

Education, Children and Families Committee

10am, Tuesday, 5 September 2023

Active Schools Thematic Review Findings

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through validated self-evaluation activity.
 - 1.1.2 Agree next steps at 5.1-5.4

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Active Schools Thematic Review Findings

2. Executive Summary

- 2.1 This report provides an overview of the findings of Active Schools Thematic Review which took place in May 2023. The findings from the review validated many identified strengths and confirmed areas for improvement. Actions will be reflected in the Active Schools Annual Plan for session 2023-24
- 2.1 Overall, Active Schools in Edinburgh is meeting the objectives set by sportscotland by encouraging more children to be more active, more often, particularly in areas of deprivation. Coordinators work closely with school teams to analyse and meet the needs of their communities. Tracking and monitoring of Active Schools uptake is effective in the majority of learning communities, however more could be done to track and monitor the wider achievement of individual learners to inform planning by Active Schools Coordinators. This will also ensure that tailored activities are provided which address some of the identified barriers to inclusion. In the best examples, schools integrated Active Schools into their learning culture and strongly promoted the opportunities available. The ASC (Active School Coordinator) had a high profile and visibility as a core member of the extended school team. In schools where the views of children, young people and their families were actively sought, activities were more relevant and there was a higher uptake.
- 2.2 Benchmarking across other major local authorities provided helpful information in continuing to embed the non-charging model and to learn of approaches taken to improve tracking and monitoring solutions. These will be followed up by the Wider Achievement Steering Group, along with the forthcoming publication of the Wider Achievement Framework

3. Background

- 3.1 sportscotland's national Active Schools programme supports the development and delivery of high-quality sport and physical activity opportunities to all children and young people. This is an established programme that has been operating for 16 years across all local authorities.
- 3.2 One of sportscotland's key commitments is to ensure Active Schools programmes are free for all children and young people. Providing free access ensures that more

children and young people can be physically active and realise the many benefits this brings.

- 3.3 Targeting provision to improve the uptake of physical activity requires clear needs analysis and tracking and monitoring across learning communities. A thematic review was undertaken to gauge the effectiveness of the delivery model. This included a review of the newly established 'free' model
- 3.4 To assist with the review a benchmarking exercise took place to compare the Edinburgh delivery model of Active Schools to that in other similar sized local authorities, and to identify areas of best practice.
- 3.5 Four Learning Communities were selected for analysis: Broughton Liberton, Portobello and St Augustine's. Selection was based on the four quadrants of the city with a mix of schools in different areas/demographics. The following Primary schools were visited: Prestonfield Primary School, St David's Primary School, St Cuthberts Primary School, Flora Stevenson Primary School, Granton Primary School, Towerbank Primary School, Royal High Primary School, Portobello High School, Liberton High School.
- 3.6 The people involved in gathering the data were as follows: Wider Achievement & Lifelong Learning Manager (Sport & Physical Activity); Quality Improvement Education Officer; Edinburgh Learns Senior Development Officer Equity & Closing the Gap Strategy; sportscotland Partnership Manager; Active Schools Manager; Community Sport Hub Manager; Development Officer (Community Sport Hubs); Critical friends from Local Authorities (Dundee, Fife & Renfrewshire); Active Schools Coordinators; Head Teachers / teachers / school staff; Parent focus groups and Pupil focus groups
- 3.7 Criteria for the selection of other local authorities included those of similar size in population to Edinburgh.

4. Main report

- 4.1 Appendix 1 "*Key Findings from Active Schools Thematic Review*" details the key strengths and areas for improvement for each of the core themes.
A summary of the main themes are included below:
- 4.2 Core Theme 1: How is Active Schools delivered across schools in Edinburgh?
Analyse the current Active Schools delivery model looking at its effectiveness in learning communities located in different areas/demographics of Edinburgh.
 - The understanding of Active Schools in our school communities.
 - Accessibility and sign-up for Active Schools
 - Meeting the needs of learners
- 4.3 Core Theme 2: The impact of the new delivery model in Edinburgh
Compare the Edinburgh delivery model of Active Schools to other similar sized local authorities including Fife, Aberdeen, Glasgow, Renfrewshire, Dundee and North Lanarkshire.

- What are the barriers to participation?
- What would reduce these barriers?

4.4 Core Theme 3: Tracking and Monitoring of the Active Schools programme

Identify areas of best practise or new models, either in Edinburgh or elsewhere, to implement in learning communities where the current model is less effective.

- Do schools track the participation of young people in Active Schools activities?
- How is the participation of young people in Active Schools activities tracked? When is it tracked? By whom? How often?
- Evidence of best practice of Tracking and Monitoring Active Schools participation.

Appendix 4 describes some of the areas of good practice in Edinburgh with a series of case studies.

5. Next Steps

- 5.1 Revise and update the Active Schools Plan during session 2023-24.
- 5.2 Ensure the actions of the validated self-evaluation are reflected in the Active Schools Annual Report, included expected outcomes for session 2023-24.
- 5.3 Take forward actions from the Active Schools Integrated Impact assessment, see Appendix 2.
- 5.4 Publish and share the Wider Achievement Framework for schools

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Equality and Poverty Impact

- 7.1 The Wider Achievement and Lifelong Learning Service (WA&LL) has ensured that addressing poverty and inequality is embedded across all the service areas.
- 7.2 Active Schools is strengthening its plan in partnership with sportscotland to ensure that sport and physical activity opportunities are accessible to our most disadvantaged children and young people.

8. Climate and Nature Emergency Implications

- 8.1 WA&LL staff are encouraged to undertake Climate Fresk Training, with several already having done so. At least 2 Development Officers are trained to deliver Climate Fresk Training to other colleagues, partners and young people.

- 8.2 Some online delivery during Covid was very successful. Teams are continuing online and/or hybrid delivery options where possible and where effective for learners, reducing the need for travel.

9. Risk, policy, compliance, governance and community impact

- 9.1 Engagement took place with Active Schools Coordinators, local authority representatives, senior leaders in schools (via focus groups and surveys), with young people, parents and carers from the schools visited as part of the review (focus groups).
- 9.2 The recommendations in the report do not impact on an existing policy of the Council.

10. Background reading/external references

- 10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 10.2 <https://sportscotland.org.uk/media/8073/active-schools-report-national.pdf>
- 10.3 <https://sportscotland.org.uk/media/8078/active-schools-report-city-of-edinburgh.pdf>.

11. Appendices

- 11.1 Appendix 1 – Key Findings from Active Schools Thematic Review (draft)
- 11.2 Appendix 2 – Active Schools Integrated Impact Assessment
- 11.3 Appendix 3 – Local Authority Comparator Table
- 11.4 Appendix 4 – Active Schools Thematic Review Case Studies

Active Schools Thematic Review- May 2023 DRAFT



Section 1: Context and rationale

1.1 Context

sportscotland's national Active Schools programme is dedicated to developing and supporting the high-quality sport and physical activity opportunities for children and young people. Active Schools programmes take an inclusive approach and provide targeted opportunities where there is identified need, before school, during lunchtime and after school. This is an established and highly valued programme that has been operating for 16 years across all local authorities.

One of the [key strategic priorities for local authorities](#), set by sportscotland, was to “work with partners to provide accessible and inclusive opportunities for children and young people to be active in the schools and education environment and include work to ensure that the Active Schools programme is free for all children and young people by the end of this parliament. One of the key commitments in the 2021-22 Programme for Government was to ensure that the Active Schools programme is free for all children and young people, thus removing the cost barrier that means some children and young people cannot afford to take part. Providing free access will ensure more children and young people have the opportunity to be physically active and realise the many benefits this brings.”

1.2 Active Schools in Edinburgh

The Edinburgh Learns for Life vision is a fairer healthier greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. Active Schools in Edinburgh strongly articulates with this vision and the three related goals. **TRANSFORM:** We will provide inclusive, equitable valuable sport and physical activity opportunities. **CONNECT:** We will use a place-based approach to build collaborative and sustainable learning communities and networks where sport and physical activity will be more accessible. **EMPOWER:** We will co-create the environments where young people can lead and shape their own learning

1.3 Rationale for the Thematic Review

The Thematic Review of Active Schools sought to establish the effectiveness of the programme by sampling provision across a range of schools. The Review aimed to gather information on how well the program was meeting its stated aims of making more children, more active, more often, as well as targeting specific demographics, including children and young people living in areas of deprivation and improving access for children with additional support needs.

The review also sought information on the recent changes to the model of charging which had resulted in all activities being free to access. Some stakeholders raised concerns that the Active Schools 'free' model could disadvantage learners who were taking part in other extra-curricular activities.



Executive Summary

Overall, Active Schools in Edinburgh is meeting the objectives set by sportscotland by encouraging more children to be more active, more often, particularly in areas of deprivation. Coordinators work closely with school teams to analyse and meet the needs of their communities. Tracking and monitoring of Active Schools uptake is effective in the majority of learning communities, however more could be done to track and monitor the wider achievement of individual learners to inform planning by Active Schools Coordinators. This will also ensure that tailored activities are provided which address some of the identified barriers to inclusion. In the best examples, schools integrated Active Schools into their learning culture and strongly promoted the opportunities available. The ASC (Active School Coordinator) had a high profile and was highly visible as a core member of the extended school team. Gathering the views of children, young people and their families is crucial to ensuring continued success, and to tailoring activities of interest, as well as times and dates which suit best.

Benchmarking across other major local authorities provided helpful information in continuing to embed the non-charging model and to learn of approaches taken to improve tracking and monitoring solutions. These will be followed up by the Wider Achievements steering group, along with the forthcoming publication of the Wider Achievements Framework

Section 2: Findings

The findings were captured through focus groups and questionnaires. A parent survey was sent to all schools in the 4 learning communities. 223 responses were received. The 9 schools involved in

the field study were asked to organise pupil, parent and staff focus groups representing a range of involvement with Active Schools.

To analyse the current Active Schools delivery model looking at its effectiveness in learning communities located in different areas/demographics of Edinburgh.

Core Theme 1 – How well is Active Schools delivered across schools in Edinburgh?

- Understanding of Active Schools in our school communities.
- Accessibility and sign-up for Active Schools
- Meeting the needs of learners

Strengths:

- All respondents spoke very positively about the Active Schools programme and how it has returned following the loss during Covid-19 pandemic restrictions.
- Almost all families are aware of Active Schools and a programme of activities is delivered in their school.
- Some schools have well established systems to develop, track and monitor impact of Active Schools programme in their school community.
- Almost all families are aware that there is no charge for Active Schools' activities and value this.
- The majority of families are aware that there is support to access clubs/activities through the Active Schools programme.
- The majority feel that the needs of learners is being met through Active Schools.

Areas for improvement:

- All schools and ASCs should ensure they have a mechanism to promote the role of Active Schools and engage all learners and families in the creation of a programme of activities which meets their needs, including for learners with additional support needs
- All schools and ASCs should track and monitor to ensure all learners are accessing activity beyond the school day; incorporating information from schools on access to and impact of wider achievement; consideration should be given to a Pupil Activity Survey combined with SEEMIS information to provide comprehensive data for ASCs on all pupils' activity levels.
- Schools and ASCs should ensure equity of access to the Active Schools booking system; ASCs should ensure that timing and availability of activities meets the needs of the school community they serve.

Feedback from Parents/Carers

Are you aware of the Active Schools programme? (0 point)

[More Details](#)

● Yes	195
● No	28



Is your young person currently participating in any extra-curricular activities offered through the Active Schools programme?

[More Details](#)

[Insights](#)

● Yes	106
● No	61
● Unsure	7



Feedback from Learners

Were you or your young person involved in deciding which activities would be offered by Active Schools?

[More Details](#)

[Insights](#)

● Yes we were consulted	15
● No we were not consulted, the ...	91



Active Schools Thematic Review

Are you ever asked your views about what activities are offered? (0 point)

[More Details](#)

● Yes	3
● Sometimes	0
● No	6



Feedback from Staff

- The minute there was a free club, rates in clubs went up. The minute there is no charge, there is a positive difference.
- (free of charge) ... takes away the additional cost barrier for those with more than one child. Active Schools' offering is still the same programme, only limited by capacity/coaches/space in school. Tasters work well and senior learners from Secondary school leading sessions with support work well also.
- Online is fine - frustration is sessions fill up so quickly and a lot of learners miss out.
- Problems with bookings. Some families don't have the literacy/digital literacy levels. When it was paper, there was a higher rate of participation in our community. Parents need more support. Paper copies were easier to follow up when learners were slipping through the net and not accessing activity. Now it's harder for them to see who's not booking or trying to book.



Core Theme 2 -The impact of the new 'no-charge' delivery model in Edinburgh

- What are the barriers to participation?
- What would reduce these barriers?

Strengths

- In some schools the no-charge model was noted to have increased the willingness of learners to join clubs and try new activities, resulting in more inclusive activities
- Strong relationships have developed between ASC and school Senior Leadership Teams in the majority of schools
- In most schools, learners in the lowest SIMD are targeted by ASCs to be involved in Active Schools programmes.
- The increased access to free provision has resulted in more learners benefitting from Active School links to wider community opportunities with local partner organisations.
- Transition programmes are welcomed and are reported to make a positive difference to pupil confidence.

Areas for improvement:

- Continue to promote physical activity opportunities to all parents and children; consider alternative methods of communication that don't involve technology, and in different languages.

Active Schools Thematic Review

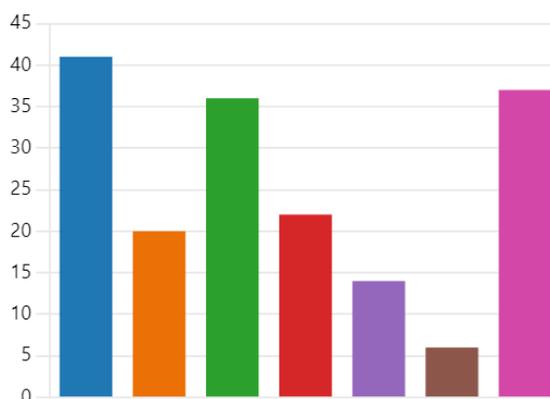
- Create a more consistent approach to the provision taster sessions so that children gain confidence in new activities/opportunities.
- Promote the social as well as the competitive aspect of physical activity.
- Enhance the connection between PE and Active Schools
- Review the application process for accessing clubs so that it is fairer.
- Continue to recruit high-quality volunteers and increase the number and range of activities on offer.
- Continue to target specific groups of young people including those with ASN and engage these groups in the decision making of activities offered.

What are the barriers to participation?

A parent survey across the 4 learning communities had 223 responses. The main reason for non-attendance at Active Schools activity was 'lack of interest in the activities offered' followed by 'unable to attend at the times offered'. 'Other' reasons included: their friends weren't going; unable to get a space; lack of support for those with additional support needs. See graph below:

7. Please indicate any barriers which may have impacted on your young person's participation in the Active Schools programme.

[More Details](#)



Parent feedback

Does the current free for participant Active Schools programme meet the needs of you as a parent?

[More Details](#)

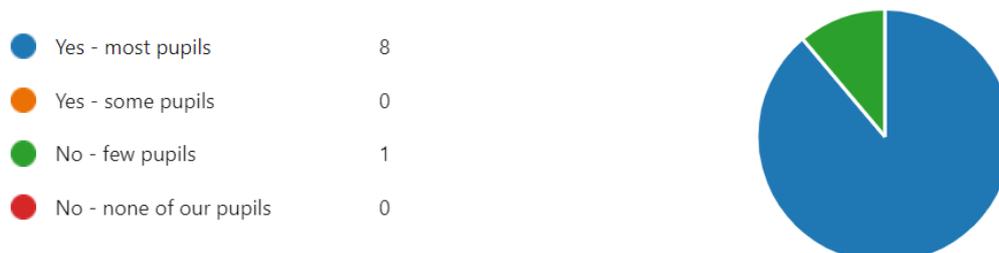


- Some parents were unaware how to sign up due to language/literacy/technology issues
- If they live far away from the school transport home can be a barrier for some pupils.
- The age differences in learners attending clubs puts some learners off.
- A wider range of activities would help increase participation.
- Communication – needs to be clear and simplified when a change takes place.
- If the family/parents are not active they are less likely to encourage their children to take part in Active Schools.
- More taster sessions can help encourage the inactive children.
- There is a lack of racial diversity and a need to encourage families from different backgrounds to participate in Active Schools.

Staff feedback

Does the current free for participant Active Schools programme meet the needs of the pupils in your school?

[More Details](#)



- Some young people have a difficult home life and need to feel safe to participate after school and then travel home themselves.
- There may be some cultural barriers including family inactivity, religious commitments after-school, negative attitude to staying in school after core hours, perception about the need to have high levels of core fitness
- Children in poverty are targeted where schools are aware.
- Some parents will not engage with any form of communication used by the school. There is a need to go out to these families and work with them to ensure their learners who are keen to be involved in Active Schools clubs get involved.

Learner feedback

(57 learners were involved in the 9 focus groups)

- Many learners enjoyed Active Schools clubs for; fitness, being with friends, having fun, doing an activity that you like, being healthy, enjoying teamwork, enjoying the support and encouragement of coaches, gaining experience and confidence, experiencing new challenges.
- Learners prefer a smaller age-range for clubs. When older children are in the club, the younger ones can feel intimidated.
- A lack of confidence in ability, or embarrassment can put some young people off attending a club.
- Some learners have other activities on after school and therefore can't attend the AS club.
- Some learners who have needs like ASD are reluctant to attend clubs.

Evidence of good practice: St Cuthbert's RC Primary School

Why Active Schools works so well at St Cuthbert's

- St Cuthbert's adopted a whole school approach with Active Schools embedded in the school ethos.
- The school benefited from the high profile and presence of the ASC in the school including; regular drop ins to check on clubs, meeting with the HT and HWB contact, delivery of assemblies and assisting with events and Bikeability.
- ASC put updates in the school family newsletter every few weeks, as needed.
- New ideas or projects are discussed with HT first. HT is supportive of Active Schools work, and this has led to a strong working relationship.
- Regular chats and catch ups with school staff and the HWB contact, a class teacher. This HWB contact has made a big impact due to close working with ASC.
- Targeted work – staff speak to ASC about any targeted pupil in their class who would benefit from being more active. This works well and 2 learners with ASN took part in the new Irish dance club this term.
- 3 parents and 2 staff now lead ECA which is good progress for St Cuthbert's.
- Strong connections with local community contacts have been developed and there is currently a good link with Carlton Cricket club. The school cricket club was arranged in response to a request from the pupils. Fallon Academy of Irish Dance delivered a block of dance which was a great success and will be continuing free of charge.
- The ASC has built good relationships with parents and the parent council who are supportive of Active Schools.
- Clubs are scheduled every day of the week, are free and fully subscribed.
- The school was awarded the sportscotland GOLD sports award, the first school in Edinburgh to achieve this. They also received their GOLD Rights respecting schools award, supported by the ASC.

The new school management team are supportive of HWB and physical activity. The ASC has worked hard to achieve a strong working relationship with school management. The school benefits from: sports leaders in the school delivering sports for 5 weeks in term 2; transition projects; development of P7 sports leaders; advice on sports equipment; support for city events; advice to staff; support for cycle training, delivery of assemblies; or speaking with the school sports committee.



To identify areas of best practice or new models, either in Edinburgh or elsewhere, to implement in learning communities where the current model is less effective.

Core Theme 3 – Tracking and Monitoring of the Active Schools programme.

- Do schools track the participation of young people in Active Schools activities?
- How is the participation of young people in Active Schools activities tracked? When is it tracked? By whom? How often?
- Evidence of best practice of Tracking and Monitoring Active Schools participation.

Strengths:

- The majority of schools track the wider achievement of young people. In the best examples, this was led by SLT and involved multiple tracking points throughout the year using Microsoft Forms to collect data.
- The majority of schools have a created a tracking and monitoring spreadsheet to store details of activities that young people are involved in. Most of these tracking systems have the ability to cross reference a range of demographic data to identify trends.
- The majority of schools use their tracking system to target young people who are inactive. In the best examples, schools reserve places for young people who are inactive to allow them opportunities to participate.
- In a few schools, a Family Link Worker makes contact with home to support participation.
- In a few schools, SLT have individual discussions with targeted young people to identify their interests and support participation.

- A minority of schools celebrate the participation of young people in Active Schools activities. In the best examples this is celebrated through a celebration board and / or “Champion of the week.”

Areas for improvement:

- All schools should ensure they have an effective tracking system for wider achievement and the participation of young people in Active Schools activities.
- Ensure that the activities of young people are tracked at least twice a year, to allow targeted interventions throughout the session.
- Use an effective method of data collection to record the Active Schools activities that young people are involved in. Edinburgh may wish to adopt the model used in East Renfrewshire whereby young people are asked to complete a Pupil Activity Survey, which is combined with data on SEEMIS. This information provides the Active School Co-ordinators (and the school) with key information about each individual from how active they are, to their first language, or any Additional Support Needs. This then allows for more targeted and individualised supports to be put in place to support more young people to be active.
- Consider timing of data collection – August identified as a useful time when data can be gathered, alongside other annual data check information.
- Arrange key times throughout the year for school staff to meet with the Active School Co-ordinator to analyse the participation data and target young people who are inactive. Using a system to RAG pupils, may be helpful.

Feedback from Staff:

8. Do you track the wider achievement of pupils in your school? (0 point)

[More Details](#)

 Insights

- Yes 5
- No 4



- We have an ASC Wider Achievement Tracker detailing what every pupil has done across the whole year. We are now able to identify learners who have not done anything and target them. We aim to have each child participating in four activities throughout the year. (Granton Primary School)
- We track wider achievement each term. Teachers share this information in meetings with SLT and we discuss opportunities for involving inactive learners with the ASC and target places for these learners. (St Cuthbert’s Primary School)
- We gather information from learners three times a year. The Principal Teacher has inputted data into a comprehensive document and cross referenced with SIMD/attainment levels, year group breakdowns etc. It is very visual and contains graphs, percentages etc. with key aims and action points. This process allows the PT to identify the inactive/disengaged

children and speak to them about what they might like to do. (The Royal High Primary School)

- We try to target learners not involved in sport to find out what they would like - personal touch. (Flora Stevenson Primary School)
- We have plans in place to track wider achievement but don't at moment (Prestonfield Primary School)
- The school could do more to track activities, which would help with targeting and assisting young people with their development (Liberton High School)

Feedback from pupils

- Each term, twice a term, we get asked by teachers what we take part in out with school (The Royal High Primary School).
- Our teachers ask us each term what things we do outside of school. (St Cuthbert's Primary School)
- We have informal conversations with the PE dept or teachers, but we are not asked formally what activities we are involved in out of school. (Portobello High School)
- We just tell the teachers at the end of the day or tell them as part of a writing task. (Towerbank Primary School)

Evidence of best practice – The Royal High Primary School

The Active Schools programme has a good provision and variety of opportunities to allow all children to take part and compliments the value the school places on inclusion. The ASC is very supportive and the school feels that the programme is really meeting the needs of the community. Active Schools at the Royal High Primary School is broader than just being about physical activity and is about encouraging young people to be active in a general sense, through participation in other activities such as musical theatre, drama and chess.

The PT has responsibility for tracking wider achievement, including participation in Active Schools activities. This information is gathered three times each academic year. The PT uses a comprehensive document to cross-reference participation in Active Schools activities with key demographic data, such as year group breakdowns and SIMD data. It is very visual and the data collected can be used to inform key action points. In the first round, it showed a clear link between participation in wider achievement (including Active Schools activities) and increased attainment.

The tracking and monitoring process has allowed the school to identify the inactive/disengaged young people and meet with them, individually, to discuss what activities they might like to be involved in. The school compares data, after each round of tracking, to identify any trends or learners of concern. The aim is to develop the tracking system further and to continue to implement year on year to build a picture of the impact of Active Schools involvement in attainment levels. The school are happy to share the document as best practice across the authority.

Section 2: Benchmarking with other Local Authorities

Summary of Local Authority approaches to Active Schools charging

The Edinburgh model of no charge for Active Schools term-time activities is replicated across Fife, Glasgow, Aberdeen, North Lanarkshire, Renfrewshire and Dundee. These local authorities moved to the no charge model within the last 3-4 years and have approached the various challenges that this change brought in different ways.

For more detail on the Active Schools model in each of the above Local Authorities, see Appendix 3: Local Authority Comparator Table.



Appendix 2

Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed
Please state if the IIA is interim or final

1. **Title of proposal**

Active Schools no cost model.

Wider Achievement and Lifelong Learning - Active Schools have adopted a no cost model for participants. This was implemented in August 2021 aligning to the national policy by sportscotland

sportscotland's national Active Schools programme is dedicated to developing and supporting the delivery of high quality sport and physical activity opportunities to all children and young people, taking an inclusive approach and providing targeted opportunities where there is a need before school, during lunchtime and after school. This is an established programme that has been operating for 16 years across all local authorities. It has always been the intention that activity delivered through Active Schools should be free to the participant. However, due to local context there has been some charged activity in some areas. This policy aims to ensure that all school sport provision delivered through the Active Schools programme is free to the participant, ensuring cost is not a barrier to participation.

sportscotland has worked with all 32 local authorities to ensure there is a full understanding of the policy that all Active Schools activity should be free to participants. We identified the small number of local authorities where some charging currently exists within the Active Schools programme. sportscotland is now working closely with those local authorities to identify ways for the local Active Schools teams to phase out all charges to the participants within their programmes. Recovery from the pandemic has allowed several local authorities and leisure trusts to reset charging and offer Active Schools activity free of charge.

See further detail in **3** below.

2. **What will change as a result of this proposal?**

Active Schools no longer charge the participant, parent or carer for any Active Schools run extra-curricular activity during term time.

3. Briefly describe public involvement in this proposal to date and planned

The proposed changes were requested by the main external funder of Active Schools, sportscotland, who have stated from the inception of Active Schools that activities run by Active Schools should be free to the participant. As such, this change was non-negotiable. Therefore, there was no public involvement in the decision making.

Prior to the decision being confirmed, a Risk Register meeting was held in March 2021, which included 3 Head Teachers and 2 Active Schools Co-ordinators to discuss the changes that were being proposed. Potential risks were highlighted, and actions were put in place to reduce the risk. Discussions have taken place with parent councils and schools, and further involvement with parent councils, schools and colleagues nationally and locally are planned. (February to June 2023).

The proposed changes and risks were presented to the Senior Leadership Team and elected members in March 2021 following the Risk Register meeting and report.

4. Is the proposal considered strategic under the Fairer Scotland Duty?

Yes

5. Date of IIA

January 2022 to May 2023

6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Main stakeholder is the Council.

Name	Job Title	Date of IIA training
Mel Coutts	Wider Achievement & Lifelong Learning Manager (Sport & Physical Activity) (Report writer)	December 2021
Jude Salmon	Active Schools Manager	December 2021
Linda Lees	Head of Wider Achievement & Lifelong Learning (Lead Officer)	
Ryan McGill	Active Schools Coordinator	
Lorraine Dickson	Active Schools Coordinator	
Annemarie Procter	Depute Head Teacher – EAL and Gypsy Roma Traveller Support / Equalities Lead	December 2019

7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need	SEEMIS reports	<p>Active Schools aim to support the whole school population from P1 to S6 in all Edinburgh state schools. These changes could affect the whole school population.</p> <p>These changes have the potential to positively affect children from low-income families or children who are inactive.</p> <p>The data tells us that there is lower participation in Physical Activity by some groups e.g. Girls / BME this is particularly the case in areas of deprivation. The change allows us to target those groups more effectively.</p>
Data on service uptake/access	MySport data	<p>The pandemic impacted available workforce significantly which has affected the ability to provide activities, this is a separate factor to the change in the charging policy.</p> <p>Furthermore, there has been a shift in focus towards the inactive, specifically in areas of socioeconomic deprivation, and to other targeted groups. This has resulted in increased number of opportunities being available for some targeted groups and specific areas.</p> <p>There has been a reduction of Active Schools opportunities in more affluent areas. However, overall number of Active Schools opportunities offered has been broadly maintained, plans are developing to increase access and uptake across the city where Active Schools activity levels are low regardless of income.</p>
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	SEEMIS report – area deprivation	<p>The change to free participation in Active Schools removes the cost barrier for children and young people in areas of deprivation / living in poverty</p>
Data on equality outcomes	MySport reports	<p>The change to free participation in Active Schools supports the intended outcomes of increased participation in physical activity by children and young people: from minority ethnic backgrounds; in families where an adult or child is disabled; living in deprived areas and/or in poverty. (We know that children in families from minority ethnic backgrounds and in families where a child or adult is disabled are at most risk of poverty and there are cumulative barriers to participation in physical activity.)</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Research/literature evidence	<p>Impact of child poverty - Child poverty overview - Child poverty - Children - Population groups - Public Health Scotland</p> <p>NEW REPORT SHOWS THE IMPACT OF POVERTY ON SCOTLAND'S YOUNG PEOPLE - Scottish Sports Futures (ssf.org.uk)</p> <p>On Track: Research & data spotlight (sportsotland.org.uk)</p> <p>Disability-Sport-Review-Aug-2021-final.pdf (oss.scot)</p> <p>14 Sport - Scottish Government Equality Outcomes: Ethnicity Evidence Review - gov.scot (www.gov.scot) – this is from April 2013</p>	<p>Poverty Children born into poverty are more likely to experience a wide range of health problems, including poor nutrition, chronic disease and mental health problems. Poverty puts an additional strain on families, which can lead to parental mental health and relationship problems, financial problems and substance misuse.</p> <p>One in four children in Scotland live in poverty and one in five live in absolute poverty. These young people are more likely to be less physically active; are at higher risk of obesity; have higher levels of stress and depression; and experience social isolation, shame and stigma.</p> <p>Girls Boys are more likely to meet recommended physical activity levels than girls, including school-based activities (76% of boys compared to with 67% of girls) and excluding school-based activities (66% and 55% respectively).</p> <p>Disability DISABILITY AND SPORT PARTICIPATION DATA FROM THE NATIONAL SURVEYS From the Scottish Health Survey (2018) it is possible to link limiting longstanding illness (disability) to sporting activity to assess the extent by which disability impacts on sporting participation compared to the able-bodied population. In the younger age group (2-15 years old) the proportion of children who undertook any sporting activity in the disabled group was 12% vs 81% for those who reported no limiting longstanding illness. For adults (16-74 years old) the corresponding participation was 33.4% vs 52.7%. This data for Scotland is comparable to that for England and Wales (29.3% vs 51.4%, Taking Part Survey, 2012/13).</p> <p>Ethnicity Provision of tackling racism and racial inequality in sport - data gathering and analysis services, Sheffield Hallam on behalf of UK Sport, 2021 – see attached 14.2 In the <i>Scottish Health Survey 2012</i>¹³², Pakistani respondents were the least likely to achieve the recommended physical activity levels (27% did so compared to the national average of 38%) and were also the least likely to participate in sport (30% compared to 49% on average). This finding corresponds with other research</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	Anecdotal	<p>(2010)¹³³ that found that, in Britain, Pakistani individuals and south Asian ethnic groups generally, are less likely to be sufficiently active. An earlier study (2007)¹³⁴ highlighted gender differences in the levels of physical activity within ethnic groups: Pakistani respondents were found to be less active overall, but also with a gender difference most prominent in the younger age groups. No other ethnic groups in the <i>Scottish Health Survey</i> were significantly different from the national average in relation to physical activity or sport participation.</p> <p>14.3 In a summary of sports equality research in the UK covering a period of 15 years¹³⁵, the EHRC reports that:</p> <ul style="list-style-type: none"> • The overall participation rate for ethnic minority people in sport was 40%, compared with the national average of 46%; and • The lowest participation rates were among Indian (31%), Pakistani (21%) and Bangladeshi (19%) women (citing the <i>National Survey of Ethnic Minorities and Sport</i>, 1999). <p>By removing the cost, Active Schools can offer every child and young person across the 121 schools in Edinburgh an opportunity to take part in an Active Schools extra-curricular activity.</p> <p>There are clear challenges for children and young people with protected characteristics and their equitable access to sport and physical activity.</p> <p>We recognise the disproportionate impact that the COVID-19 pandemic has had on children and young people with protected characteristics and the cumulative impact of intersectionality, in particular of ethnicity, disability and poverty.</p>
Public/patient/client experience information	Yes	Partnership meetings with sportscotland and the council informed the council decision to agree to the changes whereby participants would not be charged for any Active Schools run activities. Embedded is a communication document produced in collaboration with sportscotland and shared with schools and parent councils.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	<p>Meeting with parents 19th June</p> <p>Phone call with parent 6th July 2023</p>	<p>Parent conversations revealed that the change to no fees for extracurricular activity has made it easier for parents who normally wouldn't consider extracurricular activity for their children. The change resulted in more variety and opportunity for young people who would otherwise remain uninvolved. The change has enabled us to reach more children. However, in some cases, the quantity and quality can be limited which can mean for some young people who might want to succeed in a specific activity there is no visible or available pathway for them.</p> <p>Overall a positive view of Active Schools and removal of charges is welcome in the current economic crisis. The activities allow children to socialise with children in different classes, be active, generate interest in sports and overall provide a good experience, including going to other schools to participate. Coaches are professional and give updates to parents on the children at end of the sessions.</p> <p>Booking system: doesn't work for parents who work all day or who otherwise can't check emails until the end of the day. By the time they check at the end of the day, all the spaces were gone meaning that some pupils were automatically disadvantaged.</p> <p>Some families, where English is a second language, are not aware of the Active Schools programme and can't use the on-line systems because language is a barrier. Some of these families feel able to trust the teachers in the school. For that reason, emails are better to come from someone they know in the school rather than the Active Schools Co-ordinator.</p> <p>Suggested that a nominated person from the school sends the emails about the Active Schools programme. If it comes from someone they don't know they won't follow up. If it comes from someone in the school that they know, then they can follow up with the teacher who they feel able to trust.</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Evidence of inclusive engagement of people who use the service and involvement findings	No	
Evidence of unmet need	SEEMIS and MySport data	<p>The core principles of Active Schools is free provision of extra-curricular activity for all participants and this has been the case since the beginning of Active Schools. Edinburgh’s model charged for such activities and in February 2021 the Council agreed that Edinburgh’s model needed to change to ensure we were complying with the core principles and the partnership agreement between The City of Edinburgh Council and sportscotland.</p> <p>As we move through change, unmet need could be revealed. Targeting will allow us to address that more effectively.</p>
Good practice guidelines	Yes. Sportscotland and Local Authority information.	<p>All 32 local authorities are asked by sportscotland to ensure all activities are free to the participant. Edinburgh were not the only local authority charging participants for activities, however, since the pandemic, all local authorities are transitioning to a no cost model. Large local authorities including Renfrewshire and Fife and Tayside moved to free sessions before or at the same time as Edinburgh.</p>
Carbon emissions generated/reduced data	No	
Environmental data	No	
Risk from cumulative impacts	Yes – risk register	<p>In March 2020 HTs from both primary and secondary schools, along with 2 Active Schools Co-ordinators met to carry out Risk Workshops. Under ‘service delivery’ medium to low risk was found in Programming with schools; range of activities; reduction in service; managing change and equity. Increased political and parental interest was beyond what was expected, therefore there are plans in place to address this.</p>
Other (please specify)	No	
Additional evidence required	No	

8. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive Active Schools have realigned their focus of targeted work to ensure they reach pupils in most need of support and who benefit the most from being physically active. Active schools are working towards narrowing the gap between those who can and can't access physical activity. However, Active Schools will continue to offer a universal extra-curricular activity programme to all children and young people. Everyone will have an opportunity to be able to attend extra-curricular activity sessions free of charge. It is hoped that this will support pupils to reach the minimum exercise recommendations, contribute positively to the GIRFEC process and contribute significantly to improved health and wellbeing of the pupils. It also is in line with Active Scotland's outcome Framework: More Active: Wellbeing and Resilience: People & Places: Stay Active: Participate, Progress & Achieve: Physical Confidence & Competence. This is an inclusive approach to reducing inequalities.</p>	<p>Specifically young people with a protected characteristic E.g. girls, BME, young people with a disability, or other ASN</p>
<p>Negative Whilst the offer of extra-curricular activities will be offered to all, volunteers to deliver the sessions or funding to pay coaches will need to be sourced both of which may initially lead to a reduction in offer of extra-curricular activity. Those areas where high levels of charged for activity were once offered may be affected the most. Lower quality of delivery – variable level of experience / qualifications can lead to variable quality of delivery. More volunteers in affluent areas versus more deprived areas. Different leadership approaches to parental involvement have variable effects on parental volunteering in Active Schools. There could be a risk of girls' participation in higher SIMD areas falling We need to address how Families living in poverty within higher SIMD areas can access free/low-cost opportunities</p>	<p>Young people in affluent areas, specifically girls or with protected characteristics.</p>
<p>Environment and Sustainability including climate change emissions and impacts</p>	<p>Affected populations</p>
<p>Positive</p>	
<p>Negative</p>	
<p>Economic</p>	<p>Affected populations</p>

Economic	Affected populations
<p>Positive The changes that have been made to Active Schools contributes to the council’s commitment to eradicating poverty, as outlined in the City Plan and echoed in the Education Improvement Plan and they are now fully in line with these commitments. Active Schools will provide an extra-curricular activity programme free to the participant, as it is important for children to access high quality physical activity at no cost Increased physical activity and associated physical and mental health outcomes will lead to improved economic outcomes through positive destinations, e.g. further education, employment opportunities.</p>	<p>The most positively affected by the change are: children and young people living in poverty / areas of deprivation; from minority ethnic backgrounds; with a disability.</p>
<p>Negative Children living in poverty in higher SIMD deciles may have less access to Active Schools</p>	<p>Pupils from low income families living in higher SIMD deciles, especially those with the protected characteristics of Sex, Ethnicity, Disability.</p>

9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

None

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

A two page summary of Active Schools, including most frequently asked FAQs which has been endorsed by sportscotland was distributed to schools, (HT, DHT, PE curricular leaders, admin teams and PE specialists), parent councils and Active Schools Co-ordinators. This was supported by elected members. (See section 7 for the document).

11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

N/A

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Ensure this informs the Active Schools plan for 2023-24	Mel Coutts: Wider Achievement Manager Jude Salmon: Active Schools Manager	November 2023	November 2024
Ensure clear communication is sent to all relevant parties affected by the changes to ensure there is an understanding as to why the changes have been made and the effect of the changes	Jude Salmon: Active Schools Manager and Co-ordinators	February 2022	n/a
Active Schools Co-ordinators (ASCs) to discuss with school teams the implication of the changes and work with them to find solutions to ensure an extra curricular programme runs in every school	Active Schools Co-ordinators	February to April 2022	Ongoing
Raise awareness with parent councils that some pupils may not be able to afford activities and offer solutions.	Jude Salmon: Active Schools Manager	August 2023	Ongoing
Create a policy/agreement for ASCs to support parent councils to release free spaces to young people who cannot afford to pay.	Jude Salmon: Active Schools Manager	December 2023	March 2024
Children living in poverty in higher SIMD deciles may have less access to Active Schools – schools use PEF / Active Schools source funding.	Jude Salmon: Active Schools Manager	October 2023	December 2023
The Active Schools offer could be lower due to inability to generate income. Take forward creative ways	Jude Salmon: Active Schools Manager	May 2023	Ongoing

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
to increase volunteer recruitment.			
Offer training to volunteers to support children with ASN	Jude Salmon: Active Schools Manager	August 2023	December 2023
Produce guidance to Parent Councils on how to ensure Equity and Equality	Jude Salmon: Active Schools Manager. Annemarie Procter: Depute Head Teacher – EAL and Gypsy Roma Traveller Support / Equalities Lead	December 2023	March 2024
Make the booking system fairer to ensure that families have an equal opportunity to book spaces – accounting for families who can't regularly access email or where English is a second language.	Jude Salmon: Active Schools Manager	October 2023	March 2024

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

No

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Data will be collected using MySport, (a monitoring tool provided by Sportscotland) for all Active Schools activities, breaking down usage by SIMD, Disability, ASN, Gender.

Wider data including all extracurricular activity including those who will continue to charge will be collected termly.

All data collected will be reviewed and analysed against SEEMIS.

16. Sign off by Head of Service

Name

Date

17. Publication

Completed and signed IIAs should be sent to:

integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care

sarah.bryson@edinburgh.gov.uk to be published at www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/

Appendix 3 Thematic Review – Local Authority Comparator Table

Local Authority	Model Description	Active Schools priorities	Areas of success	Areas for development	Participation rates- (distinct pupil numbers) 2021/22	Active Schools Co-ordinator Full Time Equivalent
Edinburgh	No charge to pupils. Activities are mostly volunteer-led and some organisations are paid. Holiday camps are chargeable although some are provided free. Universal provision offered, but increasingly targeted. ASCs deliver leadership and bikeability in curriculum in addition to other training courses.	Leadership Community Engagement Volunteers Equity, Diversity and Inclusion	80% deliverers recruited are volunteers	Some schools have lost some or all Active Schools clubs Participation of people with protected characteristics	18,290 (34%)	20
Fife	No charge to pupils. Funding sourced by ASCs or ASM often from localities. ASCs deliver leadership and bikeability in the curriculum in addition to other training courses.	Participation Equity, Diversity, and Inclusion Workforce Young People Impact & Profile	Work aligned to Education team priorities: Attainment, Attendance Positive Destinations.		13,887 (28%)	21.17

<p>Glasgow</p>	<p>No charge to pupils. Most deliverers are paid teachers or coaches. Funding of c£330k pa from PEF is given to schools to fund PEPAS agenda. ASCs deliver leadership in the curriculum (no other delivery)</p>	<p>Out of school hours activity</p> <p>Diversity</p> <p>Developing young workforce</p> <p>Positive Destinations</p> <p>Events</p> <p>Equity, Diversity and Inclusion</p> <ul style="list-style-type: none"> • Ethnicity • Disability • Care Experienced • Gender • Poverty 	<p>Strong integration with Education, ASCs work closely with QIOs and feature in each school's improvement plan.</p>		<p>27,762 (39%)</p>	<p>27.3</p>
<p>Aberdeen</p>	<p>No charge to pupils. Most deliverers are volunteers, some paid coaches. Funding is sourced by ASCs in each cluster, which is mainly through PEF/local funding streams</p>	<p>Building & maintaining relationships</p> <p>partnership working</p> <p>volunteer development</p>	<p>ASCs ask school leads to identify priority pupils prior to bookings going 'live'. ASC team are also trained on trauma to understand behaviour.</p>		<p>9,689</p>	

	<p>Bikeability is delivered by the Adventure Aberdeen team. ASCs involved with assemblies and health weeks during curricular time. Leadership training is delivered by ASCs.</p> <p>Active Schools team located in the trust.</p>	leadership				
North Lanarkshire	<p>No charge to pupils. 80% deliverers are volunteers, 20% are paid. Funding provided by PEF in each school.</p> <p>ASCs organise taster sessions through local clubs during curricular time and deliver Bikeability with school staff.</p> <p>ASCs also deliver specific training, including teacher CPD and Young Leaders programmes and run events during curricular time.</p>	Inclusion	The AS team are training staff and buying additional equipment to ensure all activity sessions are fully inclusive. They are also using additional resources that help them to adapt activities.		10,600 (21%)	23

Local Authority	Model Description	Active Schools priorities	Areas of success	Areas for development	Participation rates- (distinct pupil numbers) 2021/22	Active Schools Co-ordinator FTE
Renfrewshire	<p>Active Schools in the trust. Strong links to Education.</p> <p>Track pupils' activity outwith school/Active Schools.</p> <p>Used to charge and stopped after covid.</p> <p>Schools do an annual sponsored event to raise funds for providing clubs free of charge.</p> <p>ASCs bring paid coach and invoice the schools.</p> <p>Quartiles 1&2 receive funds from Education to pay for AS.</p> <p>Sports Leadership is delivered in high schools, 2 periods a week.</p> <p>CPD for teachers – twilight.</p> <p>Non-affluent schools – apply for external funding – try for volunteers, student placements, club volunteers.</p> <p>Red-flag non engaging schools.</p>	<p>Inactive pupils and their families, pupils with a disability,</p> <p>LGBTQ pupils</p> <p>Looked After and Accommodated (LAC) Children</p>	<p>Targeted work, pupil surveys to establish activity levels including sport outwith school. Focusing on pupils doing 3 hours or less a week. Received 18000 returns from a total of 24000 pupils – included question on swimming ability.</p> <p>Helps the ASCs to target the inactive.</p>	<p>Volunteer recruitment.</p> <p>Looking at new ways of doing this as there is a heavy reliance on volunteers especially without funding, and unease over potential budget cuts to good programmes.</p>	<p>8,973 = 38% of total school roll</p> <p>50% of the primary school roll</p> <p>22% secondary</p> <p>24% ASN engaged in extra-curricular delivery.</p> <p>76% of their deliverers are voluntary</p>	<p>13.2FTE</p> <p>Also had 4 SDOs – tweaked JDs and converted them to ASCs – funded by council.</p>

<p>Dundee</p>	<p>Active Schools in the Leisure Trust. Removed charge for ECA in Jan 2020. Previously there were private clubs coming into schools and charging. Director of C&F service was involved, and informed of what clubs were charging – cost of the school day – Backlash from affluent areas – parents wanted to pay. Trust wanted to charge too to generate income, backlash from Elected Members as well. Lost 100 teachers on the back of covid. Stress is higher. Got into habit of leaving early etc. Work with hard-to-reach groups. Council wants AS back from trust, working on a paper. Teachers are main deliverers, also students – (approx. 100) deliver. Senior leadership</p>	<p>Inclusion ASN inclusion officer (prog for gov) Active Girls – challenge. Workforce development.</p>	<p>AS Assistant posts (5 now, could rise to 8) fully funded by schools (£30k per post) PEF money used to pay for it. Posts are to support pupils who need it the most. Is effective in raising attainment. Involved in holiday programmes. Sometimes used to tackle healthy weight. Kit for All project – donations. Link to what the kids need.</p>	<p>Workforce development Thrive training. Plan, do, review. To address this.</p>	<p>6777 (37%)</p>	<p>10FTE 22 staff 11 ASCs 8 AS Assts 2 rugby posts funded by cashback and schools. Deliver in 2 deprived clusters. 1 inclusion officer</p>
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	<p>programme – senior pupils deliver. Minimal parents, and a few random vols. Campaign. 260 pupils signed up for 25 leadership courses, various deliverers, curriculum time, all happens for 1 week in June. Some courses cost money, sometimes schools pay the course fee for the pupils.</p>					
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Appendix 4

Drummond Community High School Case Study– Active Schools Leadership Programme

While recruiting for Young Ambassadors and Young Leaders before the summer holidays in 2022 the young people from Drummond High School did not show any interest in applying or attending Sports Council meetings. The Active Schools Co-ordinators, (ASCs) rely on the assistance of the Health and Wellbeing team in the High School to encourage pupils to put their name forward as this team has more face-to-face contact with the pupils.

In the new academic year, 2022/23 the ASC delivered an “Introduction to Coaching Children”, (ICC) course to the Sport and Recreation class in S4. Whilst delivering this course, the ASC realised one of the young people within this class had the potential to be a fantastic role model and voice for the school.

After the ICC course the ASC asked the young person to join the Drummond Community High School Young Leaders team, which they did and from then have gone strength to strength. They have been instrumental in several events within and outside the school including transition clubs for the new P7s on visit days, helping and organising a charity event for the whole school They also volunteered weekly for an Active Schools Club and most recently Active Schools Games @ the Hub. While supporting the Games @ the Hub event, the coaches they supported were very impressed with their skills and encouraged the ASC to put the young person forward for a professional coaching qualification and asked if the young person would consider joining their club as a young coach.

The young person has applied to be on the City of Edinburgh Young Peoples Sports Panel and has also committed to going on the SFA 1.1 course and deliver a learning community primary club with a fellow senior pupil in the next academic year.

Please see below comments from the guidance teacher of the young person following the work they have done with Young Ambassadors, Leadership programme and helping with the events:

Guidance Teacher comments:

I am delighted to support the young person as I have known them in a guidance capacity since August 2019 and it has been a pleasure to see them develop and gain confidence as they enter S5.

Coming from a family background of White-Gypsy/Travellers, the young person has throughout their time at school aimed high with their attendance and focus on school subjects with a particular emphasis on the classes in Craft & Design and in PE, in many ways already going beyond the level of attainment of the young person’s cousins. Confident in PE from an early age with a real competitive nature, they use this skill well in team sports. A delight in the class and very respectful, the young person has not always taken up challenges available and has needed prompting to go beyond their comfort zone.

Participating in the Sports Ambassadors and the Young Leader Programme, they are more confident and focused, taking up the opportunities both in school as well as outside school. In school, as part of the Wider Achievement Programme, the young person is offering their support with junior PE classes and is regarded as a supportive and useful member of the PE teaching team. While outside

school, they are to be part of the cluster primary Judo club with the chance at gaining a coaching award.

As the young person moves through S5 into S6, the confidence gained through the Young Leader Programme will allow them to widen their career exploration and consider options that they had previously thought were beyond them. While being a natural leader throughout school, they now seem more ready to volunteer and take up opportunities, thus further enhancing their personal skills and qualities with the potential of 'breaking the class ceiling' of the traditional routes associated with White-Gypsy/Travellers in terms of attainment and prospects.

Trinity Learning Community Primary School Case Study - Ukrainian Families: Fun Friday sessions

From January 2023 the Trinity Learning Community had over 70 Ukrainian children attending P1-7. Active Schools worked with the primary schools, Trinity Academy, Citadel Youth Centre and Destination Judo to provide free opportunities for families to come along to fantastic new Trinity Academy sport facility and enjoy some Sport & Play.

The pupils had the opportunity be active, have fun, try out different sports whilst parents/guardians had a space to chat, work and relax in the breakout area.

The Activity sessions were run by Destination Judo during the February holiday alongside senior pupil volunteers.

We then followed up the Judo Camp sessions with our Fun Fridays which were led entirely by senior pupils from Trinity Academy, 12.45-2.15pm on Friday afternoons.

"I want to thank you for the February Holiday Judo Camp. My son woke up early with pleasure on holidays (usually it's too hard to wake him up each time) to attend the judo.

As he said, it was fun and cool. Great sessions or active kids!"

Quote From Parent

"The kids loved it and had a great time! Always happy to walk in and left happy. We especially liked Holiday Judo Camp. The children had fun and enjoyed their time. Get to know different sports. Also thank you for the opportunity to wait for the children inside, for free tea and coffee."

Quote from Parent

I absolutely loved volunteering for the Fun Fridays program. It felt like I was really helping Ukranian families, even if it was just by giving parents a couple of hours of peace and quiet. The children were lovely, and it was so special getting to know them all really enjoyed this experience and would love to do something like this again.

Quote from Senior Pupil

It was a wonderful thing to be a part of and something that I would take part in again. Communication was difficult but the joy the kids found in hula hoops and trying different sports was infectious no matter how difficult it was to keep up with their endless energy and enthusiasm.

Quote from Senior Pupil



IMPACT

Overall, there were around 10 Families and 13 pupils who came to the FREE sport & activities, led by a brilliant group of 10 senior pupils. Many of the families were being housed on the Cruise Ship in Leith. Edinburgh. This meant not a lot of room or privacy for the kids and families. Not only do the free activities allow the young people space to play and be active but the parents/carers appreciated the time, space and hot drinks provided to them to allow to work, chat or enjoy some quiet time.

St Crispin's Special School – Case Study – Using Parkour to support Motor Skills Development in Children with ASN project

Following on from positive feedback received from teachers and parents in mainstream Active Schools Parkour activities, it was agreed to develop Parkour based sessions for children who require a significantly modified learning environment in the Special School Learning Community. St Crispin's special school agreed to pilot the project in collaboration with the Active Schools co-ordinator, Jill Coleman and a coach from Active Schools, Kirsten Altenbach. The PE teacher, Rory Grant would play a crucial role within this project.

Quote "The decision to bring parkour to the special learning community felt fresh and was really exciting to be a part of."

Rory Grant PE Teacher

Kirsten who has been mentored by Jill is a Parkour coach who works with the community club Access Parkour. Kirsten worked closely with Rory in preparation for the Parkour sessions, undertaking observation sessions, utilising the school's communication support materials and structuring the sessions to be similar to the schools PE lesson to aid a seamless transition for the class to help keep children calm and engaged. Rory as well as Pupil Support Assistant's supported children throughout the sessions.

Kirsten used gymnastic equipment to create activity courses and obstacles for pupils to manoeuvre over, under and around, which they took to brilliantly. She incorporated dance and music into these sessions which created a fun and lively atmosphere.

Active Schools funded the 5-week pilot project and due to its success and the schools' appetite to continue these sessions, a further 5 weeks were added, also funded by Active Schools.

The school reported that pupils engaged positively with the sessions and enjoyed the playful approach applying the skills they had been introduced to through Parkour. The introduction of Parkour was embraced by the school who evidenced its ability to help build confidence and motor skills in their pupils, many of whom struggle with more competitive learning environments.

Being able to engage children in a physical activity that excited them and brought joy had obvious physical health benefits and also helped to boost endorphin levels and lower stress and anxiety, which can be an issue for many of the pupils within the school as a result of their disability.

Quote: "Having Parkour delivered at St Crispin's was extremely beneficial for our young people. The benefit of having an expert deliver lessons focusing on important skills such as balancing and jumping was brilliant for the pupils physical and mental wellbeing".

Rory Grant PE Teacher St Crispin's.