling festivals, local Holiday programmes, engaging in the establishment of Physical Activity Alliance Groups in each locality and developing partnership work with local clubs and community organisations.

### **3.9 Transfer of Management of Secondary School Sports Facilities to Edinburgh Leisure**

Following approval by the Corporate Policy & Strategy Committee in June 2016, a staff member of the S&OLU (supported by colleagues from Finance, HR, Legal and FM) has led on the transfer of management of secondary school sport facilities to Edinburgh Leisure. As of end of May this year, sport facilities at 19 secondary schools have transferred to Edinburgh Leisure with the final schools scheduled to be transferred by the end of 2018.

Given the size of operation at Wester Hailes Education Centre and the existing leisure nature of this facility a separate sub-group has been established to take forward this specific operation. Senior officials from Schools and Lifelong Learning and Edinburgh Leisure meet on a monthly basis to monitor progress.

### **3.10 Major Facility Developments**

#### **Meadowbank Sports Centre**

Meadowbank Sports Centre is a key strategic priority for the Council. The S&OLU have led on consultation and engagement with stakeholders and worked with the project team to develop the design of the new facility.

The detailed planning application for the new sports centre has been submitted and the project is currently out to tender. The existing sports centre was closed at the



end of 2017 with surveys and decommissioning taking place over the last few months prior to demolition. Construction of the new sports centre is scheduled for around autumn 2018 with the new building scheduled to open to the public in 2020. We are also working with colleagues from Arts and Creative Learning, Culture Service and Procurement to animate the hoarding around the site. This will also involve pupils from Edinburgh primary schools creating artwork to be displayed around Meadowbank.

### **Hunter's Hall Park**

Plans have been developed to construct cycling facilities and new 3G pitches at Hunter's Hall Park and a planning application has been submitted. Officers from the S&OLU are taking this project forward and the initial focus will be on the development of a new outdoor velodrome and two 3G pitches. The redevelopment of Jack Kane Sports Centre / Jack Kane Community Education Centre has been put on hold due to the loss of indoor space in the city whilst the new Meadowbank Sports Centre is being constructed. Project costs are currently being reviewed and our staff team will be engaging with stakeholders prior to finalising plans and going out to tender.

### **3.11 Club Facilities and Community Asset Transfers**

We also consult and work in partnership with clubs regarding a range of facility development issues. In the past year we have created a new partnership arrangement with the Queensferry Sports and Community Hub to manage a new 3G synthetic pitch adjacent to the new High School. This has allowed for construction on the new school to commence and despite the temporary loss of playing fields this initiative shall allow for the continuous provision of both physical education and community sport.

Staff in the S&OLU are also actively engaged in a range of enquiries from sports clubs and community organisations around community asset transfers of pavilions and pitches owned by the Council.

We anticipate this topic of community empowerment may be of particular interest to elected members and a more detailed specific update on progress of applications and the actual Asset Transfer process shall be provided to this committee at a future date in 2018-19.

### **3.12 Physical Activity and Sport Grants**

The Physical Activity and Sport Fund is an annual grants programme, where organisations can apply for funding up to a maximum of £5,000. The Physical Activity and Sport fund provides organisations with the means to increase participation and help people to lead a healthy lifestyle. It specifically targets equalities issues such as enhancing opportunities for girls to play sport and assisting people on low income and/or living in an area of multiple deprivation. The funding can be used to pay for a wide range of project running costs. It will not fund: individuals, travel expenses, accommodation, training or residential camps or non-

essential merchandise. In the year 2017-2018, £38,000 was awarded to twenty seven sports clubs and community organisations.

There is an additional small grants fund that assists talented pupils (up to a maximum of £150) with costs involved in being selected for national training camps and international competition.

### **3.13 Coaching Edinburgh**

Coaching Edinburgh is a scheme that provides CPD courses and coach education support to people coaching in Edinburgh. The programme has provided discounted workshop spaces and scholarship funding to sports coaches and club members in the city. In 2017/18 forty three coaching scholarships were granted and over 300 sports coaches and club members attended our workshops.

Our current Partnership Agreement with sportscotland outlines the importance of coach and volunteer development. Key areas for focus include:

- recruitment and deployment strategies
- coach education
- partnerships between sporting and non-sporting volunteer agencies
- public recognition for volunteering
- volunteer management practices
- access to volunteer training and development opportunities

### **3.14 Edinburgh Primary Schools Sports Association**

Children and young people progress in sport through exposure to competition. In recognition of this the S&OLU second a teacher (for one day a week) to organise the 'Edinburgh Primary Schools Sport Association Festival and Events' programme. This covers a wide range of activities – both indoor and outdoor sports. In the past academic year 90 Primary Schools took out membership of EPSSA in order to enter these events (NB: membership is also open to independent schools).

In total 11,774 children took part in 36 EPSSA events in 2016/2017.

In addition to this we have the largest Soccer Sevens programme in the country. On Saturday mornings during 2017-18 over two thousand boys and girls represent their Primary School teams in seven –a –side matches throughout the city (a total of 201 teams - 86 teams at P4/P5 and 115 teams at P6/P7). This is a building block to becoming involved in club football and possibly the Football Performance Schools and Girls Academy programmes (see section 2.16).

### **3.15 School Sport Competition**

In partnership with sportscotland the Council has created a new post for a Schools Sport Competition Officer. The post is initially funded for two years and aims to bring new people into school sport competition, i.e. those who enjoy sport but do not normally compete in teams or regular fixtures.

The post started in September 2017 and between December 2017 and June 2018, seventeen new events were provided for pupils in S1-S3. The events were in netball, volleyball, cricket, athletics (giant heptathlon and cross country) and water polo. The average attendance for each of these events was eight schools with approximately sixty pupils attending each event. To date twenty one of the Secondary Schools have participated in the first year events programme.

In the next session we intend to introduce four new sports; 3v3 basketball, rugby, tennis and table tennis.

The programme has also provided leadership opportunities for people and has involved twenty eight young leaders (8 from Universities and 20 senior pupils), twenty nine club volunteers and five National Governing Body staff.

We are examining ways to increase the sustainability and accessibility of the programme and are looking to provide food and water at each event and free travel on public transport. We also aim to involve new teaching probationers to run some of the events next year.

### **3.16 Performance Programmes**

#### **3.16.1 City of Edinburgh Schools Sports Academy**

Developing potential is a key aspect of our work. The City of Edinburgh Schools Sports Academy is an extra-curricular programme and takes place on Friday afternoons and midweek evenings plus holiday camps. It is a stepping stone programme designed to assist our school pupils achieve selection to East of Scotland Regional Squads and then onto National squads. We have over the period of the last few years consistently achieved an 80% success rate.

There are 115 athletes in the 2017-18 programme (53 boys and 62 girls). There are 17 different Secondary Schools represented in the programme. There are currently five sports in the programme – Badminton (19), Cricket (27), Girls Football (24), Netball (31) and Rugby (14). Discussions are currently in progress with the National Governing Body regarding Volleyball entering the programme in 2018-19.

The programme is divided into two categories – a Development phase (generally P7/S1 pupils) and a Performance programme (generally S2 pupils and above).

#### **3.16.2 Football Performance Schools (SFA Performance School at Broughton High School and Hearts Performance School at Balerno High School).**

This is part of a national initiative covering seven regions of Scotland. It is a four year programme commencing in S1 and is for the best young players in the country. The programme combines their education with football training. The players receive football development activity every day in school and the aim is to improve the individual players through a programme of technical and game awareness activities.

These players are expected not only to enter the world of Professional football but the project expectations are designed around producing footballers of the highest calibre fit for international standard.

Celtic and Rangers operate their own programmes with the approval of the SFA. The other 'big clubs' have held the ambition to do likewise and now Hearts are have taken steps to set up their own programme.

Their preferred choice of school was Balerno HS which is in very close proximity to the Hearts training base at Heriot Watt University. We (CEC) also recently installed a very good 3G synthetic pitch beside the school (Malleny Park) that is perfect for their training needs.

### **3.17 Outdoor Learning**

The Outdoor Learning Team forms an integral part of the S&OL Unit. In line with the transformational change process, an organisational review was completed in 2017. This new structure ensures there is the breadth and depth of appropriate skills, knowledge and experience to support the long term sustainability and development of the Outdoor Learning Team and the four Centres. The structure includes a new Schools and Communities Development Officer who is working with schools and partners to develop school and community based outdoor learning in and around Edinburgh; and a new Sales and Operations Officer to support vital investment in infrastructure and resources.

### **3.18 Outdoor Centres:**

#### **Outdoor Centres (Benmore, Lagganlia and Bangholm)**

Benmore Outdoor Learning Centre in Benmore Botanic Gardens, near Dunoon, and Lagganlia Outdoor Learning Centre in Glen Feshie, near Aviemore, are residential centres in unique locations within Scotland's two National Parks. They are owned and operated by The City of Edinburgh Council. These locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings.

Visits can often be a participant's first taste of an adventurous activity and/or the opportunity to be challenged within a different context. This can generate a lifelong love and interest for specific activities, which are continued in and around the Edinburgh area.

In 2016, the Education, Children and Families Committee supported the recommendation that The City of Edinburgh Council's Primary Schools choose Benmore or Lagganlia as their first choice of a fully serviced residential outdoor learning week, providing there is available space during the peak period of mid February through to mid November.

The residential Centres are extremely busy with nearly no school availability for 2018/19, as evidenced by schools visiting the Centres from mid-January to mid-December.

The number of The City of Edinburgh Council's Schools visiting Benmore and Lagganlia during the 2016/17 academic year increased by 21% to 81, compared to 2015/16. This is compared to 56 in 2014/15. An increase in use by The City of Edinburgh Council's Schools is expected to continue.

The number of The City of Edinburgh Council's pupils visiting Benmore and Lagganlia during the 2016/17 academic year increased by 10% to 3201, compared to 2015/16, with a further 10.5% increase expected between 2016/17 and 2017/18.

Table 1 Increase in the number of The City of Edinburgh's Schools' pupils attending Benmore or Lagganlia

<b>2015/16</b>	<b>2016/17</b>	<b>2017/18 (estimated)</b>
2912	3201	3540

An online residential questionnaire, introduced in mid-September 2017, provides consistent evaluation feedback across both residential Outdoor Centres.

It asks probing questions about our Centres and the impact on key outcomes. Results are available to schools and other groups to support their self-evaluation and improvement; and provide feedback to Parent Councils. Feedback continues to indicate very high levels of satisfaction and impact. The impact of our centres across all statements is shown by mean/average scores of 96% ('strongly agree' and 'agree') and 75% ('strongly agree'). The feedback supports development planning, particularly linked to improving how residential excursions fit into the school curriculum through effective pre and post learning.

The residential outdoor centres continue to demonstrate a very strong financial performance and provide a very fine example of transformational change. Combined income continues to grow year on year.

Table 2 Combined Income – Residential Outdoor Centres

<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
£1,585,208	£1,699,307	£1,737,944	£1,892,835	£2,008,907

The provision to carry forward any budget surplus generated in a financial year is critical to securing sustained investment in infrastructure and resources at the two residential centres. This allows us to maintain and develop our excellent provision, reputation and support for the citizens of Edinburgh. The allocated investments include internal building improvements to Benmore/the Bernice Farmhouse and

Lagganlia; fibre connectivity; a new website; new resources to support significant growth; snowsports centre at Lagganlia; and road improvements in partnership with the Forestry Commission.

The 2017/18 surplus was £140,818.

A new charity is being established at Benmore: Friends of Benmore Centre. Friends of Lagganlia already exists. Amongst many aims, both charities will provide resources to support Edinburgh's young people in attending a residential experience.

The Bangholm Outdoor Learning Centre is a city based non-residential centre located on Craighall Gardens in North Edinburgh. Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; achievement awards (Duke of Edinburgh's Award, John Muir Award and Junior Award Scheme for Schools); Curriculum for Excellence advice and support; outdoor learning partnership working; delivering training and specialist courses, equipment loans and targeted direct delivery to children, young people and others.

Current development work across all three outdoor centres includes: (i) signposting young people and families to affordable provision so they continue adventurous activities in and around the Edinburgh area; (ii) supporting poverty proofing via the 1 in 5 Project; (iii) utilising the Bernice Farmhouse (Benmore) as an affordable resource for community/school groups to deliver targeted provision to vulnerable and priority users; (iv) a new Snowsports Centre in Lagganlia for 2019; and (iv) servicing predicted increases in demand due to increasing school rolls.

### **3.19 The Risk Factory**

The fourth and additional Centre within our S&OL Unit is the Risk Factory. Located in the Chesser area beside the Water of Leith (Southwest Edinburgh), it is an interactive centre primarily focused on delivery community safety provision to children and young people. The Centre 'manufactures' everyday risks in a safe environment with the aim to teach how to deal with or avoid risks. Risk is an essential part of Outdoor Learning and a water hazard is one of the key stations.

Four local authorities fund the Centre: The City of Edinburgh, East Lothian, Midlothian and West Lothian Councils. The core provision focuses on providing free P7 places to schools.

For 2016/17, 86 out of 88 The City of Edinburgh primary schools attended The Risk Factory (one school did not attend as it is a composite school and visits every two years). Two full time employees (City of Edinburgh Council) operate and organise the facility alongside a significant number of volunteers.

The Risk Factory is an excellent example of delivering high quality provision through effective recruitment, training and deployment of community volunteers; and forging sustained relationships with community partners. Key partners include

Police Scotland, Scottish Fire and Rescue Service, SP Energy Networks, SEPA, Scotrail, Network Rail, RoSPA and Electrical Safety First.

The Risk Factory remains very popular with The City of Edinburgh and other local authority schools with high levels of satisfaction (Tables 3 and 4).

Table 3 Change in the Number of Funded P7 Participants

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b> (estimate)
The City of Edinburgh pupils	3295	3155	3516	3669
Total (all 4 LAs)	6949	6857	7397	

Table 4 Overall Satisfaction Levels (all Local Authorities)\*

<b>Very Good</b>	<b>Good</b>	<b>Satisfactory/okay</b>
92%	7%	1%

\*262 responses

The Friends of the Award (FOTA) moved into the Risk Factory in December 2017, which shall further support community partnership working.

Future development work will include: (i) creating a financially sustainable model, which will allow this vital, innovative and unique provision to continue; (ii) enhancing delivery to include opportunities to apply safety and risk knowledge, skills and experience outdoors within the local area and beyond; (iii) exploring opportunities to deliver community safety to other user groups; (v) developing joint community partnership work with FOTA; and (v) considering widening the scope of community safety scenarios and learning.

### **3.20 Outdoor Learning: School and Community Based Learning**

Outdoor learning continues to be a dynamic and engaging context for the delivery of a wide range of outcomes. The policy framework for outdoor learning is well established within Scotland's Curriculum for Excellence. 'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education.

The S&OLU works with stakeholders to embed outdoor learning as a regular, progressive and planned experience for children, young people, and adults. The Unit delivers an extensive programme of highly-rated training, support and professional development. This is evidenced in the December 2017 Education, Children and Families Committee Outdoor Learning and Excursions Policy Reports.

In 2017, the S&OL Unit established The Edinburgh Teachers' Outdoor Learning Forum. The group has developed an exciting new resource for Edinburgh young people, schools, families and communities to explore the outdoors through activity and play: '50 ways to experience outdoors in Edinburgh before you're 11 <sup>¾</sup>'.

The aim is to inspire and support users with practical ideas for accessing and exploring local communities and less familiar places around Edinburgh. The S&OL Unit and this group will promote and develop the resource so it is far reaching and provides a valuable link between schools, families and communities. The resource will be launched in June/July 2018.

The S&OLU established the Edinburgh Outdoor Learning Network. This brings together partners who are engaged in school and/or community based outdoor learning. Recent development work includes sharing best practice; providing partners with information about The City of Edinburgh's locality improvement approach; and exploring how partners can support the Locality Improvement Plans (LiPs).

The S&OLU works closely with many partners including the Friends of the Award (FOTA, The Green Team; Bridge8; All Ability Bike Club; the Duke of Edinburgh's Award, Scotland; and the Water of Leith Conservation Trust. These partners have a significant impact on school and community based outdoor learning. Evidence of high quality partnerships was presented in the December 2017 Education, Children and Families Committee Outdoor Learning Report.

The S&OLU will soon be writing to Primary and Special schools about an exciting new outdoor learning challenge day at Holyrood Park. This is being organised by a group of teachers and outdoor learning partners, and will be held in September. The event will be free to The City of Edinburgh schools and involve a range of exciting adventures within the Park. This builds on the success of our Secondary School Convener's Challenge, which is an adventure race across the Edinburgh area, delivered in collaboration with outdoor learning providers, and finishes at The City Chambers. These events allow young people to explore new areas of Edinburgh; try different activities; become familiar with different community based partners; and learn more about Edinburgh's landscape and culture.

### **3.21 Outdoor Learning: Wider Achievement**

#### **3.21.1 Duke of Edinburgh's (DofE) Award**

During 2017/18, a very impressive 1390 young people started a DofE Award (Bronze, Silver, Gold).



Table 5 Change in the number of DofE Starters

	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
2017/18 DofE Starters (April – March)	1271	1343	1390

Duke of Edinburgh’s (DofE) Award contributions within Edinburgh communities are significant. The below table illustrates the vast contribution made by participants through the Volunteering section and by leaders.

Table 6 Estimated DofE Participants’ and Leaders’ Contributions to their Community

	<b>2016/17</b>	<b>2017/18</b>
Estimated values of DofE’s participants’ contributions to their community through the Volunteering section*:	24,345 hrs and £98,597*	25,380 hrs and £102,789*
Estimated values of DofE’s Leaders’ contributions to their community*:	160,787 hrs and £1,607,870**	167,851 hrs and £1,678,510**

Official data provided by the Duke of Edinburgh’s Award. Explanation: \* Based on national minimum wage for a 16 year (£4.05 per hr) old multiplied by the number of volunteered hours. \*\*Based on average hourly rate for a youth worker (£10.00 per hr) multiplied by the number of volunteered hours

The breakdown by gender in terms of enrolment in 2017-18 was 57% female and 43% male. The total number of award groups in Edinburgh stands at 50. The S&OLU supports 193 volunteers through guidance, regular training and updates. The flexibility of the DofE allows it to be accessed by young people in a variety of establishments. In the coming year, we hope to continue this trend with DofE centres being established in Castlebrae and Drummond High Schools plus Fet Lor and Granton youth centres. This will ensure that there is a local award group in every Secondary School in Edinburgh and a widening offer beyond schools.

In 2018, the Bangholm Outdoor Centre staff have increased a programme of direct DofE expedition delivery to support certain schools. This provides affordable provision and a sustainable model is being explored and developed for post 2018.

The S&OLU has an effective working partnership with the Friends of the Award (FOTA) Charity. FOTA targets resources to ensure that the DofE Award is open to

all young people. It undertakes significant community based DofE work; demonstrating in 2017 an 18% increase in participant adventure days from 2016 (6377 days) and supported 1026 young people in completing their qualifying ventures – a 9% increase from 2016 and a 92% increase from 2013. In 2017, FOTA celebrated 20 years of successful work. Part of a quote from FOTA’s 2017 Annual Report:

*‘CAMHS in Edinburgh is delighted with the continuing partnership with FOTA. Young people experiencing mental health problems often require support and encouragement to develop skills and confidence to move into community life, work and education. The Duke of Edinburgh’s Award programme delivered by FOTA has provided a structure for young people to plan goals and to take first steps to become involved in groups and activities’ (Gwyneth Bruce, Senior Occupational Therapist at CAMHS).*

### **3.21.2 Junior Award Scheme for Schools (JASS)**

JASS is a progressive and accredited learning programme for young people (5-13), which has been designed to recognise wider achievement. It is an excellent precursor to participation in the DofE Award. It develops the whole individual by offering recognition in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor activity or challenge (Adventure). It is designed to support school and/or community based learning and participants move through the levels with increasing commitment, learning, and challenge.

JASS is jointly owned by the Friends of the Award (FOTA) and The City of Edinburgh Council. Its popularity continues to grow and is sold throughout the UK and beyond:

Table 7 Number of JASS packs and continuation bundles sold via the Friends of the Award

<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
9,748	10,116	10,771

During 2017, FOTA has researched and developed JASS to enable it to be used by younger age groups. JASS is being used successfully within the youth work environment, including new links with the Boys Brigade. It is extending its reach to other organisations, including the Confucius Institute for Scotland’s Schools at Strathclyde University; and Cumbria Police who are using JASS as an early intervention and engagement tool.

### **3.22 Outdoor Learning: Excursions – Policy and Practice**

The S&OLU is responsible for the Communities and Families (C&F) Excursions Policy. This provides employer guidance and an approval framework for all C&F excursions; ranging from regular and routine local offsite learning to more complex overseas excursions and adventurous activities in more remote locations. An effective policy facilitates staff and volunteers in taking learning and activity beyond sites into communities and further afield.

The Team approved 851 excursion requests between August 2016 and July 2017 (Category Three and Category Four - adventurous, residential, overseas and any other potentially hazardous activities). Individual requests will often include multiple trips so the actual number of trips will be higher. This represents 66,957 excursion participant sessions during 2016/17.

Training is effective as evidenced in the December 2017 Education, Children and Families Committee Excursions Policy Report. A new training model has been developed. This includes a practical Group Leader course, which allows participants to get outdoors and discuss scenarios located in key community locations. Initial feedback has been excellent. Additional 'bolt-on' modules based on user feedback are being developed to support key topics.

The S&OLU led a recent review of the Communities and Families Excursions Policy. This is planned to go live on June 1, 2018. It provides updated guidance and improved support for Communities and Families staff, services and establishments to deliver a high quality progressive programme of excursions.

### **3.23 Outdoor Learning: Schools and Lifelong Learning Staff - Travelling and Working Overseas Policy**

During 2017, the S&OLU was tasked with creating this new policy. It is for Schools and Lifelong Learning staff applying to undertake work and travel overseas (excludes excursions/travel with pupils), and includes teacher exchange programmes. The policy and resources provide guidance, support, and a framework for approval. This will enable the appropriate use of The City of Edinburgh's resources and safe practice to engage effectively with the global community.

## **4. Recommendations**

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The Committee is recommended to:

- 4.1 Note the scope of work and the impact on key outcomes.
- 4.2 Note the importance of the connecting links and pathways between physical education, active schools and community sport and the success of this approach in Edinburgh.

- 4.3 Note the high level of external funding secured by the Sports and Outdoor Learning Unit and the fine example of transformational change shown by the self-funding success of the Residential Outdoor Centres.
- 4.4 Agree the intention to create a new Physical Activity and Sport Strategy for the city from 2019 onwards following full assessment of the emerging priorities from the Local Improvement Plans (LIP's) and other key funding arrangements.
- 4.5 Agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018-19.

## **5. Measures of success**

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- 5.1 We can demonstrate quantitative data and we can also demonstrate qualitative impact through other indices - skill acquisition, personal achievement, teamwork and confidence.

## **6. Financial impact**

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- 6.1 All work is delivered within existing budgets and in the past year new external funding has been secured for cycle training, swimming and school sport competition.
- 6.2 In addition to attracting a high level of external funding we also continue to meet the challenge of ensuring our Outdoor Centres are self funding. The combined turnover of both of our Residential Centres (Benmore and Lagganlia) now exceeds two million pounds per annum. This achievement is regarded as a very fine example of transformational change.
- 6.3 Staff within the Unit lead on the consultative and facility planning aspects of major facility developments such as Meadowbank and Hunters Hall as well as liaising on long term leases and potential asset transfers to sports clubs and community organisations

## **7. Risk, policy, compliance and governance impact**

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- 7.1 There are no adverse risks or policy impacts associated with this report.

## **8. Equalities impact**

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- 8.1 A significant number of programmes and projects are specifically targeted at addressing inequality and deprivation. Some key examples are featured in the Report section

## 9. Sustainability impact

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- 9.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity. Learning for sustainability and environmental education are a key part of our Outdoor Learning Strategy

## 10. Consultation and engagement

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- 10.1 All areas of work require significant levels of consultation and engagement.

## 11. Background reading/external references

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- 11.1 None

### **Alistair Gaw**

Executive Director for Communities and Families

David Bruce, Senior Education Manager

Robin Yellowlees, Strategic Development Manager – Sports and Outdoor Learning Unit

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## 12. Appendices

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- 12.1 Appendix 1 – Sports and Outdoor Learning Unit Spring Newsletter 2018



# SPORTS AND OUTDOOR LEARNING UNIT NEWSLETTER

**'Sport has the power to unite  
people in a way little else does'  
Nelson Mandela**

## Your news

- p2 A golden glow at Broomhouse
- p4 Swimming with confidence
- p6 Toni gets truly active
- p7 Boyd's spirit soars
- p9 Shoes to fit everyone
- p10 The Royal High School go continental
- p12 Being adaptive is key
- p13 Being adaptive part 2

**In this edition of our newsletter we have once again tried to capture some of the varying aspects of our work.**

There is, however, in many of the featured articles an emerging common thread that sport and physical activity are inextricably linked to confidence and attainment. Those of us familiar with being active have long known this but as we enter a new year it is undoubtedly our responsibility to find new and innovative ways to share this message.



**Be SPORTY Be ACTIVE Be HEALTHY**





## A golden glow at Broomhouse

**Broomhouse Primary School was recently presented with the sportscotland Gold School Sport Award; the highest award possible for showing a commitment to deliver sport and physical activity in schools in Scotland.**

To date, three City of Edinburgh Council Primary Schools have been awarded 'Gold' status. Broomhouse's award caught the eye nationally because it is in an area of multiple deprivation. Over 70% of the families in the school are entitled to free school meals. Research shows that many children in areas such as Broomhouse can struggle with their Health and Wellbeing and disengage from sport and physical activity at a young age.

According to the Head Teacher, Jamie Petrie, *'In education we are, in many ways rightly or wrongly, judged by results and data from one-off tests. Those with the vision to see a bigger picture realise that attainment is important, but the journey (or River of Life as we call it here) to be able to attain is one full of complexities. The most*

**'The most effective way to be able to attain is to be fit and healthy'**

*effective way to be able to attain is to be fit and healthy. There is mileage in the phrase – a healthy body equals a healthy mind.'*

Jamie expands on this theme by saying, *'The challenge is to get this right for every child. It is our role to prepare our children for life and work. I have asked many business leaders what their top five attributes are for a potential employee. Surprisingly, exam results did not feature. The key skills and attributes desired are resilience, communication skills, confidence, leadership and the ability to solve problems. Exams or tests do not necessarily demonstrate all of these factors; participation in sport and physical activity do.'*

Tracking children's involvement in sport and building strong partnerships with local sports clubs are two key factors in Broomhouse's success.

As Jamie further explains, *'Children are in school*

*approximately ten per cent of their lives up to the age of sixteen. It was clear we had to build stronger partnerships within our local community. The uptake at lunchtime clubs was good but there was a trend for children at Broomhouse not to attend sport and activity clubs after school or in the community’.*

This began with a shared vision with Active Schools Coordinator Shona Clark. The school introduced a mechanism to identify, track and share the participation of every child. They were then able to encourage the inactive to become active.

The next step in the journey was to consult children and parents to find out what they wanted, where and when. The school looked at charges and committed funds to support children into clubs

The Community Sport Hub clubs based at nearby Forrester High School campus supported

the school by providing activities both in and out of school. The results were amazing. New opportunities arose including free swimming, canoeing and tennis.

According to the most recent survey by Active Schools, Broomhouse now boasts the highest participation levels in sport and physical activity in their cluster and are currently the second highest in Edinburgh.

A golden glow rightly surrounds their approach and their achievements.

### Footnote

The City of Edinburgh now have seven schools with a gold award; Broomhouse joins Hermitage Park Primary, St Joseph’s Primary, Woodlands ASN, Kaimes ASN, Portobello High School and Firrhill High School.

### Core areas of the School Sport Award





# Swimming with confidence

## Everyone can Swim!

**This is the strapline Scottish Swimming use to gain support from the Scottish Government for their campaign which aims to ensure that everyone can swim.**

At the recent Parliamentary Reception to promote this campaign, Minister for Public Health and Sport Aileen Campbell spoke about getting active, building confidence and gaining resilience; just some of the many benefits that swimming brings to people at all ages and stages of life.

Aileen Campbell talks about getting active, building confidence and gaining resilience

The City of Edinburgh Council's Sport Unit currently provides a comprehensive curricular swimming programme that offers lessons to every primary school in the City.

Our swimming teachers regularly discover that some pupils who may be struggling in other subject areas find themselves excelling in the pool, not just in executing the strokes but in cooperating with and supporting other pupils.

'Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so'

According to the Director of Development at Scottish Swimming Sharon MacDonald, '*Edinburgh City Council are one of few local authorities across Scotland who provide a comprehensive school swimming programme. This programme provides children across the city with the opportunity to learn a vital life skill. Edinburgh's programme is hailed by Scottish Swimming, the governing body for aquatics in Scotland as one of the best school swimming programmes as it is delivered by excellent teachers who have a wealth of experience in teaching children and swimming.*

*Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so'.*

As part of the Glasgow 2018 European Championships legacy, Edinburgh is to receive £8,000 to reintroduce our award winning 'Swimming Top Up' programme throughout 2018. This programme will target eighteen primary schools in Edinburgh in areas of multiple



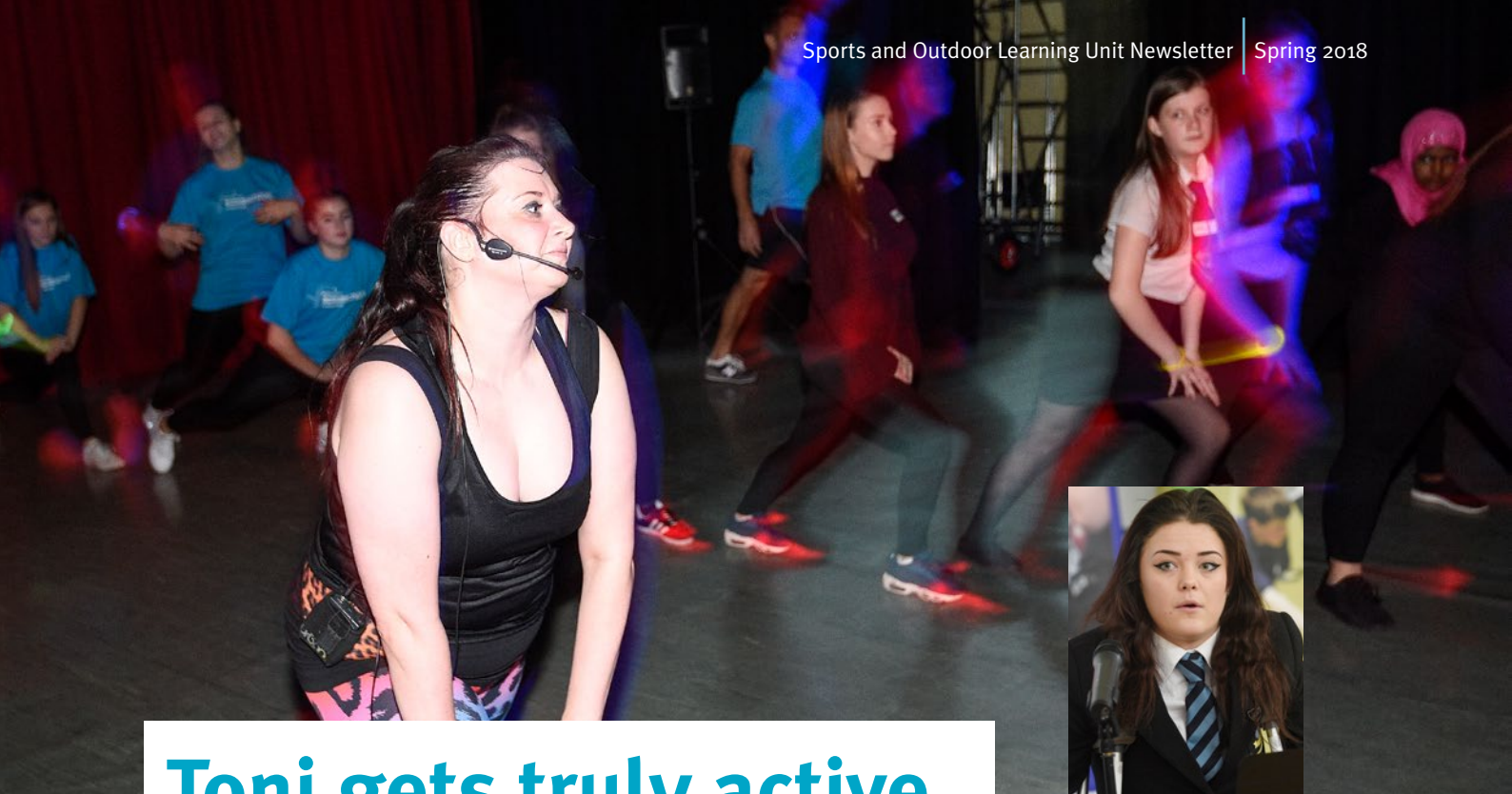
**‘Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so’**

deprivation, with the aim of increasing the number of pupils who leave school deemed safe swimmers.

The Top Up programme provides funding to employ additional swimming coaches, mainly from Edinburgh Leisure, as CEC Swimming teacher Fiona Hamilton explains, *‘I have been working collaboratively with the Swim Co-ordinators from Edinburgh Leisure and have found them both to be flexible, helpful and friendly. Using a group of Level 2 coaches, we have identified sessions where the coaches will lead small sessions with the pupils. More importantly, it has had a positive impact on the pupils. Each lesson that I would have been leading by myself has been enhanced by additional coaches. I have organised the classes into smaller differentiated groups which helps to provide a faster pace and a higher frequency of individual feedback to the pupils’.*

**Footnote**  
 Over the last 5 years, 60% of pupils participating in the Council’s swimming programme leave primary school having achieved a safe swimmer award.





## Toni gets truly active



Toni Niven

**One hundred S3 girls from secondary schools across the City recently came together at Castlebrae High School to attend the Council's second 'Girls Day Out' Conference. Disengaged in sport or physical activity, they took part in six workshops and learnt about the power of sport, met inspiring role-models and had fun!**

Returning this year was Toni Niven S5 from Craigroyston Community High School. Toni attended last year as a participant and came along this year to support younger pupils and share her story in the opening speech.

By her own admission, just a year ago she was not fully participating in school sport, or really enjoying school and didn't always feel part of the school community. She gained so much from the activities and friendships formed at the Conference; she returned to school after the event determined to do more herself and encourage other girls to get involved in extra-curricular clubs, even helping to establish a 'girls-only' fitness club.

She spoke with passion about last year's conference and what she had gained. *'I realised if I could go to an event with lots of strangers and get up on a trampoline in front of everyone then I could do more. I learned that even though it was daunting, I could not only try something new but be good at it and even enjoy it. My friend and I*

**'I know I am a role model for the younger pupils and that feels great'.**

*realised we had found something we could get involved in at school. We had enjoyed the day so much we were determined to get our own girls-only club at school'.*

As Toni proudly recalls, *'I started to join in clubs myself and helped our senior Sports Committee. When we got the chance to trial a girls-only fitness club after school I helped to promote it and encourage girls to give it a go. We started small with only one or two girls coming along but one year on we now have a busy after school fitness club, a very popular girls football club, and more and more girls attending all the other lunch clubs every week'.*

*'I am more confident, happy, focused in class and engaged in school generally. I know I am a role model for the younger pupils and that feels great'.*

Her keynote message to the girls was simple, *'Grasp this opportunity. Make new friends. Try new stuff and let it make a difference'.*

### Footnote:

The actual percentage of girls taking part in Active Schools programmes throughout Edinburgh is 48% – the highest gender balance ratio of any city in the country. However, the 'Girls Day Out' initiative organised and run by our Active School Co-ordinators recognises a very specific challenge with some teenage girls.

# Boyd's spirit soars



**We waited with bated breath for the decision. Getting planning permission in the Cairngorm National Park can be a delicate matter, so when the news that our application for a new 'snowsports base' adjacent to the artificial ski slope at Lagganlia had been approved the cheering could be heard all the way down the A9 to Edinburgh.**

The spirit of the late George Boyd Anderson must have soared that day. Due to a chance encounter with skiing in Switzerland, Boyd decided the children of Edinburgh must also experience at first hand the joy of this sport. First, he built the dry ski slope at Hillend (1965) and then purchased and gifted land in the Scottish Highlands to the citizens of Edinburgh so that our pupils could discover the 'real stuff'.

Today the Lagganlia Centre stands proud as a highly respected outdoor learning venue; delivering inspirational adventure experiences in

a stunning rural location. Opened by the Duke of Edinburgh in June 1970, Boyd Anderson's signature is the first in the Visitors' Book and one lodge is named after him in recognition of his role in establishing such a valuable facility.

**'A fitting tribute to Boyd Anderson's legacy'**

The 'Snowsports base' will provide an all year-round facility to engage the young people of Edinburgh and the local community; promoting opportunity and developing talent. The development has been designed to create a purpose-built resource, comprising a large flexible community and teaching room, state of the art equipment store, viewing deck and modern changing facilities. The building will be at the foot of the impressive dry ski slope, providing direct access and improved accessibility for participants with additional needs.



Architects impression of the development



Just as Boyd imagined it ... ski-ing on the 'real stuff'

The new Convenor for Education, Children and Families Councillor Ian Perry commented, 'The new base will build on the heritage of the Lagganlia Outdoor Centre, it will be a fitting tribute to Boyd Anderson's legacy.'

One Head Teacher that can vouch for this is Alasdair Friend. Alasdair was previously Head Teacher at Leith Primary School and recently took over at Towerbank. He has a successful history of snow sports residentials and is inspiring his new school to embark on its first ski residential to Lagganlia, which will be in February 2018 with fifty six pupils attending.

As Alasdair states, 'I have always been convinced of the benefits of taking children to learn and challenge themselves in the outdoors, especially when the skies are blue and the sun is warm.'

*The Scottish hills in winter, however offer just as many opportunities for schools. The chance for children to experience what it is like to stand at the top of mountain and look across a frozen landscape before sliding to the bottom with a level of control. Snow sports require a level of physical independence, determination and can provide a true sense of achievement, joy and wonder.*

**'The Scottish hills in winter, however offer just as many opportunities for schools'**

*Lagganlia has outstanding instructors that provide caring and challenging learning experiences for the children and who can adapt to the potential winter weather variations. The whole experience is always exceptionally well planned and they can deliver snow sports to all children regardless of their prior ability or needs.*

*Like Boyd Anderson, I am passionate that all children should have the right and opportunity to try snow sports in our spectacular country'.*

## Footnote:

2017/18 has been a record academic year with a total of 5,722 participants visiting the Centre, including 37 Edinburgh Council Schools. 2018/19 is even busier and schools have been invited to book early for 2019/20

The venue can accommodate up to 120 guests- comprising a main building, 5 lodges and 12 camp huts, Lagganlia offers popular self-catering accommodation for groups, organisation and individuals at holidays and weekends. Catered adventure packages are also available.

City of Edinburgh employees receive a discount for self-catering family and friend's bookings.

contact: [info@lagganlia.com](mailto:info@lagganlia.com)  
or 01540 651265



# Shoes to fit everyone

**The recent publication of the ‘1 in 5 Cost of the School Day’ booklet brought home to many of us in the Sports and Outdoor Learning Unit the need to assess each and every situation to ensure there are no unnecessary hurdles to children and young people participating in sport and physical activity.**

The title of the publication reflects the sad fact that there are currently one in five children in Edinburgh who are experiencing child poverty. The stigmatising effects of poverty can make it difficult for families to ask for help and support. In the context of sport, many children in these circumstances just simply don’t sign up for classes and don’t join sports clubs.

A fine example of positive action to address such a hurdle is to be found out at South Queensferry. The Queensferry Sports and Community Hub recently refurbished the synthetic courts adjacent to their community facility.

As Allan Carson, the Hub Manager recalls, *‘A lot of blood, sweat and tears went into raising the funds and persuading funding bodies to support our cause. We raised over two hundred thousand pounds to transform the formerly tired and dilapidated courts into a first class facility for our community. However, that is just part of the story. You have to be able to manage and maintain such a facility and for a small organisation like ourselves that is no easy task’.*

As Allan explains, *‘To play on these new pitches it is important that suitable footwear is worn otherwise the surface gets damaged and the lifespan is greatly reduced. It became apparent that a substantial proportion of the local children*

*did not have appropriate footwear and for the hub to be fully inclusive a solution had to be found. This is when the idea of a ‘trainerbank’ kicked in’.*

The Queensferry Sports and Community Hub successfully applied for funding support through the City of Edinburgh Council’s Sport and Physical Activity Awards. This allowed the Hub to purchase a range of appropriate footwear and built a ‘trainerbank’ shoe wall to house them. The hub now loans the shoes out to any child who do not have appropriate footwear free of charge.

Furthermore, the Hub recently came to an agreement with Queensferry High School to provide access for them to deliver PE sessions on the hubs new 3G synthetic courts. The new ‘trainerbank’ allowing everyone to fully participate wearing the proper footwear.

We leave the final word on this project to Alastair Rarity, a member of the Queensferry Hub Committee,

*‘The trainerbank. What a great idea this is. Children’s feet grow so quickly you have no sooner bought one pair of boots they are onto the next. So many people simply cannot afford them’.*

That pretty much nails what the ‘1 in 5’ booklet is saying.

**‘This is when the idea of a ‘trainerbank’ kicked in’**

## Footnote

In 2017-18 the Sports Unit through our Sport and Physical Activity Awards approved small funding grants to twenty three clubs and organisations in the city. The prioritisation of awards goes to projects such as the one outlined in the above example and to encourage sports clubs to engage in new developments that address equality issues.



# The Royal High School go continental



**In parts of continental Europe particularly Germany and Scandinavia, the concept of schools hiring their own specialist sports development officers is an established practice.**

Anna Signeul, Former Swedish Internationalist and until recently the Head Coach of the Scottish International women's football team, recalls her experience of being brought up in her home town north of Gothenburg;

*'The biggest influence on my career was my football coach at school. Every three years the pupils at our school would vote on the three sports that we most wanted. Our school went for football, handball and ice hockey and then went out to hire the best coaches they could possibly get'.*

These coaches, it should be highlighted, were in addition to the Physical Education teachers. PE staff often have a specialist sport and while many excel in a range of sports it is not feasible for them to operate at a highest level of several sports.

It is therefore very encouraging to see our own Royal High School take the first step in this direction. In September of this year the school advertised for a Rugby Development Officer, an opportunity made possible by a partnership between The Royal High and the Scottish Rugby Union and supported by the parent community.

The recent success of The Royal High School Rugby curriculum includes entry to the BT School of Rugby Programme, boys' victories in recent Scottish School Plate, Calum Veith Memorial, Edinburgh State School 7's Tournaments and finalists in the girls' Scottish Shield. While these achievements mark the school as an excellent candidate for development support, it is both this and the additional aspects of the role which make the position a huge asset to the school community.

The appointed officer, Steven Leckie, brings a wealth of experience of rugby development and coaching in addition to a background in 'positive mindset' mentoring. It made him the perfect candidate for a forward thinking role in which Steven's responsibilities are 75% rugby development with a 25% focus on leading and mentoring those on positive intervention programmes.

Rector of The Royal High School, Pauline Walker, provides additional insight into Steven's appointment, *'The appointment of a Rugby Development Officer in the school has made an outstanding contribution to the school curriculum.'*



Steven Leckie



**‘The programmes in place compliment the Physical Education curriculum tremendously’**

*Through this post we have been able to integrate the RHS School of Rugby as well as enhance our well established core rugby programme and teams. Rugby makes a valuable contribution in the school to the lives of our young people with both improved fitness levels and increased positive mental health. We have found the young people in the rugby programme have really valued this investment in their sport.*

*The School of Rugby also includes an inclusion group which supports young people who are finding it difficult to work positively with the school. They have found Stevie Leckie to be a real anchor for them and his ability to ‘mentor on the move’ while completing their rugby training is enabling them to engage more positively with the wider curriculum and begin to see real success in school’.*

While the post is in its infancy it is clear from all involved the immediate positive impact of the relationships Stevie is building.

Curricular Leader of Health and Well Being, Steven Raeburn, notes;

*‘I feel very fortunate to have Stevie join our Health and Wellbeing Team at The Royal High School as the Rugby Development Officer. I have been able to witness first-hand the positive impact that both the rugby and focussed mentoring classes have made to our students. We have focussed on having a genuine triangulation from the outset, where our teachers, students and parents are involved and informed of progress being made within the programmes. The programmes in place compliment the Physical Education curriculum tremendously and it is clear that the students involved are taking on board the vision and values of what we are striving for- aspiration, respect, creativity, courage, achievement, resilience and individuality. It is an exciting time for Physical Education and Sport at The Royal High School and I look forward to seeing what the future brings’.*

### **Footnote:**

Rugby has a growing presence in our schools. 85% of City of Edinburgh Council High Schools and over 95% of our Primary Schools receive Rugby delivery. To our knowledge, this is the first Development Officer (DO) to be directly employed by an Edinburgh school. We look forward to this initiative being replicated in some of our other High Schools. Neighbouring schools sharing a DO, be it rugby or another popular sport might also be an option.







## Being adaptive is key

Taylor pictured using the Boma buggy to complete an orienteering course

**In the 'Can Do' world and language of Outdoor Learning the word adaptive is a key term. The introduction of adaptive equipment has transformed the possibilities for many children, young people and adults with additional needs.**

An example of this is the experience of Taylor, a pupil at Juniper Green Primary School who recently went on a school trip with his fellow pupils to Lagganlia Outdoor Centre. Taylor was able to fully participate in his residential week thanks to the assistance of some newly acquired equipment through a partnership with a specialist Outdoor Adventure company 'Equal Adventure'.

According to Alexa Pope, the Depute Head at Juniper Green Primary School, *'The opportunities provided for Taylor at Lagganlia were outstanding, he was fully included in every activity which is a real achievement for inclusion... it has a significant impact on the life of Taylor who has experienced things that he did not believe were possible'*.

As well as opportunities within our schools, there are community based organisations within the City. The All Ability Bike Club (ABC) is one example. Operating at Bangholm Outdoor Learning Centre in North Edinburgh, it offers participants the chance to get cycling whatever their ability or background. They use a range of adaptive bikes, including trikes, hand cycles, recumbents, side by side tandems trikes and wheelchair accessible bikes; and standard solo bikes.

Bangholm Outdoor Learning Centre has been able to support the Edinburgh ABC in several important ways. In addition to offering the use of the meeting area and café, the Centre has provided bike maintenance workshops, additional bikes and safety equipment, and found storage solutions for the adaptive bikes.

**'Taylor experienced things he did not believe were possible'**

Furthermore, they secured external funding to provide direct access to the cycle path network (by way of a new gate that allows easy passage for all bikes no matter how wide or long).

A key element of the ABC project has been the training programme. 26 volunteers and support staff to date have accomplished Cycle Ride Leader training programme.

An outstanding example of volunteer development is the emergence of David Aris as a volunteer cycle ride leader. David has balance and coordination difficulties, he first came to the project as a participant. Since getting involved, Edinburgh ABC supported him through the Cycle Ride Leader training (organised through the Sports and Outdoor Learning Unit); and a Velotech Silver mechanics course with the Edinburgh Bikestation.

We leave the last word with David. As he says, *'The best thing about helping with Edinburgh ABC is meeting people and helping them get cycling. I love it. Love meeting the group'*.

**'The best thing about helping with Edinburgh ABC is meeting people and helping them get cycling. I love it'**



David Aris (on the left) returning from a cycle trip with fellow rider William Porter.

## Footnote:

If anyone would like to get involved with Edinburgh ABC please contact the Development Officer [david.glover@cyclingsuk.org](mailto:david.glover@cyclingsuk.org)

Interested in belonging to a community of people who love the outdoors? You can join one of our charity organisations set up to support the work of our residential outdoor learning centres. They support safe, educational, flexible and fun experiences to motivate learning and create memories for a lifetime.

Funding from the friends of Lagganlia has helped to purchase adaptive equipment.

Contact either [www.friendsoflagganlia.com/](http://www.friendsoflagganlia.com/) or [info@benmore.com](mailto:info@benmore.com)

## Being adaptive part 2

**To find out a bit more about the ABC project and in particular the emerging advancements in adaptive equipment we decided to jointly interview David Glover (DG), the part time ABC Development Officer and Cliff Smith (CS), the Technical and Training Officer for the City of Edinburgh Council's Outdoor Learning Team based at Bangholm.**

### **Q. What are the aims of the ABC project?**

**DG:** The same as any cycling project – becoming more active; improve physical health and mental wellbeing; improve independence; boost confidence and self-esteem; and of course meet new people and have fun.

### **Q. How did it all come together?**

**CS:** We were approached by Cycling UK in July

2015. We worked together on devising elements of the project and providing practical support. The project is delivered by Cycling UK and funded by Transport Scotland and RS MacDonald Charitable Trust, supported by City of Edinburgh Council Outdoor Learning staff.

### **Q. What has been your major achievement to date?**

**DG:** There have been many but if we had to choose one I would say the training aspect of the project. The emergence of key volunteers is critical to the long term success of the project.





An ABC session on the synthetic pitch next to Bangholm Outdoor Centre in North Edinburgh. An ideal surface for beginner cyclists.

**Q. Are we right in thinking this project just couldn't have taken place say ten years ago. Is that your view?**

**CS:** Almost certainly. The advances in technology and the design of mobility features has been incredible but it's not just about the equipment. It's a societal change that is taking place in so much as people are looking at cycling in a much more positive way and saying how can we do that, rather than why can't we do that. Designers are then responding to demand by building these bikes

**Q. What is the most innovative piece of equipment you have come across?**

**CS:** There is no one single piece of equipment as so much of the equipment is designed to meet very specific needs.

I'm constantly amazed at the ingenuity of designers and the determination of organisations like Cycling UK to open up cycling to everyone.

**Q. Are these items expensive to purchase?**

**DG:** Yes. An individual item say a side-by-side trike or wheelchair accessible bike can cost anything up to £7500, depending on the features and extras that are required. We have had to secure grants to obtain the equipment.

**Q. Is storage an issue?**

**CS:** It could be. Fortunately, we had space here at Bangholm for a storage container and a bike shelter. Both are situated very close to the North Edinburgh cycle path so that is a real bonus in terms of access.

I think we have made a very positive start but there are still so many ambitions for us here at Bangholm. For instance access to the cycle path network is across rough grass which is a nightmare for the heavier all ability bikes especially when the ground is wet. All that is required is a short section of tarmac and access would be so much easier and safer. If anyone knows of sources of funding to help us with this landscaping work please let me know...

**Sports and Outdoor Learning Unit, Schools and Lifelong Learning, Communities and Families.**

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