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## HEADLINES

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### WHO PARTICIPATED?

- *Specific participation increases and positive attitude changes among those previously less engaged with sport and among girls clearly show that Change 4 Life School Sport Clubs can be highly effective mechanisms for change.*
- *Over 61,000 young people participated in Change 4 Life School Sport Clubs in 2010/11, exceeding the key performance indicator of 40,000 young people.*
- *At the end of 2010/11, 90% of participants (almost 55,000 young people) were CHOOSING to play sport every week and had a positive attitude towards sport. This represents an increase of 40% from circa. 38,000 young people choosing to play sport every week and having a positive attitude towards sport upon joining a Change 4 Life School Sport Club.*
- *Within the target group of those that were not choosing to play every week or that were not positive about sport (over 22,500 young people), those choosing to play sport every week increased by 166% and those positive about sport increased by 89%.*
- *2,786 Change 4 Life School Sport Clubs ran for one term or more. This represents 93% of the target, delivered in a climate of considerable uncertainty in the school sport delivery system.*
- *Participants in Change 4 Life School Sport Clubs were split almost exactly two-thirds males to one-third females, but less than 4% of schools had directly targeted girls.*
- *The increase in the number of girls choosing to play sport at least once a week (36%) is more than two and a half times that of boys (14%), and the increase in the number of girls with a positive attitude to sport (31%) is almost three times as high as that for boys (11%).*
- *78% of participants were between 12 and 15 years of age, and the average age of participants was 13.3 years. However, 37% of participants were younger than the lower target age of 13.*
- *More than twice as many schools targeted the lower school (11-13yrs) than those that targeted the upper school (14-16yrs).*
- *The impact on the original target age range of 13-19 is not as significant as that on the younger 8-12 age range. However, the impact on the younger age range is positive for the commencement of Change 4 Life School Sport Clubs in primary schools in 2011/12.*

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### WHAT DID THE CLUBS LOOK LIKE?

- *For an average investment of £1,842 per club, the average Change 4 Life School Sport Club ran for 2 or 3 terms and took place immediately after school and/or at lunchtime. It had 22 members of whom 6 were previously 'non-sporty' and 3 were Young Leaders. It was supported by 1 or 2 new coaches and generated 1.3 new relationships with community clubs.*
- *The Change 4 Life School Sport Clubs programme delivered over 80,000 sport sessions, trained almost 4,000 coaches, involved almost 8,000 Young Leaders and led to over 3,500 new school-club links.*

- *Young Leaders comprised two-thirds of the Change 4 Life School Sport Clubs workforce, exceeding the ambition that 50% of the workforce would be Young Leaders.*
- *Two-thirds of Young Leaders were not only new to leadership, but also relatively new to the sport that they were leading.*
- *Just under half of clubs were delivered throughout the whole year, with just over one-third being delivered for two terms.*
- *Two-thirds of schools ran clubs immediately after school, whilst almost 40% ran clubs in a lunchtime slot.*
- *Reasons for not delivering clubs later in the day as originally intended included lack of facility time and space, lack of staff time, and a concern that young people who were not necessarily particularly engaged with sport in the first place might be less likely to come back to the school later in the day.*
- *Stricter interpretation of the guidance about when clubs should take place may have resulted in fewer clubs being established, less sessions being delivered, and ultimately in less young people benefitting.*
- *A small minority of clubs (6%) were simply re-badged as Change 4 Life clubs from previous provision without any modifications to deliver Change 4 Life objectives.*
- *Although there is an average of more than one new school-club link per Change 4 Life club, almost half of clubs reported that they had developed no new relationships with community sport clubs.*
- *Although a minority of clubs may be relying on external coaches for delivery, the large number of Young Leaders and newly-trained coaches indicates that, on a global level, the Change 4 Life School Sport Clubs programme has generated a sufficient 'internal' workforce to sustain the clubs beyond their start up grants.*

## WHAT WORKED?

- *Over 90% of young people have “respected other people regardless of their ability”, “been proud of their achievements” and “felt respected”, with these percentages remaining over 90% among those who were previously not choosing to play sport every week. This is a vital factor in the success of Change 4 Life School Sport Clubs with previously ‘non-sporty’ young people.*
- *Half of clubs were not targeted at any particular groups within schools, whilst less than a quarter targeted ‘non-sporty’ young people.*
- *Greater targeting of clubs within schools has the potential to more than double the reach of the impact of the Change 4 Life School Sport Clubs programme among the young ‘non-sporty’ population.*
- *The two disability sports of wheelchair basketball and boccia are having a clear positive impact, not just on disabled participation, but also on a sense of independence for disabled people and on wider attitudes to disability and disability sport.*
- *Funding and equipment were rated as vitally important by teachers, with young people also giving the enjoyment of using the new equipment their top ranking.*



- *Teachers and PDMs both commented that they feel the introduction of the Change 4 Life brand to school sport is a positive thing.*
  - *There is an undoubted desire among teachers to take the brand forward into the second year of the programme.*
  - *Some teachers questioned how far young people understand or feel an affinity with the brand.*
  - *There was a minority view among some teachers that the Change 4 Life brand was not important, and that it was the programme goals of engaging young people with physical activity, sport and health, and with broader life skills, that were most significant.*
  - *In some examples, the use of the Change 4 Life brand had not permeated down to the clubs, and in many of the panel sites the branding was not prominent, either not being displayed or being swamped among a notice board containing a wide range of other material.*
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## **RECOMMENDATIONS**

1. *Schools should be encouraged to more clearly target the ‘non-sporty’ – doing so has the potential to more than double the reach of the impact of Change 4 Life School Sport Clubs among the ‘non-sporty’ target group.*
  2. *Schools should be encouraged to focus on sustainable forms of delivery utilising their ‘internal’ workforce, including recognising the more informal leadership contributions of young people not formally designated as Young Leaders, rather than employing external coaches to deliver Change 4 Life School Sport Clubs.*
  3. *There should be a greater emphasis on providing destinations for Change 4 Life School Sport Club participants in community sport clubs in year two of the programme. This may require encouraging community clubs to establish specific ‘Change 4 Life’ branded sessions within their club provision.*
  4. *Schools should be given greater flexibility about the delivery mode for Change 4 Life clubs, but the programme should be more clearly prescriptive that core Change 4 Life School Sport Club programme goals (e.g. targeting the ‘non-sporty’ and developing a young workforce) are not expected to be interpreted flexibly by schools.*
  5. *Consideration should be given to how the new School Games Organiser network can most effectively support the sustainable delivery of Change 4 Life School Sport Clubs, particularly in relation to enhancing the communication between clubs and sport governing bodies, and in communicating core programme goals to schools.*
  6. *Early consideration should be given to the mechanisms by which Change 4 Life School Sport Clubs can continue to harness the London Olympic and Paralympic Games after 2012 to continue to deliver enhanced outcomes over those that would have been likely without the Games.*
  7. *Consideration should be given to ways in which the impact of the Change 4 Life brand can be extended beyond securing the buy-in, support and enthusiasm of teachers and schools, to have a more direct impact on the young people in the programme. This may require some work convincing teachers that the brand can resonate with secondary age young people.*
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## 1) CONTEXT

SPEAR was commissioned in mid-October 2010 to conduct an evaluation of the Change 4 Life School Sport Club programme. In February 2011, SPEAR provided an interim report on the early stages of the Change 4 Life clubs, including initial participation figures, future participation estimates, and the variety in the organisation and delivery of the clubs. This final report both supplements and supersedes that interim report.

Key messages are summarised at the start of each section (and in the Headlines section on pages 2-4). The report addresses five questions: Who participated? What did the clubs look like? What worked? What was the additional impact of the London 2012 Olympic and Paralympic Games? What was the additional impact of the Change 4 Life brand? Recommendations for the future development of Change 4 Life School Sport Clubs are also presented.

The table below summarises the four parts of the evaluation (a more detailed methodological note is provided at appendix A).

	Research	Sample
<b>Secondary Analysis</b>	<ul style="list-style-type: none"> <li>YST returns on participation have been analysed to generate overall participation figures for Change 4 Life School Sport Clubs in 2010/11</li> </ul>	Returns from 370 of 441 partnerships
<b>Cross-Sectional Research</b>	<ul style="list-style-type: none"> <li>Short <i>Telephone Interviews with Lead Teachers</i> to monitor progress (March-April)</li> <li>A <i>Young Persons Feedback Card</i> survey has examined changes in participation levels and attitudes (June)</li> <li>A <i>Survey of Young Leaders</i> has explored leadership activities and preferences (June)</li> <li>A <i>Survey of Lead Teachers</i> has examined how clubs were organised and what worked in individual schools (July)</li> </ul>	<p>106 teachers</p> <p>1,086 children in 103 schools</p> <p>76 Leaders in 103 schools</p> <p>328 teachers (12% of Change 4 Life Clubs)</p>
<b>Panel Research</b>	<ul style="list-style-type: none"> <li><i>Ongoing visits with Eleven panel sites</i> throughout 2010/11 have explored how the Change 4 Life School Sport Clubs were operating in a range of different school contexts and areas (December-July)</li> </ul>	<p>5 longitudinal panel sites (15 visits)</p> <p>6 condensed panel sites (10 visits)</p>
<b>Counterfactual Research</b>	<ul style="list-style-type: none"> <li><i>Counterfactual interviews and analysis</i> have established a scenario in which London were not hosting the 2012 Games against which to assess the additional impact of the Games (July-August).</li> </ul>	Telephone interviews with the Department of Health, the Department for Culture, Media and Sport, the Youth Sport Trust, Sport England and Sport Governing Bodies.

## 2) WHO PARTICIPATED?

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### HEADLINES

- *Specific participation increases and positive attitude changes among those previously less engaged with sport and among girls clearly show that Change 4 Life School Sport Clubs can be highly effective mechanisms for change.*
- *Over 61,000 young people participated in Change 4 Life School Sport Clubs in 2010/11, exceeding the key performance indicator of 40,000 young people.*
- *At the end of 2010/11, 90% of participants (almost 55,000 young people) were CHOOSING to play sport every week and had a positive attitude towards sport. This represents an increase of 40% from circa. 38,000 young people choosing to play sport every week and having a positive attitude towards sport upon joining a Change 4 Life School Sport Club.*
- *Within the target group of those that were not choosing to play every week or that were not positive about sport (over 22,500 young people), those choosing to play sport every week increased by 166% and those positive about sport increased by 89%.*
- *2,786 Change 4 Life School Sport Clubs ran for one term or more. This represents 93% of the target, delivered in a climate of considerable uncertainty in the school sport delivery system.*
- *Participants in Change 4 Life School Sport Clubs were split almost exactly two-thirds males to one-third females, but less than 4% of schools had directly targeted girls.*
- *The increase in the number of girls choosing to play sport at least once a week (36%) is more than two and a half times that of boys (14%), and the increase in the number of girls with a positive attitude to sport (31%) is almost three times as high as that for boys (11%).*
- *78% of participants were between 12 and 15 years of age, and the average age of participants was 13.3 years. However, 37% of participants were younger than the lower target age of 13.*
- *More than twice as many schools targeted the lower school (11-13yrs) than those that targeted the upper school (14-16yrs).*
- *The impact on the original target age range of 13-19 is not as significant as that on the younger 8-12 age range. However, the impact on the younger age range is positive for the commencement of Change 4 Life School Sport Clubs in primary schools in 2011/12.*
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In July 2011, school sport partnerships across England were asked to report on the number of participants, coaches and young leaders involved in Change 4 Life School Sport Clubs. Responses were received from 370 of the 441 partnerships, and this allows total participation in the programme to be calculated with a negligible maximum error of less than 1%. Matching this data with our own survey of young people, we are able to calculate the success of the programme in reaching key target groups with a maximum error of less than 3%. Table 2.1 summarises programme participation and impact.



Table 2.1 shows that **over 61,000 young people participated in Change 4 Life School Sport Clubs in 2010/11. At the end of 2010/11, 90% of participants (almost 55,000 young people) were choosing to play sport every week and had a positive attitude towards sport. This represents an increase of 40% from circa. 38,000 choosing to play sport every week and having a positive attitude towards sport upon joining a Change 4 Life School Sport Club.** It is important to note that this is discretionary participation chosen by the young people, and does not include time spent playing sport in PE lessons.

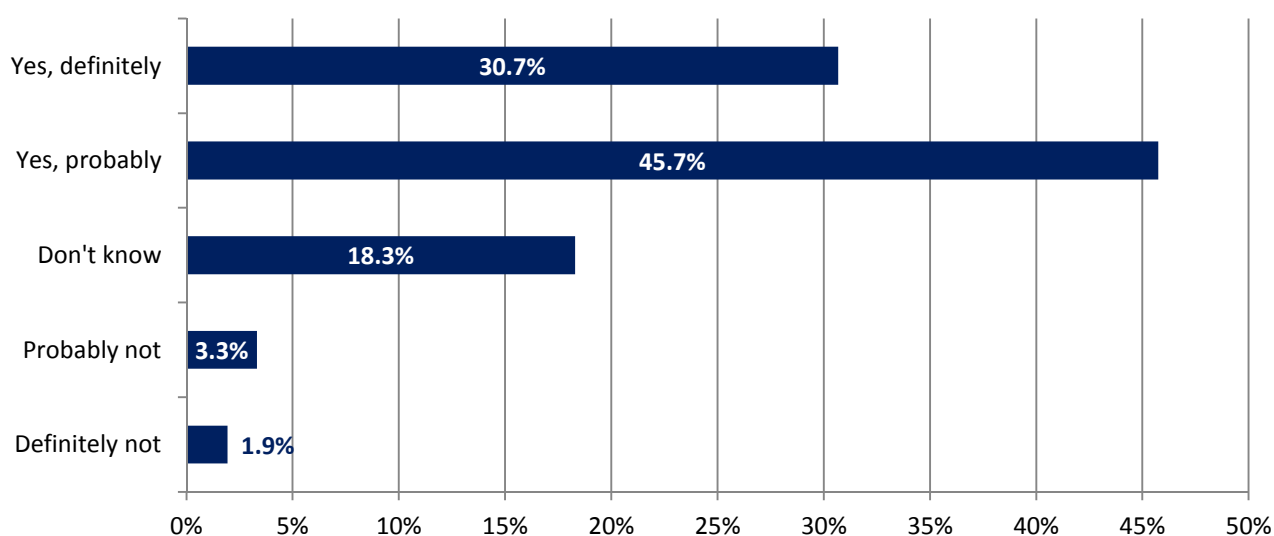
**Table 2.1) Programme participation and impact**

<b>WHO JOINED THE CLUBS?</b>	
OVERALL	<b>61,175</b>
<b><i>Number of young people that were choosing to play sport every week AND were positive about sport</i></b>	<b>38,586 (63%)</b>
TARGET GROUP	
Number of young people <u>NOT</u> choosing to play sport every week OR that were <u>NOT</u> positive about sport	<b>22,589 (37%)</b>
<b>WHAT WAS THE IMPACT?</b>	
OVERALL	
Increase in young people choosing to play sport every week	<b>21% (9,652)<sup>1</sup></b>
Increase in young people positive about sport	<b>15% (7,255)</b>
TARGET GROUP	
Increase in young people choosing to play sport every week	<b>166% (10,872)</b>
Increase in young people positive about sport	<b>89% (8,326)</b>
<b>AFTER THE PROGRAMME...</b>	
<b><i>Number of young people choosing to play sport every week AND positive about sport</i></b>	<b>54,810 (90%)</b>

<sup>1</sup> The OVERALL numbers are greater than those in the TARGET GROUP because 1,220 children outside the target group reduced their participation to below once a week, whilst 1,071 children outside the target group became less positive about sport

While overall the number of young people choosing to play sport every week increased by 21% and those positive about sport increased by 15%, **within the target group of those that were not choosing to play every week or that were not positive about sport (which comprised over 22,500 young people), those choosing to play sport every week increased by 166% and those positive about sport increased by 89%**. This unequivocally demonstrates that, when Change 4 Life School Sport Clubs recruit those less engaged with sport, they are a highly effective mechanism for change.

In order to test whether young people’s attitudes and participation levels were likely to be maintained beyond the Change 4 Life School Sport Clubs, they were asked whether they would try to find and join another club to play the sport if they changed schools (figure 2.1).



**Figure 2.1) Young People that would try to find and join another club to play the sport if they changed schools (n=1,082)**

Figure 2.1 reinforces the changes in attitude shown in table 2.1, and suggests that the participation changes that have taken place are likely to be sustained, subject to there being a continued availability of these types of clubs. Only 5% of young people suggested they would be unlikely to look for another similar club if they changed schools, and the data suggests that almost half of this group may be those who were highly engaged with sport before joining the Change 4 Life club. There is a very small minority of young people (just over 2% of participants) that participate very regularly and are very positive about sport in general, but are less positive about playing sport at the Change 4 Life club. This may be because they prefer a more competitive and formal environment in which to play sport. As this very small minority is not the target for Change 4 Life School Sport Clubs, the purpose of highlighting their existence here is to show that the proportion of previously less engaged young people that say they would be unlikely to continue participating is likely to be significantly lower than the 5% shown in figure 2.1.

The number of participants by sport is shown in table 2.2. With the exception of fencing, the participation figures are all higher than predicted in the interim report in February 2011. In the fencing case, this appears to be largely due to the number of clubs that actually ran (243) being significantly lower than those that were initially registered to get underway (312), as the average

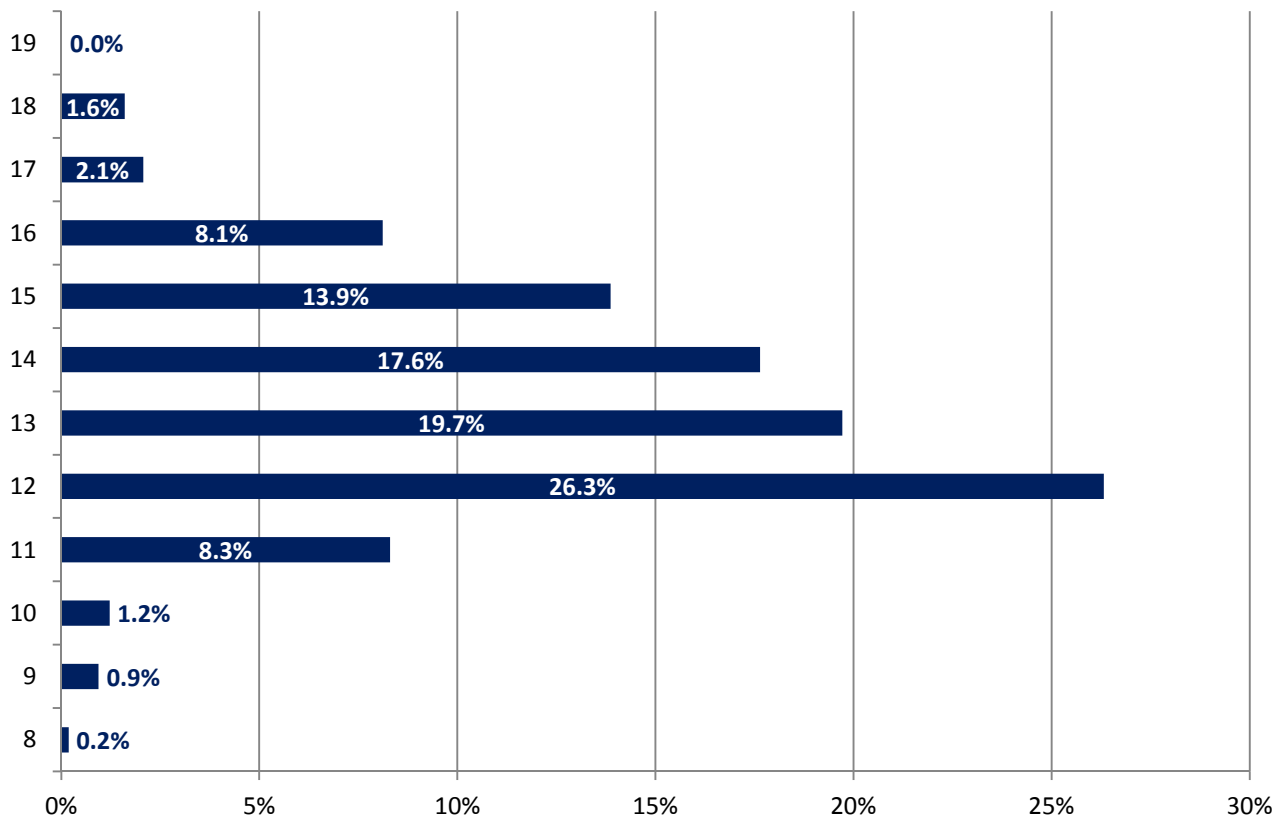
number of participants in each club that did run (18) is higher than was predicted (14) in February 2011 (see section 3 for more details on club size). In fact, across all sports **the number of clubs that ran for one term or more (2,786)** was 7% lower than the number of clubs that were initially registered (2,997), although this **represents 93% of the original target (3000), delivered in a climate of considerable uncertainty in the school sport delivery system**. More details on those schools that decided not to run clubs having initially registered to do so is provided in section 4.

**Table 2.2) Participation in Change 4 Life clubs during 2010-11**

	Number of Participants	Number of Clubs
Badminton	16,522	720
Boccia	2,957	191
Fencing	4,267	243
Handball	9,548	390
Table-Tennis	18,418	764
Volleyball	8,019	386
Wheelchair Basketball	1,443	92
<b>TOTAL</b>	<b>61,175</b>	<b>2,786</b>

**Participants in Change 4 Life School Sport Clubs were split almost exactly two-thirds males to one-third females**, which equates to 40,556 boys and 20,619 girls taking part. As **very few clubs (under 4%) directly targeted girls** (see section 4), this gender imbalance is not particularly surprising and reflects broader discretionary sport participation statistics for this age group (see, for example, the Health Survey for England). The ages of those participating in the Change 4 Life School Sport Clubs are shown in figure 2.2.

Although the Change 4 Life School Sport Club programme targeted 13-19 year olds, figure 2.2 shows that the age profile was slightly different. Firstly, in the sample of over 1,000 participants there were no 19 year olds, nor were there any responses to the Young Leaders survey from anyone older than 18. Secondly, figure 2.1.2 shows that **over 22,500 participants (37%) were younger than the lower target age of 13, with a minority of primary school age**. In this latter respect, our visits to panel sites (see appendix C) and our telephone interviews (see appendix B) did show that some had opened up their Change 4 Life club provision to local primary schools. However, almost 47,500 of the 61,000 participants **(78%) were between 12 and 15 years of age, and the average age of participants was 13.3 years**. This younger age profile than expected might be explained by the targeting of the clubs within schools, with **more than twice as many schools targeting the lower school (11-13yrs) than those that targeted the upper school (14-16yrs)** (for more detail on how the clubs were targeted within schools, see section 4).



**Figure 2.2) Ages of participants in Change 4 Life School Sport Clubs (n=1,060)**

A key question, though, is whether Change 4 Life School Sport Clubs had differential impacts on boys and girls and on the different age groups. In the former case, as table 2.3 shows, the difference is startling. ***The increase in the number of girls choosing to play sport at least once a week (36%) is more than two and a half times that of boys (14%), and the increase in the number of girls with a positive attitude to sport (31%) is almost three times as high as that for boys (11%).*** There are also differences in the impacts on the age ranges, although these aren't quite as pronounced. Disappointingly, though, ***the impact on the original target age range of 13-19 is not as significant as that on the younger 8-12 age range. However, the impact on the younger age range does bode well for the commencement of Change 4 Life School Sport Clubs in primary schools in 2011/12.***

**Table 2.3) Participation impact for boys and girls and for different age ranges**

	ALL	Boys	Girls	8-12yrs	13-19yrs
Increase in young people choosing to play sport every week	<b>21%</b>	14%	36%	27%	17%
Increase in young people with a positive attitude towards sport	<b>15%</b>	11%	31%	19%	12%

The Change 4 Life School Sport Clubs have undoubtedly had a positive impact on all young people that participated. However, the ***specific participation increases and positive attitude changes among girls, and those outlined earlier among those previously less engaged with sport, clearly show that Change 4 Life School Sport Clubs can be highly effective mechanisms for change.***

### 3) WHAT DID THE CLUBS LOOK LIKE?

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#### HEADLINES

- *For an average investment of £1,842 per club, the average Change 4 Life School Sport Club ran for 2 or 3 terms and took place immediately after school and/or at lunchtime. It had 22 members of whom 6 were previously 'non-sporty' and 3 were Young Leaders. It was supported by 1 or 2 new coaches and generated 1.3 new relationships with community clubs.*
  - *The Change 4 Life School Sport Clubs programme delivered over 80,000 sport sessions, trained almost 4,000 coaches, involved almost 8,000 Young Leaders and led to over 3,500 new school-club links.*
  - *Young Leaders comprised two-thirds of the Change 4 Life School Sport Clubs workforce, exceeding the ambition that 50% of the workforce would be Young Leaders.*
  - *Two-thirds of Young Leaders were not only new to leadership, but also relatively new to the sport that they were leading.*
  - *Just under half of clubs were delivered throughout the whole year, with just over one-third being delivered for two terms.*
  - *Two-thirds of schools ran clubs immediately after school, whilst almost 40% ran clubs in a lunchtime slot.*
  - *Reasons for not delivering clubs later in the day as originally intended included lack of facility time and space, lack of staff time, and a concern that young people who were not necessarily particularly engaged with sport in the first place might be less likely to come back to the school later in the day.*
  - *Stricter interpretation of the guidance about when clubs should take place may have resulted in fewer clubs being established, less sessions being delivered, and ultimately in less young people benefitting.*
  - *A small minority of clubs (6%) were simply re-badged as Change 4 Life clubs from previous provision without any modifications to deliver Change 4 Life objectives.*
  - *Although there is an average of more than one new school-club link per Change 4 Life club, almost half of clubs reported that they had developed no new relationships with community sport clubs.*
  - *Although a minority of clubs may be relying on external coaches for delivery, the large number of Young Leaders and newly-trained coaches indicates that, on a global level, the Change 4 Life School Sport Clubs programme has generated a sufficient 'internal' workforce to sustain the clubs beyond their start up grants.*
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Section 2 showed that the Change 4 Life School Sport Clubs delivered an impressive impact on young peoples' participation and their attitude towards sport. However, it is important to understand how this impact was delivered. In this respect, this section explores what the clubs looked like as a delivery mechanism, whilst section 4 examines in more detail what specific aspects of the programme worked well.

Three key goals of the Change 4 Life School Sport Clubs were to involve young people as Young Leaders, to train teachers as coaches, and to establish school-club links. Also, of course, the clubs existed to deliver sport sessions to young people. Table 3.1 provides this data for the Change 4 Life programme as a whole, and by individual sport.

**Table 3.1) Delivery outcomes during 2010-11**

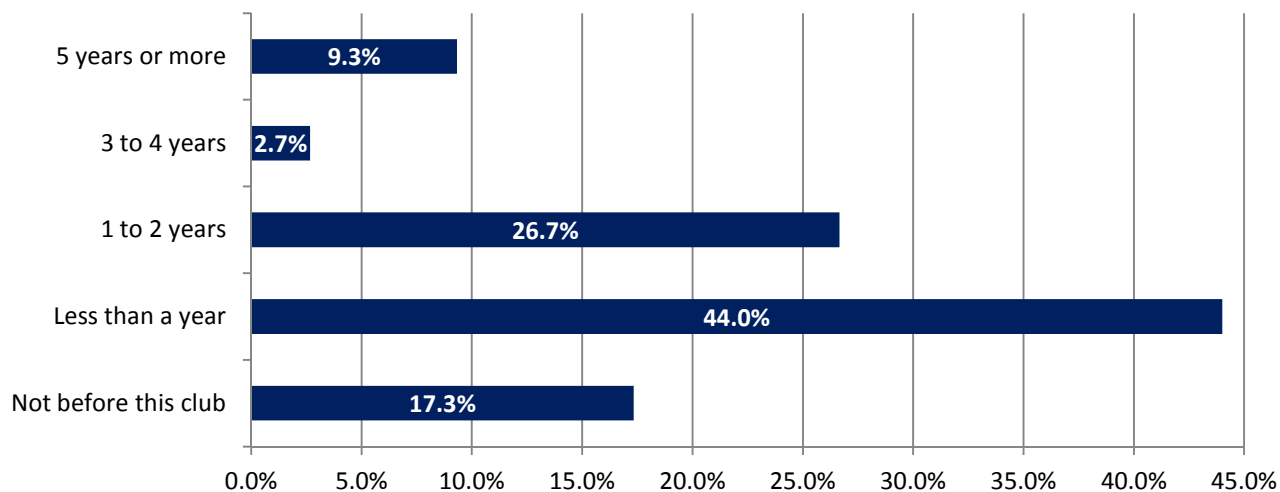
	<b>Number of Sport Sessions Delivered</b>	<b>Number of Coaches Trained</b>	<b>Number of Young Leaders</b>	<b>Number of new School-Club Links</b>
Badminton	21,478	691	1,967	853
Boccia	5,688	221	574	40
Fencing	7,233	242	687	397
Handball	11,636	386	1,248	327
Table-Tennis	22,796	723	2,145	1,150
Volleyball	11,517	417	1,052	535
Wheelchair Basketball	2,746	126	291	238
<b>TOTAL</b>	<b>80,093</b>	<b>3,847</b>	<b>7,964</b>	<b>3,540</b>

Table 3.1 shows that ***the Change 4 Life School Sport Clubs programme delivered over 80,000 sport sessions, trained almost 4,000 coaches, involved almost 8,000 Young Leaders and led to over 3,500 new school-club links.*** It is worth noting, however, that ***while the number of school-club links averages 1.3 per Change 4 Life club, almost half of clubs (49%) reported that they had developed no new relationships with community sport clubs,*** with some schools suggesting that there was a lack of suitable community clubs in their area to link with (see telephone interview notes in appendix B). In other cases, schools may have underplayed their links. Panel site 11, for example, said that they had no links, but that their existing good relations with clubs and other schools in the area mean that when students expressed an interest, they could be signposted to appropriate local clubs (see appendix C).

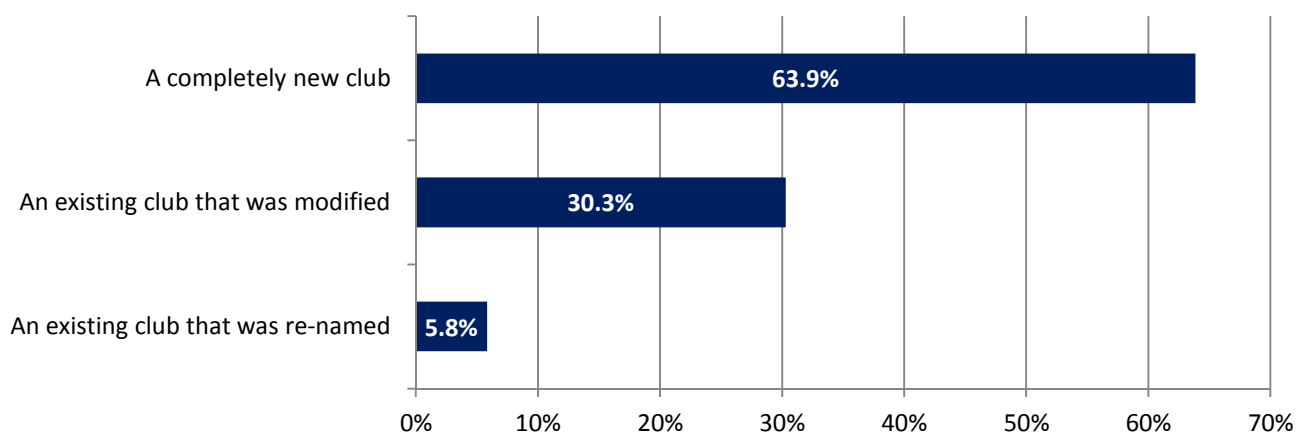
***One of the ambitions for the Change 4 Life School Sport Clubs was that 50% of the workforce would be Young Leaders.*** If the workforce is taken to mean those regularly contributing to the clubs from within the school (rather than any external coaches – see figure 3.6 later in this section), then table 3.1 shows that ***Young Leaders comprised two-thirds of the Change 4 Life School Sport Clubs workforce.*** On average, this equates to 3 young leaders for every Change 4 Life club (compared to 1.5 coaches per club). In addition, ***many young leaders were not only new to leadership, but also relatively new to the sport which they were leading*** (figure 3.2).

While care must be taken in placing too much emphasis on the data in figure 3.2 because of the low sample size, this data shows that almost two-thirds of Young Leaders (61%) had been playing

the sport that they were leading for less than a year. This suggests that in the majority of cases, the Young Leaders appear to have been drawn from Change 4 Life club participants, rather than being more experienced sports players who had been brought into the club specifically to lead or coach sessions (see section 4 for more detail on Young Leaders). Of course, a contributing factor to this may have been the extent to which the clubs themselves were new, and thus did not have an existing workforce (see figure 3.3).



**Figure 3.2) Length of time Young Leaders have been playing the sport (n=76)**

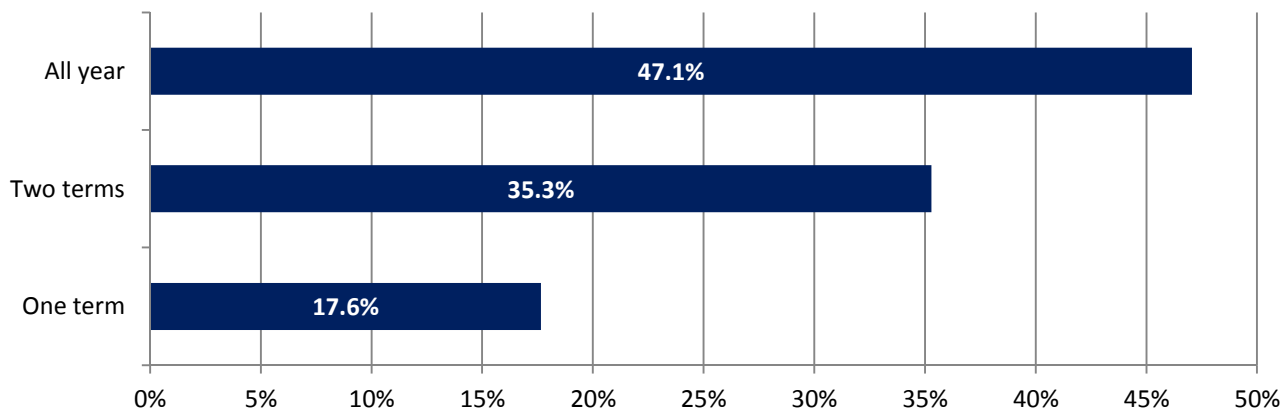


**Figure 3.3) Origin of the Change 4 Life clubs (n=274)**

Almost two-thirds of the clubs (64%) were set up from scratch, while in a further 30% of cases existing provision was adapted to deliver the Change 4 Life goals and aims, and in some cases this helped to formalise and regularise provision (see notes on telephone interviews in appendix B). Panel site 9, for example, had an existing but small badminton lunchtime session, and the Change 4 Life School Sport Club programme was seen as a way to extend and expand this provision into something more formal that could be used to promote badminton to those that would not normally engage in a sport club (see appendix C). However, there was **a small minority of clubs (6%) that were simply re-badged as Change 4 Life clubs from previous provision without any modifications to deliver Change 4 Life objectives**. This small minority represents 163 of the 2,786 clubs that ran for one term or more in 2010/11.

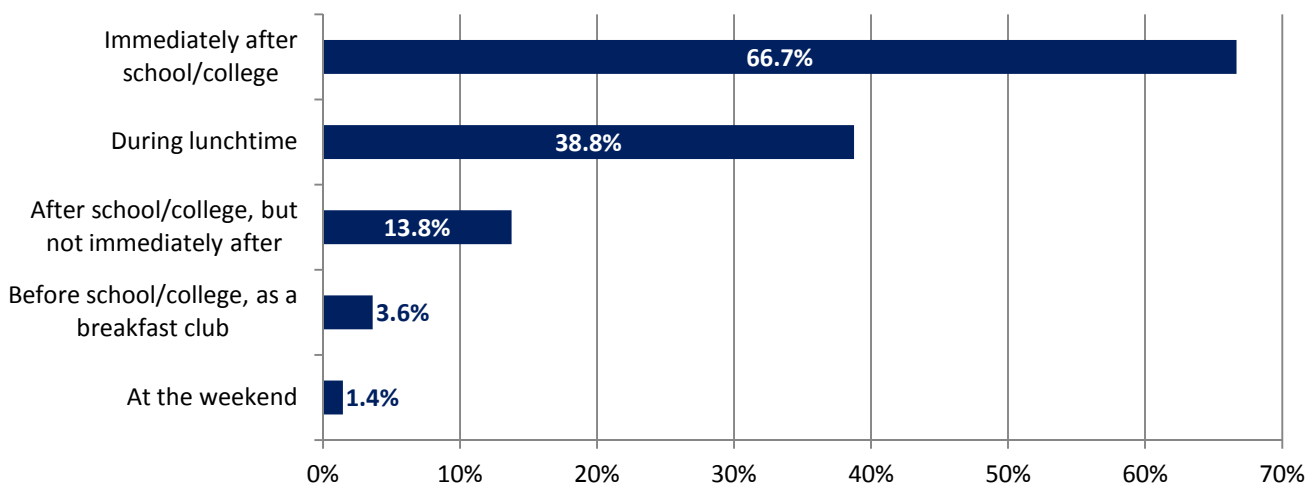


**Just under half of clubs (47%) were delivered throughout the year, with just over one third (35%) being delivered for two terms** (see figure 3.4). Insights from the panel sites (see appendix C) and the telephone interviews (see appendix B) suggest that schools that did not deliver in the Autumn term had been faced with delays getting underway linked to the arrival of equipment (see section 4), whilst those that did not deliver in the summer term had closed down provision to focus on examinations. Further analysis of the survey data supports these insights, showing that under three quarters of clubs (72%) ran in the Autumn term, with just under two-thirds (65%) running in the summer term. However, 92% of clubs were running during the Spring term.



**Figure 3.4) Length of time that Change 4 Life clubs were provided (n=272)**

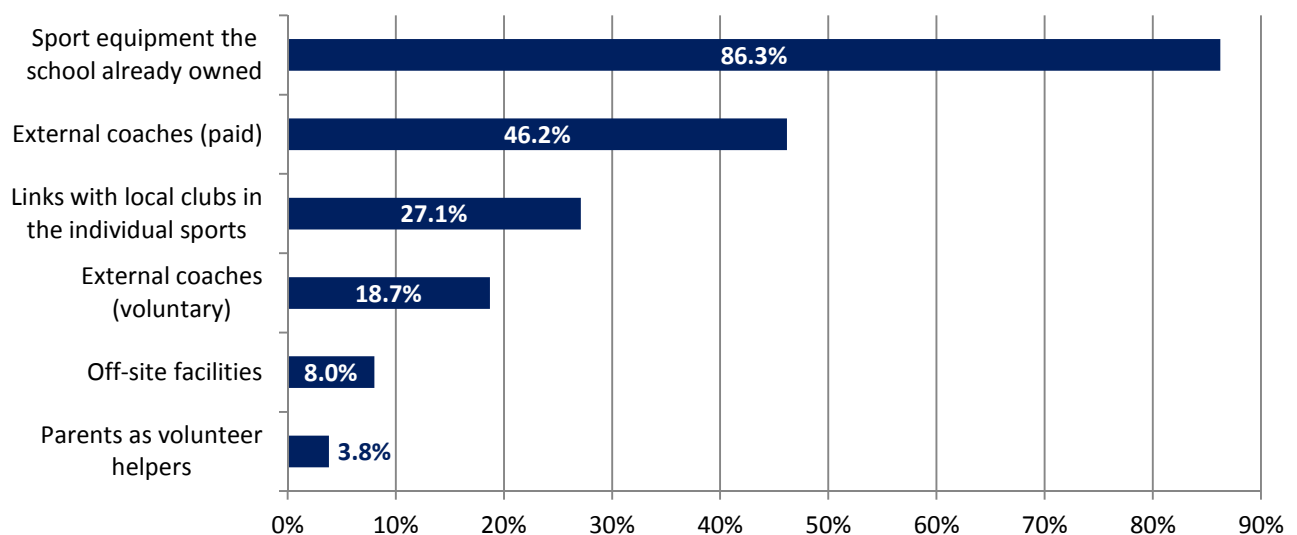
Initially, Change 4 Life clubs had been conceived to take place at the schools, but in order to give the ‘feel’ of being a club rather than another after-school session, they were not intended to run directly after school, but later in the afternoon or into the early evening. However, figure 3.5 shows that **two-thirds of schools ran clubs immediately after school, whilst almost 40% ran clubs in a lunchtime slot**, with some doing both. While there were some clubs that successfully ran later in the day (see, for example, panel sites 2 and 8 in appendix C), these were a relatively small minority (circa. 14%).



**Figure 3.5) Time of day that Change 4 Life clubs were provided (n=274)**

Insights from the panel sites (see appendix C) and telephone interviews (see appendix B) suggested that schools had what they considered to be good practical and logistical *reasons for not delivering the Change 4 Life clubs later in the day as had been originally intended. These included facility time and space, staff time, and a concern that young people who were not necessarily particularly engaged with sport in the first place might be less likely to come back to the school later in the day.* While it could be argued that delivering the clubs in lunchtime or after-school slots may have detracted from the intention to make the Change 4 Life sessions feel more like a club than a school-sport session, it is also possible that a *stricter interpretation of the guidance about when clubs should take place may have resulted in fewer clubs being established, less sessions being delivered, and ultimately in less young people benefitting.*

The value of the equipment and resources provided to the Change 4 Life School Sport Clubs will be explored in section 4. However, as figure 3.6 shows, many clubs also made use of existing resources to support and deliver Change 4 Life clubs.



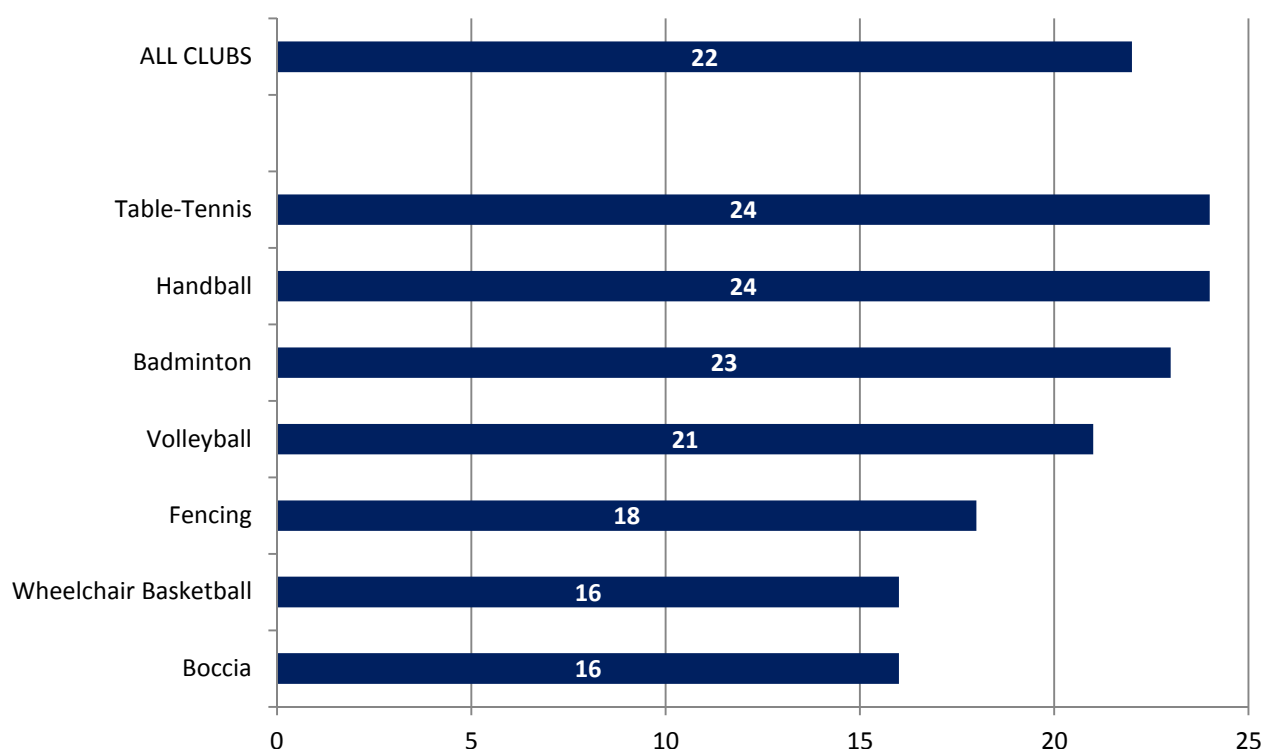
**Figure 3.6) Existing resources used to deliver Change 4 Life clubs (n=262)**

Unsurprisingly, most clubs made use of sport equipment that the school already owned. However, *almost half of clubs (46%) have used at least part of their start up grant to pay external coaches to deliver sessions.* While this may be a useful way to ‘import’ sport-specific expertise in the early stages of club development, reliance on externally paid coaches (rather than school staff and young leaders trained through the Change 4 Life programme) does not represent a sustainable delivery mechanism, as the clubs will be unable to pay coaches once the start up grant has been spent. Sessions were led by external paid coaches at panel sites 5 and 6, with the Change 4 Life club at the latter being run by an external private company that had been hired by the college (see appendix C). However, *although a minority of clubs may be relying on external coaches for delivery, the large number of coaches and young leaders listed earlier in table 3.1 indicates that, on a global level, the programme has generated a sufficient ‘internal’ workforce to sustain the clubs beyond their start up grants.*

Figure 3.6 also shows that 27% of clubs directly used links with local clubs in the individual sports to deliver their sessions. This suggests that there is a group of schools that are developing their

existing and new relationships with community clubs beyond simply being a pathway between the Change 4 Life School Sport Clubs and community sport. The telephone interviews showed that some schools were making some joint provision with the wider community and other schools (see appendix B), which may or may not be underpinned by the use of external voluntary coaches shown in figure 3.6. Linked to this is the use of off-site facilities, as was the case in panel sites 8 and 10. In the former case, a Change 4 Life boccia club was held in the local community centre, as both participants and parents felt this was a safe, warm and accessible location, and one that could provide for young people from multiple schools and the wider community (see appendix C).

In moving towards developing a picture of what the average Change 4 Life School Sport Club looked like, figure 3.7 shows the average sizes of the clubs, both overall, and by individual sport. This shows that the smaller clubs are those that tend to be more equipment dependent, such as fencing and wheelchair basketball, with the size of boccia clubs perhaps being constrained by the need for a greater ratio of leaders to young people.



**Figure 3.7) Average size of Change 4 Life School Sport Clubs**

It is worth noting at this stage that while the majority of schools (92%) ran clubs in only one Change 4 Life sport, 8% (191 schools) ran clubs in two or more sports, with panel site 2 being an example (see appendix C). In addition, around a quarter of schools ran more than one session each week. While detailed information is not available on whether these additional sessions resulted in more young people playing or in some young people playing more often, insights from the telephone interviews (see appendix B) suggested that at least some clubs had run multiple sessions for different groups of young people, as had panel site 7 (see appendix C). However, if club size has been constrained by the availability of equipment, a clear strategy would be to run

additional sessions each week to allow more young people to play, although this will have implications for staff time.

Drawing together the data presented in this section with the participation data presented in section 2, it is possible to paint a picture of what the 'average' Change 4 Life School Sport Club looked like, what it delivered, and for what investment (table 3.2).

**Table 3.2) The 'average' Change 4 Life School Sport Club**

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For an average *investment of £1,842 per club*, the average Change 4 Life School Sport Club:

Ran for **2 or 3 terms**  
...and took place ***immediately after school and/or at lunchtime***  
...with **22 members**  
...of whom **6 were previously 'non-sporty'**  
...and **3 were Young Leaders**  
...supported by **1 or 2 new coaches**  
...and **1.3 new relationships with community clubs**

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#### 4) WHAT WORKED?

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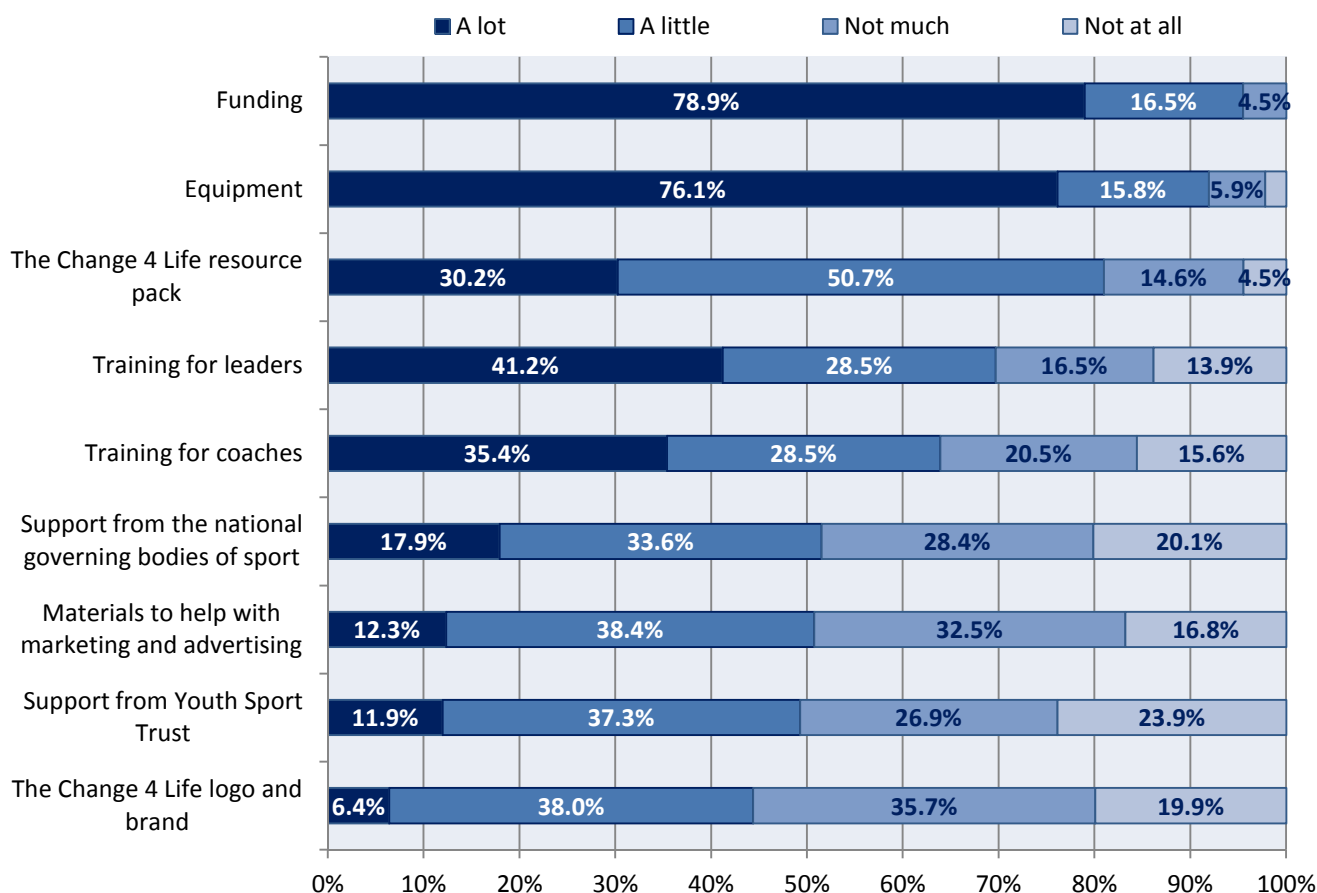
##### HEADLINES

- *Over 90% of young people have “respected other people regardless of their ability”, “been proud of their achievements” and “felt respected”, with these percentages remaining over 90% among those who were previously not choosing to play sport every week. This is a vital factor in the success of Change 4 Life School Sport Clubs with previously ‘non-sporty’ young people.*
- *Half of clubs were not targeted at any particular groups within schools, whilst less than a quarter targeted ‘non-sporty’ young people.*
- *Greater targeting of clubs within schools has the potential to more than double the reach of the impact of the Change 4 Life School Sport Clubs programme among the young ‘non-sporty’ population.*
- *The two disability sports of wheelchair basketball and boccia are having a clear positive impact, not just on disabled participation, but also on a sense of independence for disabled people and on wider attitudes to disability and disability sport.*
- *Funding and equipment were rated as vitally important by teachers, with young people also giving the enjoyment of using the new equipment their top ranking.*
- *There were some examples of schools that would have liked the opportunity to invest some of their own resources in additional equipment, although a few schools noted that they would have preferred standard kit rather than the equipment packs that had been adapted for beginners in the sport.*
- *There was clearly a problem with equipment delays in the early part of the year, and this does appear to have caused a small minority of schools to have given up on running a club.*
- *83% of teachers say that young people have been involved in some way in running the Change 4 Life School Sport Club at their school.*
- *Wider, albeit less formal, leadership experiences have been provided to over 27,500 young people, a figure much higher than the almost 8,000 young people formally recognised as Young Leaders within Change 4 Life School Sport Clubs.*
- *The most popular activity among Young Leaders is “just playing”, suggesting that the prime reason for Young Leaders’ involvement remains an enthusiasm for the sport, regardless of the more instrumental benefits, such as CV enhancement, that leadership roles may provide.*
- *There was a strong feeling among sport governing bodies that some sort of intermediary to facilitate communication with Change 4 Life clubs would be necessary as a successor to PDMs if the governing bodies relationships with clubs were to become more effective in years two and three of the programme.*

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This section adds to the general picture of what Change 4 Life School Sport Clubs looked like as a delivery mechanism provided in section 3. In particular, it examines what specific elements of the Change 4 Life School Sport Clubs programme worked well, and reflects on those elements that may not have been quite so successful.

From a delivery perspective, figure 4.1 shows what things teachers have found useful in delivering the Change 4 Life clubs. Most welcome were the funding and the equipment, but the resource pack and training were also highly valued.



**Figure 4.1) What teachers have found useful in organising and developing Change 4 Life School Sport Clubs (n=268)**

Perhaps somewhat surprisingly, the Change 4 Life logo and brand is the least valued resource listed in figure 4.1. However, as section 6 shows, the Change 4 Life brand and message have an important impact in gaining buy-in and support for the programme among teachers, but teachers could not always see how to use the brand in delivery in a way that they felt would resonate with the young people. As such, although the brand is not rated highly here as being useful in organising and developing clubs, section 6 does show that it has had an important impact on the success of the programme.

Illustrative qualitative comments from the surveys (table 4.1) also highlight the value that teachers placed on the equipment (comments 1 and 2), and as figure 4.4 later in this section shows, the new equipment was also the most highly rated element among young people. ***There were some examples of schools that would have liked the opportunity to invest some of their own resources in additional equipment (comment 2), although a few schools noted that they would have preferred standard kit rather than the equipment packs that had been adapted for beginners in the sport (comment 3).***

**Table 4.1) Comments on what schools have found useful**

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*Equipment and funding have made a real difference.*

*(1, Teacher Survey)*

*England Handball have been very proactive in promoting this initiative and many of the schools participating in my immediate area have received excellent support and guidance. This has allowed significant development and has introduced a large influx of children into the sport, both sporty and non-sporty, who want to participate for fitness and fun. I would view this as the most significant initiative to improve awareness of their sport during the past 30 years, with the equipment package being a vital component. Well done to all!!*

*(4, Teacher Survey)*

*It has been really good. Being able to purchase the specific equipment that you have given out would be very good.*

*(2, Teacher Survey)*

*I have found the Change 4 Life programme very supportive and useful. I was disappointed that the kit we received was 'mini fencing' rather than steel fencing kit but it has helped greatly.*

*(3, Teacher Survey)*

*Fantastic initiative, our boys loved having a coach to come in and it really raised the standard of attainment and participation of table tennis in our school. It especially gave a chance for some who do not play the traditional sports to try something new....thank you!*

*(5, Teacher Survey)*

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There was some extensive praise for the support that sport governing bodies have provided (comment 4), which acts as a counter to the more equivocal ratings given for governing body support in figure 4.1 (see, also, discussions later in this section on communication). Comments 4 and 5 also both focus on the success of the delivery mechanism with less sporty young people, thus re-enforcing the data on the significant impact among the 'non-sporty' presented in section 2.

More details on what schools considered to be priorities for their Change 4 Life School Sport Clubs, and on which of those priorities have been successful, are provided in figures 4.2 and 4.3 respectively. A comparison of figures 4.2 and 4.3 shows the extent to which the highest priorities within Change 4 Life School Sport Clubs have led to the most successful outcomes.

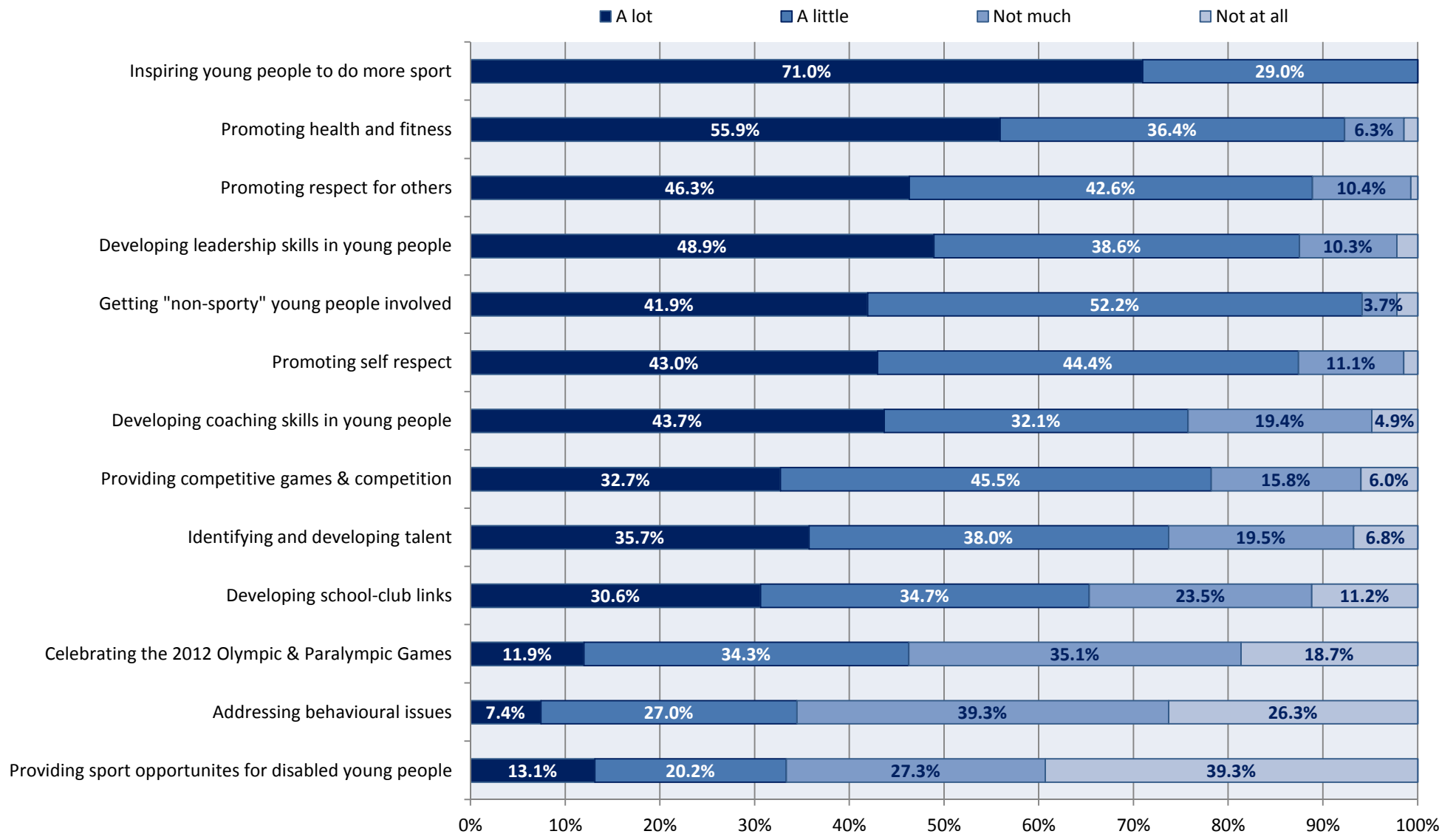
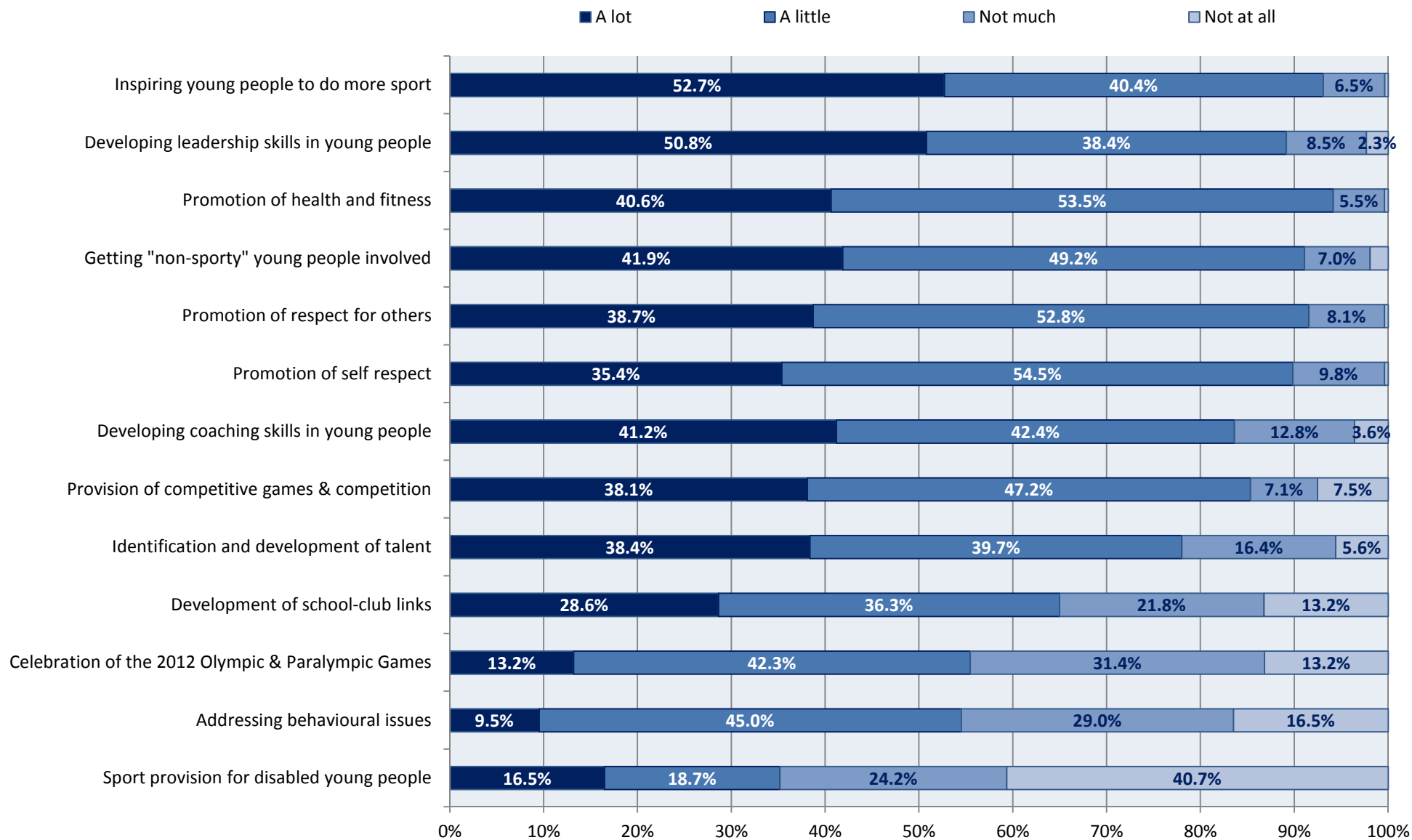


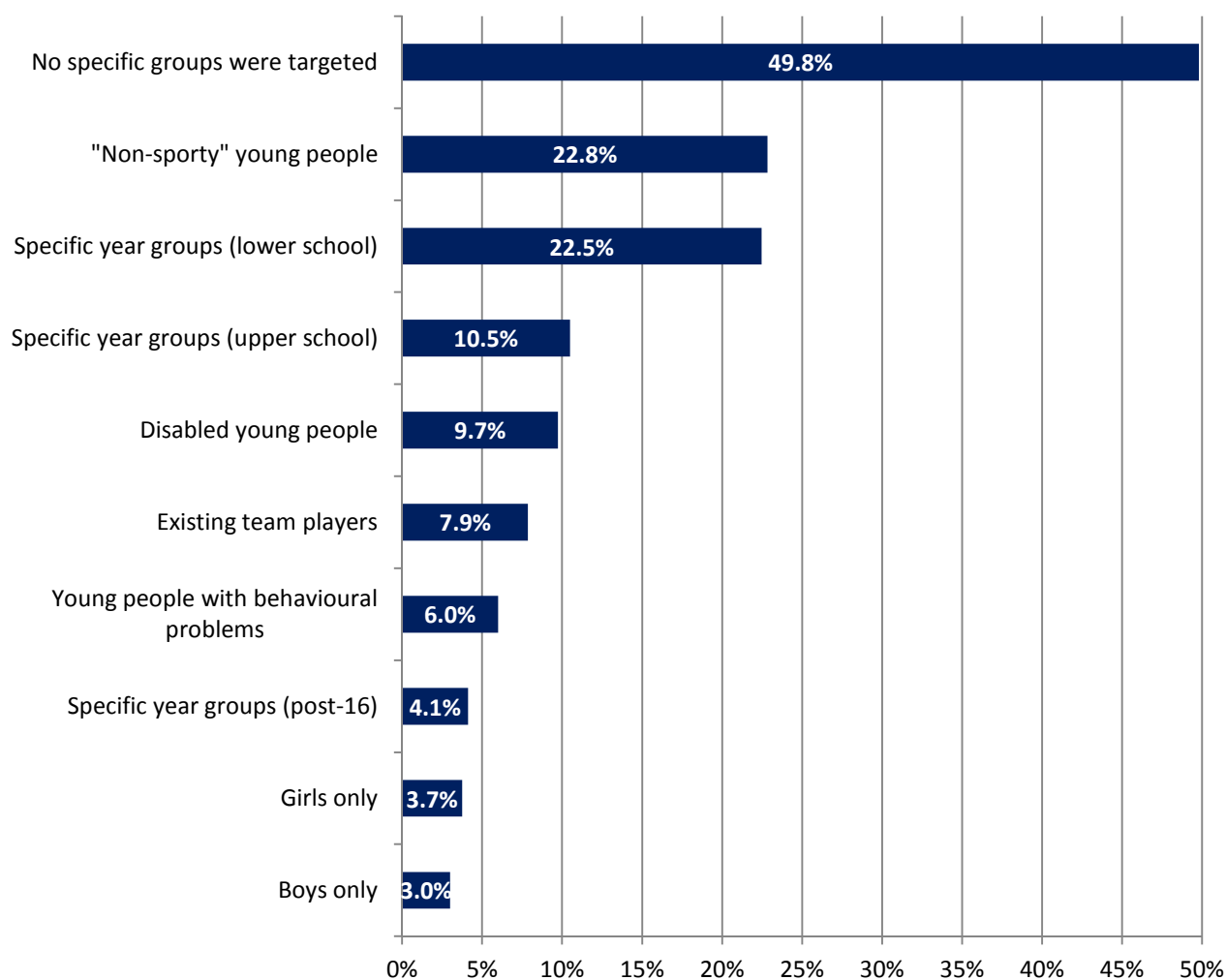
Figure 4.2) What teachers regarded as PRIORITIES in their Change 4 Life School Sport Clubs (n=272)





**Figure 4.3) What priorities teachers regarded as SUCCESSFUL in their Change 4 Life School Sport Clubs (n=268)**

In general, as might be expected, a comparison of figures 4.2 and 4.3 shows that the highest priorities were those that had been most successful. The key Change 4 Life School Sport Club themes all ranked highly, including those around promoting respect and developing leadership. However, figure 4.2 also shows that almost three-quarters of schools (73.7%) regarded “identifying and developing talent” as a priority for the Change 4 Life clubs, whilst more than three quarters (78.2%) regarded the provision of competitive games and competition as a priority. Furthermore, figure 4.3 shows that the percentages of schools that regarded talent identification (78.0%) and competition provision (85.3%) as successful outcomes was even higher. This suggests that, although a high percentage of schools also ranked “getting ‘non-sporty’ young people involved” as both a priority (94.1%) and a success (91.1%), schools have not necessarily been targeting the clubs specifically at ‘non-sporty’ young people. This view is further re-inforced by data on the targeting of Change 4 Life clubs within schools (figure 4.4).

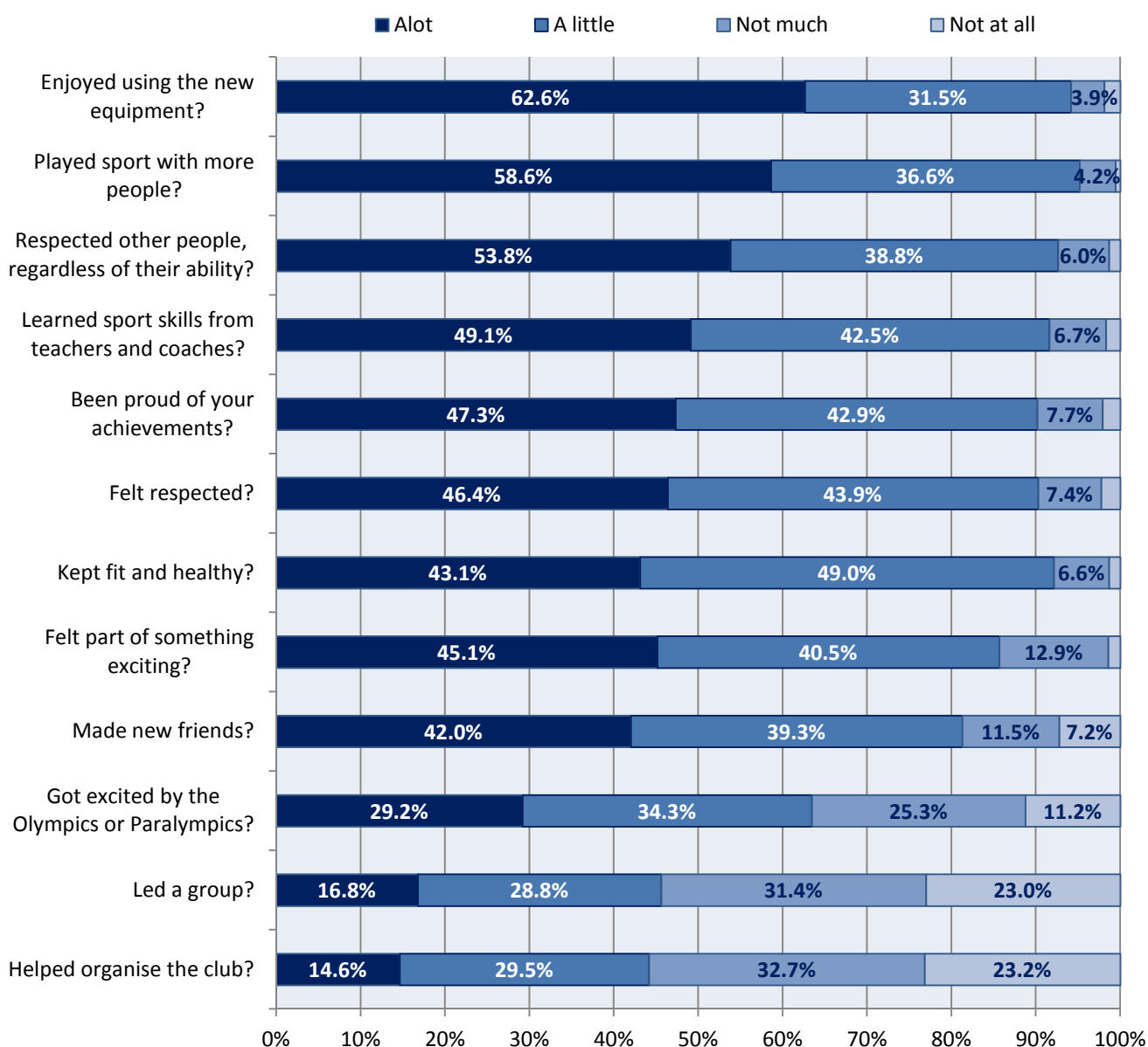


**Figure 4.4) Groups Targeted by Schools for Change 4 Life School Sport Clubs (n=267)**

Figure 4.4 shows that **half of clubs (49.8%) were not targeted at any particular groups within the school, whilst less than a quarter (22.8%) targeted “non-sporty young people”**. This helps to explain why only 37% of Change 4 Life School Sport Club members were those not choosing to play sport every week or that were not positive about sport. Given that the positive impact on the participation and attitude of this group was so significant (see section 2), a **greater targeting of**

**clubs within schools has the potential to more than double the reach of the Change 4 Life School Sport Clubs programme among the ‘non-sporty’ young population.**

Section 2 also noted that Change 4 Life clubs had a major impact on girls, who were only specifically targeted by less than 4% of schools (figure 4.4). In addition, the second most targeted group in schools was the lower school (11-13 year olds), the majority of whom fall outside the 13-19 years target age group for the Change 4 Life School Sport Clubs programme. Although this helps to explain the large number of participants that fell outside of the programme target age group, the successes of the Change 4 Life clubs with the younger under-13 age group noted in section 2 is a positive sign for the move of Change 4 Life clubs into primary schools in 2011/12.



**Figure 4.5) Young people’s statements about their experiences of the Change 4 Life School Sport Clubs (n=1,067)**

Figure 4.5 provides an insight into the experiences of young people within the Change 4 Life School Sport Clubs. As noted earlier, the enjoyment of the new equipment was the most highly ranked aspect of the experience by young people. However, given the goals of the Change 4 Life School Sport Clubs programme, it is significant that **over 90% of young people have “respected other people regardless of their ability”, “been proud of their achievements” and “felt respected”, with these percentages remaining over 90% among those who were previously not choosing to play sport every week. This would appear to be a vital factor in the success of Change 4 Life School Sport Clubs with previously ‘non-sporty’ young people.**

**Table 4.2) Comments on Change 4 Life School Sport Clubs experiences**

*I’d always been scared to play boccia before. It was important where I lived, it was a big thing – everybody played boccia and there were competitions. That’s why I like this club because it’s not serious, it’s not a curriculum activity, it’s not something that you have to do. It’s something that you do, you do if you want to do it and you can say yes or no. It’s a very relaxed atmosphere where you get to see those friendships and mix with all abilities. So we help to include, you know, people.*  
(6, Participant, Panel site 8)

*When you’re with class you can’t do much, here you can do what you want.*  
(8, Participant, Panel site 6)

*It’s more busy every week. We find it hard sometimes to get everyone to play - in last few weeks we have had amazing numbers. I’m surprised though. Being honest I thought badminton was a really non-popular sport.*  
(9, Young Leader, Panel site 9)

*The change 4 life club has been fantastic for our yr 11 Junior Sports Leaders. They have marketed and run the club. They lead all the sessions and we took the team to a competition which was very successful. The funding has been fantastic and the resources are superb. The training was very good too. The only down side is there is no club link.*  
(11, Teacher Survey)

*Many more than the children who attend the club are using the wheelchairs. They have been used by many year groups as an exercise to experience life in a chair. I believe they’ve widened tolerance of disability sport within the school. The A level group spent a lesson in them and this can only promote acceptance of the sport. One of our students with cerebral palsy was able to coach wheelchair basketball to peers as part of his JSLA award. He has also joined a local club and, although he has now left (Yr 11), he comes in specially each lunchtime to the sportability club.*  
(7, Teacher Survey)

*The best thing that I like about the boccia is it’s a very relaxed atmosphere and you get to socialise and cheer each other on which you wouldn’t do in any other sort of boccia club and it’s relaxed. ...it also provides continuity as well for us and we can also be away from the carers for a couple of hours and to be able to be independent with your friends.*  
(10, Participant, Panel site 8)

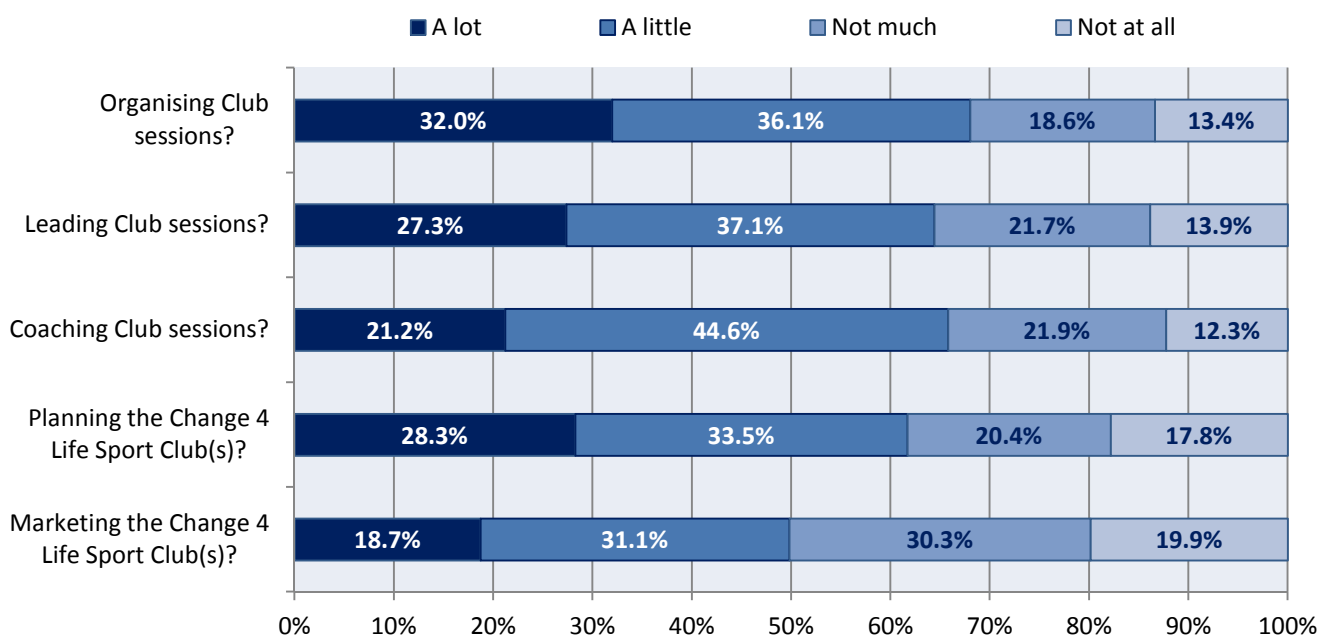
*We have fun and laughs at the same time... we can just mess around and then do what we are supposed to do.*  
(12, Participant, Panel site 6)

*It’s more fun cos it’s with friends, in other sports outside school you don’t know who’s there, you can come here with friends*  
(13, Participant, Panel site 6)

The illustrative qualitative data from the surveys and panel sites (table 4.2) reinforces the positive findings presented in figures 4.1, 4.3 and 4.5. Comments 6, 7 and 10 highlight **the positive impact that the two disability sports of wheelchair basketball and boccia are having, not just on disabled participation (comment 6), but also on a sense of independence for disabled people (comment 10) and on wider attitudes to disability and disability sport (comment 7)**, with the latter being linked to the use of the equipment beyond the club itself. Comments 6, 8, 10, 12 and 13 emphasise the importance of a relaxed atmosphere (which links to the high ratings for the dimensions relating to respect in figure 4.5), and of playing with friends, whilst comment 9, from a Young Leader, highlights the growing popularity of the club.

Comment 11 is representative of several that highlight the extent of leadership by young people within some clubs (although some schools have only thought of Young Leaders as being the young people who have coached). In this case, Young Leaders have marketed, organised and coached the club. However, despite these successes with Young Leaders, this club has not been able to establish any new school-club links, something that around half of clubs have struggled with even though over 3,500 new links have been established across the programme as a whole (see table 3.1 and associated discussion in section 3).

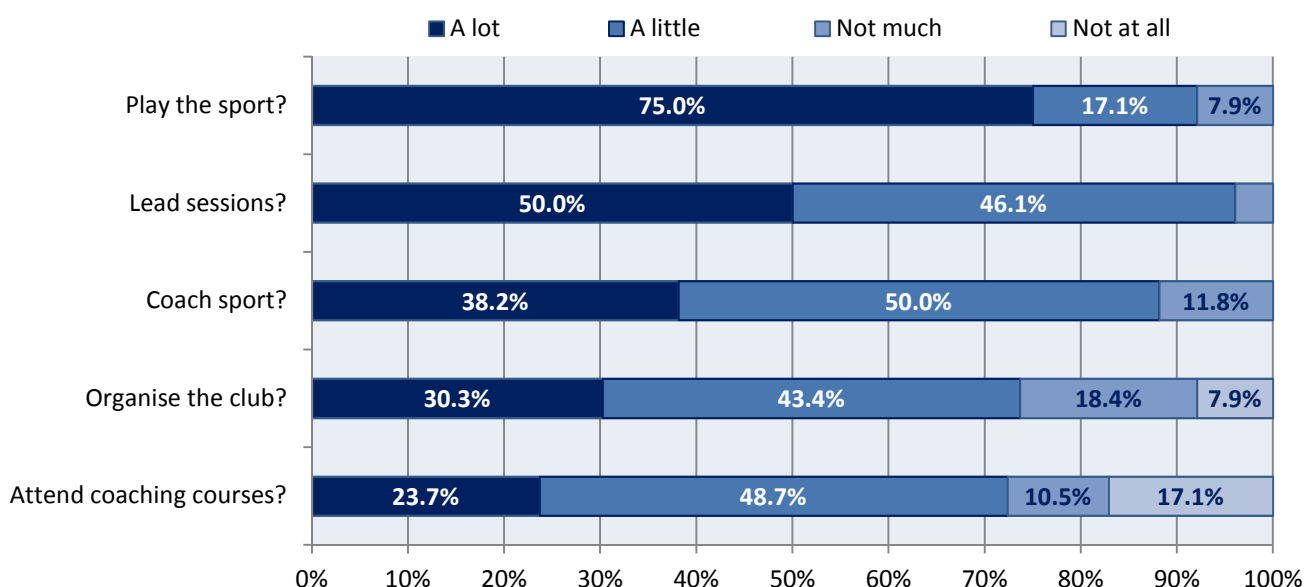
This wider leadership role beyond coaching is something that the young people themselves also seem to recognise, with figure 4.5 showing that 45% of young people say that they have had some opportunities to lead a group, and 43% saying that they have helped organise the club. These percentages relate to **providing wider, albeit less formal, leadership experiences to over 27,500 young people, a figure much higher than the almost 8,000 young people formally recognised as Young Leaders within Change 4 Life School Sport Clubs**. These wider leadership functions are also noted by teachers (figure 4.6).



**Figure 4.6) Teachers' statements about young people's involvement in running the Change 4 Life School Sport Clubs (n=269)**

Of course, figure 4.6 relates to how far *some* young people have been involved in each of the functions listed in each Change 4 Life Sport Club. As such, figure 4.6 suggests that young people have been involved in “organising club sessions” in almost 70% of Change 4 Life clubs (this does not mean that 70% of young people have been involved in organising sessions). Taking all the leadership functions listed in figure 4.6 together, **83% of teachers say that young people have been involved in some way in running the Change 4 Life School Sport Club at their school.**

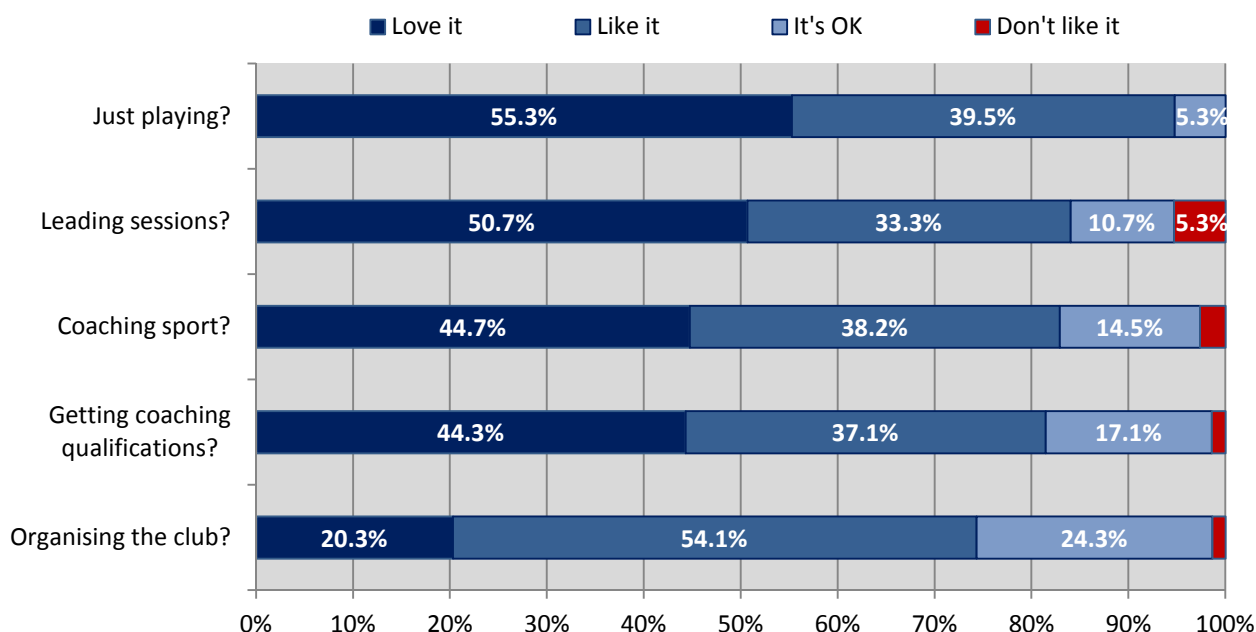
Turning to the almost 8,000 young people formally recognised as Young Leaders, figure 4.7 shows (albeit with a relatively small sample size) what activities Young Leaders have had the opportunity to undertake at their club. More Young Leaders are acting as coaches and session leaders than are involved in organising the club, but each activity involves over 70% of Young Leaders. Of particular interest is that 75% of Young Leaders say they have had “a lot” of opportunities to play the sport within the club, suggesting (as did figure 3.2 and the associated discussion in section 3) that a large majority of Young Leaders are also club members, rather than attending the club solely in a leadership role. However, there are also some excellent examples from the panel sites of leadership opportunities being used to reward contributions of older pupils (see appendix C). For example, panel site 4 targeted club membership at those new to the school (11 year olds), but used Young Leaders from the sixth form to help staff the club. This school had an established leadership programme, and most Young Leaders had already achieved their Junior Sport Leaders Award. Similarly, panel site 2 overtly promoted the Young Leaders element to sixth form students as an opportunity to develop leadership skills, achieve additional qualifications, and to enhance their curriculum vitae.



**Figure 4.7) Activities Young Leaders said they had the opportunity to do in Change 4 Life School Sport Clubs (n=76)**

Figure 4.8 shows which activities Young Leaders have most enjoyed. It should be noted that, because it was assumed Young Leaders have chosen to take on a leadership role, unlike other questions asked of young people there is only one negative answer option (“Don’t like it”). **The most popular activity among Young Leaders is “just playing”, suggesting that the prime reason for Young Leaders involvement remains an enthusiasm for the sport, regardless of the more instrumental benefits, such as CV enhancement, that leadership roles may provide.** All of the

activities listed in figure 4.8 score highly with Young Leaders, with only “leading sessions” gaining any meaningful negative score, albeit at only just over 5%.



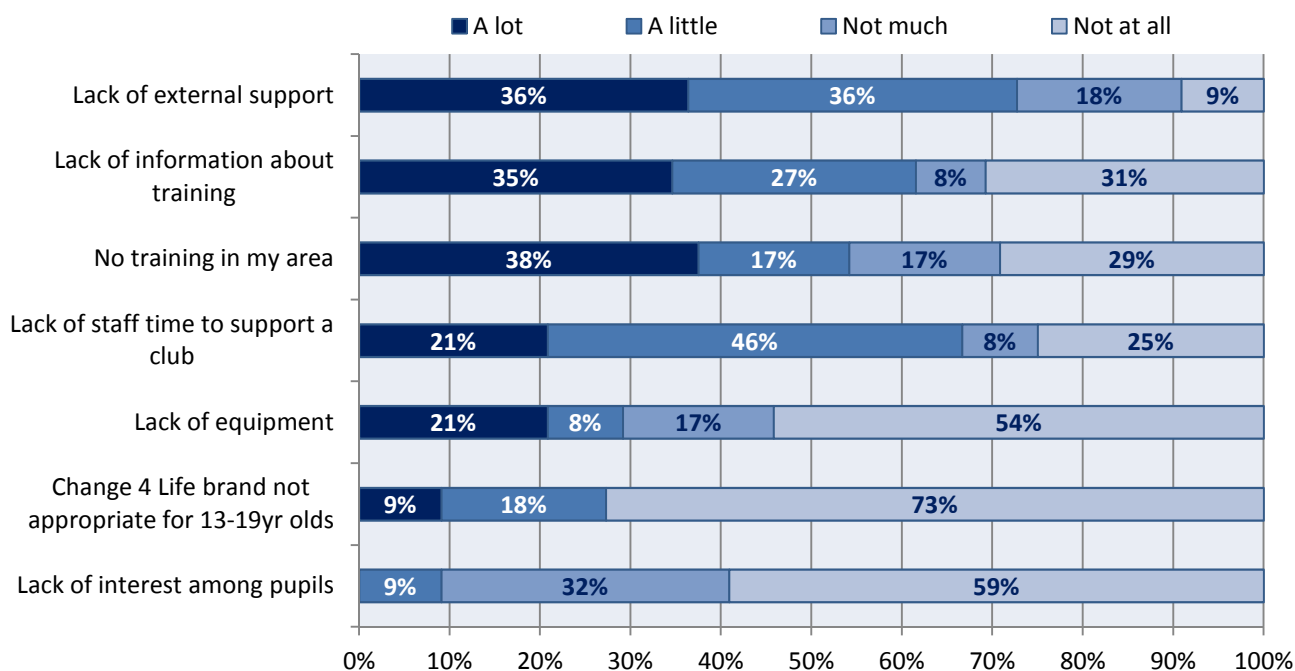
**Figure 4.8) Activities Young Leaders said they liked in Change 4 Life School Sport Clubs (n=76)**

While this section paints a generally positive picture of what worked in Change 4 Life School Sport Clubs. Inevitably there are some less successful aspects to reflect upon. The most obvious downside is that 211 of the 2,997 schools that were registered did not actually run a Change 4 Life School Sport Club. Figure 4.9 provides some insights into the reasons for this, although it should be noted that this is based on a very small sample of only 26 schools (albeit representing 12% of schools that didn't run clubs).

Most positive is that “lack of interest” among pupils barely scores at all as a meaningful reason for not running a Change 4 Life School Sport Club. A small minority of clubs (seven of the 26 that responded) felt that the Change 4 Life brand was not appropriate for 13-19 year olds. However, as discussed in section 6, the Change 4 Life brand has been successful in securing buy-in and support for the programme among teachers and in schools.

The only item in figure 4.9 that is internal to schools (and therefore cannot be addressed through programme design or implementation improvements) is that around two-thirds of the 26 schools that responded said that lack of staff time to support a club was an issue affecting the decision not to run a Change 4 Life School Sport Club. More significant for programme design are the responses relating to external support, training and equipment. Although lack of equipment ranks relatively low in figure 4.9, **there was clearly a problem with equipment delays in the early part of the year, and this does appear to have caused some schools to have given up on running a club.** Equipment delays were still being cited as problematic in the telephone interviews during March and April, but largely as a reason for initial delays in getting clubs underway rather than as an ongoing issue (see appendix B). Table 4.3 provides some illustrative qualitative insights into common problems, and equipment delays feature here also, with comments 14 and 15 citing

equipment delays as problematic. In one case (comment 14) the club was set up and ready to go, but the teacher did not want to advertise the sessions until the equipment arrived. In another example (comment 15), access to existing equipment through links with a community club enabled the Change 4 Life club to get underway before the equipment arrived. These two responses represent roughly the balance of responses to the equipment delays, which (comment 15 notwithstanding) had a greater impact in clubs such as wheelchair basketball and fencing where schools were unlikely to have access to existing equipment.



**Figure 4.9) Reasons for deciding not to run a Change 4 Life School Sport Club (n=26)**

**Table 4.3) Comments on common problems**

*When the equipment arrives the sessions will certainly take place and are planned for 3.45pm Monday afternoons. The club has not been advertised through the school club timetable or as a Change 4 Life club using the logo because no equipment is available.*

*(14, Teacher Panel site 9)*

*It proved difficult to access the training. Could not gain outside coaching (although I am qualified so not too much of a problem) Need to develop further before genuine school club link established. No clubs very local to my school.*

*(16, Teacher Survey)*

*In our case the club functioned because we had access to community club sports wheelchairs. Although we appreciated the additional wheelchairs supplied we could not have functioned with just these. They arrived half way through the programme.*

*(15, Teacher Survey)*

*It all became too prescriptive and complicated with the NGBs. There were too many expectations on the leaders and teachers to go and do courses that were half or full days somewhere not near the schools so that's time out for children and teachers which is not workable.*

*(17, Teacher Panel site 9)*



Problems relating to information about, and access to, training are listed in figure 4.9, and comments 16 and 17 in table 4.3 also identify training as a problem, as did many telephone interviewees (see appendix B). The key problem in relation to training appears to have been a lack of availability in the immediate area, or a lack of information about locally available training. This may have been affected by the uncertainty in the school sport delivery system caused by announcements about the withdrawal of funding for the school sport partnership network, which may also have been linked to a wider range of communication issues.

Comment 17 is representative of a small minority that were negative about the roles of sport governing bodies, and 20% of schools that did run Change 4 Life clubs said that governing body support had been “not at all” helpful in organising and running clubs (see figure 4.1 earlier in this section). However, a similar percentage said it had been helpful “a lot”, and comment 4 in table 4.1 earlier in this section is representative of those that were very complimentary about the governing bodies. Almost universal in the counterfactual interviews with the sport governing bodies was a reflection that it had been difficult to communicate directly with schools running Change 4 Life clubs, and that this had affected their ability to support the clubs as well as they would have wished. While the governing bodies said that communication had been affected by the lack of availability of direct contact information for Change 4 Life clubs in their sports, the uncertainty in the school sport delivery system, and that Partnership Development Managers would no longer exist after 2010/11, was also identified as a key issue. In particular, governing bodies noted that it was almost impossible to directly support the number of Change 4 Life clubs in their sport across the country (in some cases, over 700) with only one development officer. Consequently, ***there was a strong feeling among sport governing bodies that some sort of intermediary to facilitate communication with Change 4 Life clubs would be necessary as a successor to PDMs if the governing bodies relationships with clubs were to become more effective in years two and three of the programme.***

It appears, therefore, that the two key issues that might explain “lack of external support” being the highest ranked problem in figure 4.9 are the problems that sport governing bodies had in communicating directly with Change 4 Life clubs, and the uncertainty in the school sport delivery system during the year. If the new Schools Games Organisers are given a co-ordinating role for Change 4 Life School Sport Clubs, neither of these issues should be a continuing problem in future years.

In summary, ***funding and equipment were rated as vitally important by teachers, with young people also giving the enjoyment of using the new equipment their top ranking.*** Despite access to training being a problem for a minority, the training itself was very well received. In terms of participation, over 90% of young people said they had both felt respected and respected others within the Change 4 Life School Sport Clubs, and that they had been proud of their achievements. These high percentages also held true among those previously not choosing to play sport every week, and this was undoubtedly a key factor in the successful impact of the Change 4 Life School Sport Clubs on the ‘non-sporty’. On the down side, however, over three-quarters of Change 4 Life clubs did not specifically target the ‘non-sporty’. This is the single most important issue to address if the reach of the impact of the Change 4 Life School Sport Club programme is to be extended in years two and three. Finally, communication between sport governing bodies and Change 4 Life clubs can be improved in years two and three now that there is less uncertainty in the school sport delivery system.

## 5) WHAT WAS THE ADDITIONAL IMPACT OF THE LONDON 2012 OLYMPIC AND PARALYMPIC GAMES

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### HEADLINES

- ***The Change 4 Life School Sport Clubs programme out-performed the counterfactual case (the most likely alternative intervention in a scenario in which the Olympic and Paralympic Games were not being held in London in 2012), generating:***
    - *over 50,000 more participants... }*
    - *over 13,000 more ‘non-sporty’ participants... }*
    - *almost 2,000 more school-club links... }* ***than was modelled for***
    - *circa. 2,900 more trained coaches... }* ***the counterfactual case***
    - *circa. 62,000 more sessions... }*
    - *circa. 2,100 more clubs... }*
  - ***The enhanced impact over and above the counterfactual case is achieved not only by an input of greater resources, but also through the enhanced focus provided for the programme by its concentration on seven Olympic and Paralympic sports along with an enhanced level of support and enthusiasm generated by the Games.***
- 

Section 2 shows that Change 4 Life School Sport Clubs have had a significant impact on young people. However, an assessment of the *additionality* of the programme requires that the evaluation considers what might have happened if Change 4 Life School Sport Clubs had not been established in their current format. This does not mean comparing the impact of the programme with no intervention, but with a counterfactual scenario representing the most likely alternative. For the purposes of this report, the counterfactual case is based on a scenario in which the Olympic and Paralympic Games were not being held in London in 2012.

To establish the counterfactual scenario, counterfactual interviews were undertaken with the Department of Health and the Department for Culture, Media and Sport, with Sport England and the Youth Sport Trust, and with sport governing bodies. Following SPEAR’s methodology for counterfactual modelling outlined in the British Medical Journal in 2010, the counterfactual interviews are used to establish a scenario of counterfactual inputs under three headings: resources, thematic emphases, and support and enthusiasm. This is the first stage in establishing a counterfactual case.

The counterfactual interviews established that counterfactual inputs in a scenario in which the Olympic and Paralympic Games were not being held in London in 2012 would have involved a lower level of resource than was invested in Change 4 Life School Sport Clubs, the provision of a wider range of sports than in Change 4 Life clubs, and the lack of a coalescing focus and less enhanced enthusiasm provided by the London 2012 Games. However, the counterfactual interviews also established that it was likely that the Change 4 Life brand would still have been introduced to secondary schools in the counterfactual scenario.

The second stage in establishing a counterfactual case is to use both evaluation data from the Change 4 Life School Sport Club evaluation presented here, and evaluation data from previous

programmes, to model the counterfactual impacts (activities, outputs and outcomes) likely to have results from the counterfactual inputs. The key part of the analysis is to consider whether the counterfactual case is likely to have led to the same impacts proportionate to the resource input as the Change 4 Life School Sport Clubs programme, or whether the counterfactual inputs for thematic emphases and for support and enthusiasm were likely to have caused a greater or lesser impact. In order to conduct this analysis, a cost effectiveness measure for the Change 4 Life School Sport Clubs programme is required.

Table 3.2 in section 3 presented an overview of the ‘average’ Change 4 Life Sport Club, together with a cost per club of £1,842. This data can be standardised to a cost-effectiveness measure by presenting the impact per £1,000 invested on key programme activities, outputs and outcomes (see table 5.1).

**Table 5.1) Impact per £1,000 invested of Change 4 Life School Sport Clubs**

Number of sessions provided	16.2
Number of clubs provided	0.5
Number of new coaches trained	0.7
Number of new participants in school sport clubs	11.9
Number of participants previously ‘non-sporty’	3.2
Number of new school-club links	0.7

The cost-effectiveness data in table 5.1 has been used to inform the modelling of counterfactual impacts (activities, outputs and outcomes) likely to have resulted from the counterfactual inputs outlined earlier. In terms of counterfactual activities, it has been assumed that the value of equipment provided in the counterfactual case would reduce in direct proportion to the reduced resource input established from the counterfactual interviews. However, the counterfactual interviews also suggested that the counterfactual case would retain enthusiasm for the Change 4 Life brand. Therefore it has been assumed that this enthusiasm would maintain activity for coaches trained and sessions delivered per £1,000 at the same level as the Change 4 Life School Sport Club programme, and that these activities would reduce proportionate to the reduced resource input in the counterfactual case (see table 5.2).

In terms of outputs, it has been assumed that the number of clubs provided would reduce proportionate to the reduced resource input established from the counterfactual interviews. However, as the counterfactual case would lack the coalescing focus of the 2012 Games, both in terms of enthusiasm and in terms of less concentrated provision than the focus on seven Olympic and Paralympic sports, it has been assumed that the number of participants per £1,000 in the counterfactual case would be unlikely to reach that of Change 4 Life clubs. Therefore, an estimate derived from the 2008/9 and 2009/10 PE and School Sport surveys, when provision was less concentrated on specific sports and Olympic and Paralympic themes were less prominent, has been used as the basis for the counterfactual output of young people participating (see table 5.2).

**Table 5.2) Comparison of Change 4 Life School Sport Clubs with the Counterfactual Case**

<b>Change 4 Life SSCs INPUTS</b>		<b>Counterfactual INPUTS</b>
<u>RESOURCES</u>		Assumes a counterfactual input of funding to YST from DCMS at 2009/10 level and that DoH would have provided same funding as in 2010/11.
<ul style="list-style-type: none"> <li>£5.133million</li> </ul>	<ul style="list-style-type: none"> <li>£1.25million</li> </ul>	
<u>THEMATIC EMPHASES</u>		Assumes that the DoH funding would have led to the C4L brand and a focus on the less active being a counterfactual input.
<ul style="list-style-type: none"> <li>Seven Olympic and Paralympic Sports</li> <li>Change 4 Life brand and emphasis on 'non sporty'</li> </ul>	<ul style="list-style-type: none"> <li>Wider range of sports provided</li> <li>Change 4 Life brand and emphasis on 'non sporty'</li> </ul>	
<u>SUPPORT AND ENTHUSIASM</u>		
<ul style="list-style-type: none"> <li>London 2012 provides programme focus and support</li> <li>Change 4 Life brand enthuses teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>No coalescing focus</li> <li>Change 4 Life brand enthuses teachers and parents</li> </ul>	
<b>Change 4 Life SSCs ACTIVITIES</b>		<b>Counterfactual ACTIVITIES</b>
<ul style="list-style-type: none"> <li>£1.5m equipment provided</li> <li>3,847 coaches trained</li> <li>83,093 sessions run</li> </ul>	<ul style="list-style-type: none"> <li>£360k equipment provided</li> <li>940 coaches trained</li> <li>20,200 sessions run</li> </ul>	<p>Equipment provided reduced proportional to reduced financial input.</p> <p>Assumes that enthusiasm for C4L brand maintains counterfactual activities at same level per £1,000 as the C4LSSCs.</p>
<b>Change 4 Life SSCs OUTPUTS</b>		<b>Counterfactual OUTPUTS</b>
<ul style="list-style-type: none"> <li>2,786 clubs running for at least one term</li> <li>61,175 young people participating</li> </ul>	<ul style="list-style-type: none"> <li>680 clubs running for at least one term</li> <li>10,600 young people participating</li> </ul>	<p>Number of clubs provided reduced proportional to financial input.</p> <p>Assumes that the lack of a coalescing focus in the absence of London 2012 results in fewer participants per £1,000 than in C4LSSCs. The counterfactual output has been estimated from data in the 08/9 &amp; 9/10 PESS surveys.</p>
<b>Change 4 Life SSCs OUTCOMES</b>		<b>Counterfactual OUTCOMES</b>
<ul style="list-style-type: none"> <li>16,224 new young people now choosing to play sport every week and feeling positive about sport</li> <li>3,450 new relationships between schools and community clubs</li> </ul>	<ul style="list-style-type: none"> <li>2,800 new young people now choosing to play sport every week and feeling positive about sport</li> <li>1,500 new relationships between schools and community clubs</li> </ul>	<p>Assumes C4L brand still generates enthusiasm to deliver to 'non-sporty', resulting in a counterfactual outcome of same proportion of participants being 'non-sporty' as C4L SSCs.</p> <p>Assumes the wider range of sports provided results in more links per £1,000 than for C4LSSCs. The counterfactual outcome has been estimated from data in the 08/9 &amp; 9/10 PESS surveys.</p>

The key counterfactual outcomes are the number of new young people now choosing to play sport every week and feeling positive about sport, and the number of new relationships between schools and community clubs. In terms of the former, it has been assumed that the retention of the Change 4 Life brand in the counterfactual case would generate the same enhanced levels of enthusiasm to deliver to 'non-sporty' young people as were generated in Change 4 Life School Sport Clubs. Therefore, the counterfactual outcome of the number of 'non-sporty' young people participating is based on the proportion of participants that were 'non-sporty' in Change 4 Life clubs. However, this counterfactual outcome is lower than the number of 'non-sporty' young people per £1,000 for Change 4 Life School Sport Clubs because the counterfactual output of number of participants per £1,000 was estimated to be lower (see table 5.2).

The final part of the counterfactual case is the number of new relationships between schools and community clubs. Here it has been assumed that the provision of a wider range of sports in the counterfactual case would be likely to lead to more new relationships between schools and community clubs per £1,000 than in Change 4 Life School Sport Clubs, which focused on seven Olympic and Paralympic sports. Therefore, the counterfactual outcome for the number of new relationships between schools and community clubs included in table 5.2 has (as for the counterfactual output of participant numbers) been estimated from data derived from the 2008/9 and 2009/10 PE and School Sport surveys, as the provision covered by these surveys was of a much wider range of sports.

A summary of the inputs and impacts for the counterfactual case, based on a scenario in which the Olympic and Paralympic Games were not being held in London in 2012, has been outlined alongside the inputs and impacts for the Change 4 Life School Sport Clubs programme in table 5.2. This comparison shows that ***the Change 4 Life School Sport Clubs programme out-performed the counterfactual case, generating:***

- ***over 50,000 more participants...*** }
- ***over 13,000 more 'non-sporty' participants...*** } ***than the counterfactual case in***
- ***almost 2,000 more school-club links...*** } ***which the Olympic and Paralympic***
- ***circa. 2,900 more trained coaches...*** } ***Games were not being held in***
- ***circa. 62,000 more sessions...*** } ***London in 2012***
- ***circa. 2,100 more clubs...*** }

***This enhanced impact over and above the counterfactual case is achieved not only by the straightforward input of greater resources, but also through the enhanced focus provided for the programme by its concentration on seven Olympic and Paralympic sports along with an enhanced level of support and enthusiasm generated by the Games.*** In this latter respect, the young people's survey shows that almost two-thirds (64%) of young people in Change 4 Life School Sport Clubs got excited by the Olympic and Paralympic Games, whilst 86% said they had felt part of something exciting (see figure 4.5 in section 4).

## 6) WHAT WAS THE ADDITIONAL IMPACT OF THE CHANGE 4 LIFE BRAND

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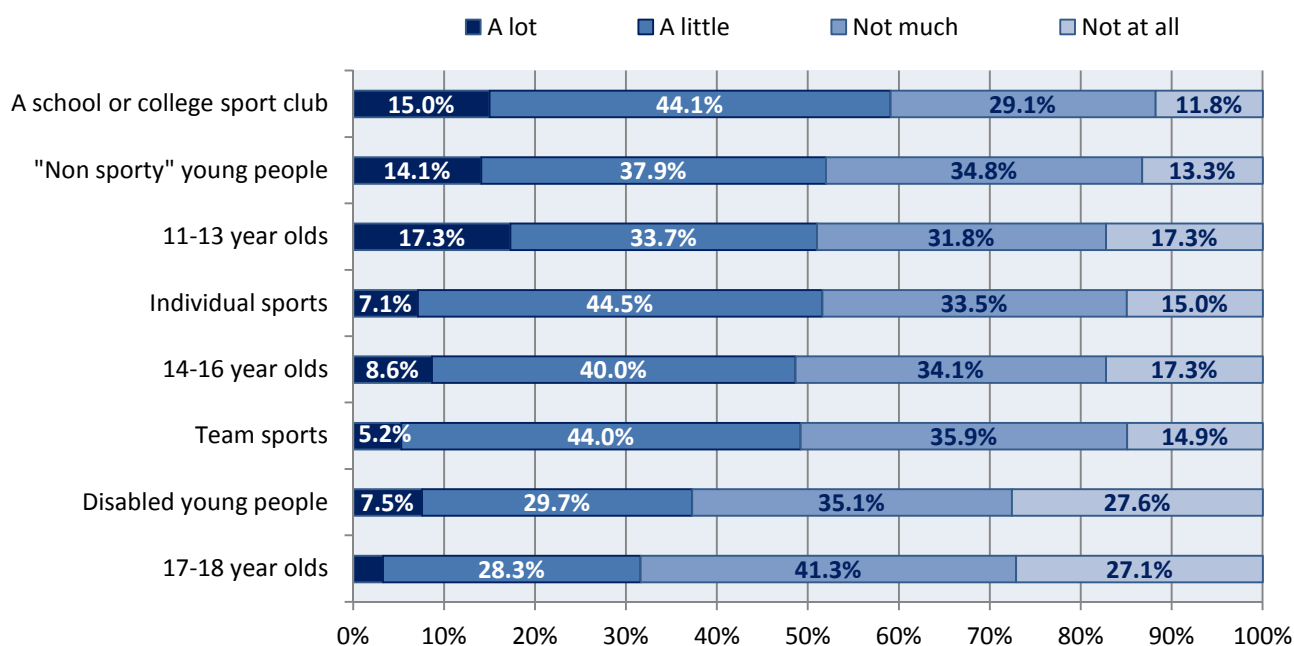
### HEADLINES

- *The impact of the Change 4 Life brand appears to have been greatest in securing buy-in to the Change 4 Life School Sport Club programme among teachers and in schools, and in generating enthusiasm for programme goals.*
  - *Teachers and PDMs both commented that they feel the introduction of the Change 4 Life brand to school sport is a positive thing.*
  - *There is an undoubted desire among teachers to take the brand forward into the second year of the programme.*
  - *Some teachers questioned how far young people understand or feel an affinity with the brand.*
  - *There was a minority view among some teachers that the Change 4 Life brand was not important, and that it was the programme goals of engaging young people with physical activity, sport and health, and with broader life skills, that were most significant.*
  - *In some examples, the use of the Change 4 Life brand had not permeated down to the clubs, and in many of the panel sites the branding was not prominent, either not being displayed or being swamped among a notice board containing a wide range of other material.*
- 

The counterfactual case presented in section 6 assumes that the Change 4 Life brand would still have been introduced to sport in secondary schools if the Olympic and Paralympic Games were not being held in London in 2012. However, table 5.2 in section 5 shows that the counterfactual case also includes assumptions that the Change 4 Life brand had an impact on enthusiasm and delivery across the Change 4 Life School Sport Clubs programme. These assumptions are derived from a generally positive response to the introduction of the brand among teachers and in schools.

Figure 6.1 shows that the Change 4 Life brand rated highest among teachers for its relevance to a school or college sport club, followed by its relevance to 'non-sporty' young people. However, it was felt to be less relevant to disabled young people and to those in further education.

Table 6.1 presents illustrative qualitative data from teachers' and PDMs' relating to the Change 4 Life brand. In the majority of cases, these comments are positive, with ***teachers and PDMs both commenting that they feel the introduction of the brand to school sport is a positive thing*** (comments 18, 19, 20, 21 & 22). There were some examples of the use of the brand not permeating down from the School Sport Partnership to the clubs (comment 22), and ***in many of the panel sites the branding was not prominent, either not being displayed or being swamped among a notice board containing a wide range of other material.*** However, ***there is an undoubted desire to take the brand forward into the second year of the programme*** (comments 18, 19, 21 & 22).



**Figure 6.1) Teachers' perceptions of the relevance of the Change 4 Life brand in secondary school sport (n=256)**

**Table 6.1) Comments on the Change 4 Life brand**

*It definitely needs pushing from all angles, not just at school. I think this will come in the 2nd year maybe as the logo now seems to be around more in supermarkets etc.*  
(18, Teacher Survey)

*There were some lovely TV adverts out which I thought were really positive and linked physical activity and health through positive messages. I thought it was good for young people and something we could really promote through sports clubs.*  
(21, PDM Panel site 9)

*It is a great logo, I'm not sure that the students understand the brand.*  
(23, Teacher Survey)

*I don't feel that the logo is the important part - this program has given the children the opportunity to take part and excel within table tennis and gain valuable life skills. Fantastic program.*  
(25, Teacher Survey)

*I hope that it is something that can be maintained. I will be promoting the club using the logo for the next academic year*  
(19, Teacher Survey)

*We are delighted to be a part of this process and the Change4Life brand has definitely helped us to recruit pupils*  
(20, Teacher Survey)

*The marketing material was produced by our PDM and did not include the C4L logo, so we did not use it or see it. I do think it would promote the club well as it is so visible on the TV and in other media.*  
(22, Teacher survey)

*The people look like jelly babies and are not relevant or motivating for our young people.*  
(24, Teacher Survey)

*The logo and brand isn't important, its about getting the pupils to take responsibility over their own health, fitness and sport.*  
(26, Teacher Survey)

**Some teachers questioned how far young people understand or feel an affinity with the brand,** with some being more positive (comment 23) than others (comment 24). Linked to these comments, a view expressed across several of the counterfactual interviews was that the Change 4 Life brand was less targeted at the young people themselves than at their teachers and parents, with one interviewee suggesting it can act as a 'quality mark' and another suggesting that the goal was to create an affinity with the brand among teachers and others working in schools in order to enthuse them as change agents for the young people. Certainly comments 18, 19, 20, 21, 22 and 23 suggest that this affinity is being created among many teachers, even if comments 23 and 24 suggest that it may be less relevant to the young people themselves.

There was a comment from one teacher, albeit isolated and in no way representative of the general direction of the comments as a whole, that the young people within her school had reacted negatively to the brand:

*The girls I had did not like being associated with the Change 4 Life logo as they thought it was for "fat people"! (Teacher Survey)*

This comment is important, because there is a significant difference between the Change 4 Life brand being less relevant to young people (but having an important positive effect among teachers and in schools), and it causing an overt negative reaction in young people. This is perhaps something that should be monitored in future years of the programme.

**There was a minority view among some teachers that the Change 4 Life brand was not important, and that it was the programme goals of engaging young people with physical activity, sport and health (comment 26), and with broader life skills (comment 25) that were most significant.** However, the values expressed in comments 25 and 26 do seem to cohere with the core values of the Change 4 Life brand, and so this may suggest that there may still be some work do be done on communicating these brand values to a minority of teachers.

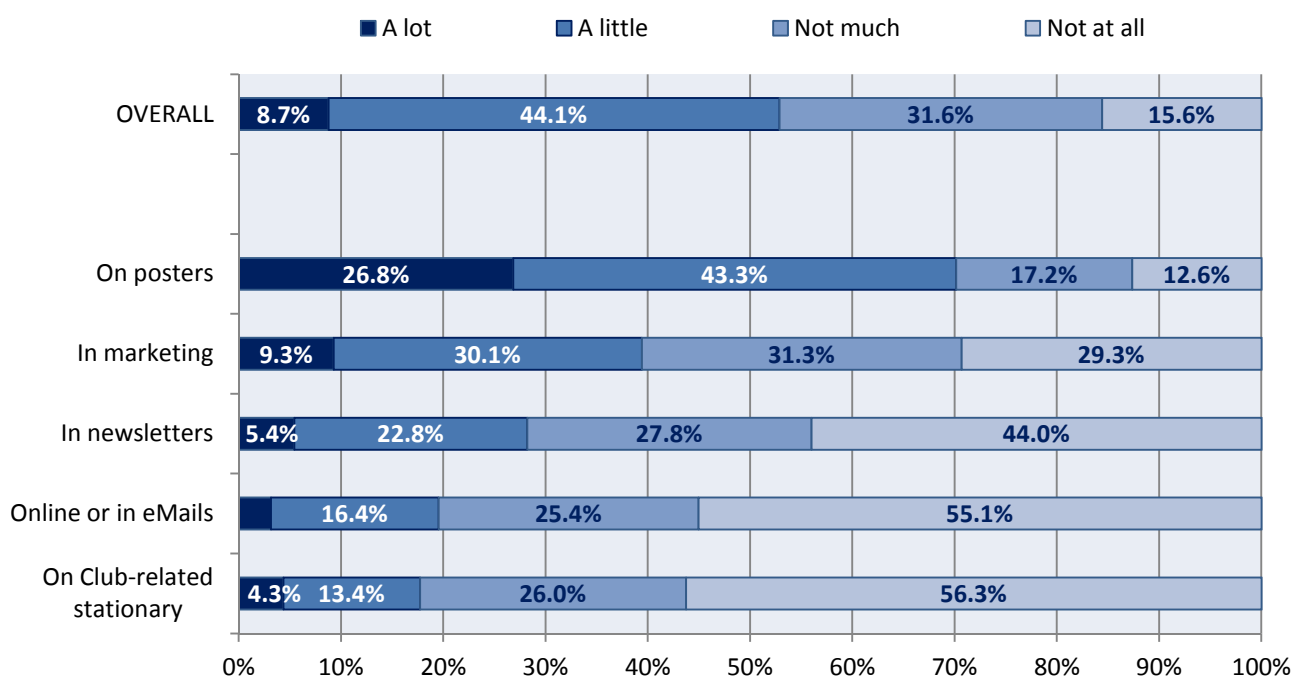


Figure 5.2) The use of the Change 4 Life brand in schools (n=263)



Figure 5.2 shows how far the Change 4 Life brand has been used in schools. While 70% of schools made use of the posters that were provided, overall the brand was used “a little” or “a lot” in just over 50% of schools. Given the generally positive comments about the brand presented in table 6.1, this appears to reinforce the view that, while teachers are positive about the brand, they are perhaps less convinced of its relevance to secondary age children. Certainly, the responses for the relevance of the brand to 11-13 year olds and 14-16 year olds in figure 5.1 are pretty similar to the extent to which the brand has been overtly used overall in schools in figure 5.2.

The impact of the Change 4 Life brand, therefore, appears to have been greatest in securing ***buy-in to the Change 4 Life School Sport Club programme among teachers and in schools, and in generating enthusiasm for programme goals.***

## 7) RECOMMENDATIONS

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### HEADLINES

- 1. Schools should be encouraged to more clearly target the 'non-sporty' – doing so has the potential to more than double the reach of the impact of Change 4 Life School Sport Clubs among the 'non-sporty' target group.***
  - 2. Schools should be encouraged to focus on sustainable forms of delivery utilising their 'internal' workforce, including recognising the more informal leadership contributions of young people not formally designated as Young Leaders, rather than employing external coaches to deliver Change 4 Life School Sport Clubs.***
  - 3. There should be a greater emphasis on providing destinations for Change 4 Life School Sport Club participants in community sport clubs in year two of the programme. This may require encouraging community clubs to establish specific 'Change 4 Life' branded sessions within their club provision.***
  - 4. Schools should be given greater flexibility about the delivery mode for Change 4 Life clubs, but the programme should be more clearly prescriptive that core Change 4 Life School Sport Club programme goals (e.g. targeting the 'non-sporty' and developing a young workforce) are not expected to be interpreted flexibly by schools.***
  - 5. Consideration should be given to how the new School Games Organiser network can most effectively support the sustainable delivery of Change 4 Life School Sport Clubs, particularly in relation to enhancing the communication between clubs and sport governing bodies, and in communicating core programme goals to schools.***
  - 6. Early consideration should be given to the mechanisms by which Change 4 Life School Sport Clubs can continue to harness the London Olympic and Paralympic Games after 2012 to continue to deliver enhanced outcomes over those that would have been likely without the Games.***
  - 7. Consideration should be given to ways in which the impact of the Change 4 Life brand can be extended beyond securing the buy-in, support and enthusiasm of teachers and schools, to have a more direct impact on the young people in the programme. This may require some work convincing teachers that the brand can resonate with secondary age young people.***
- 

- 1. Schools should be encouraged to more clearly target the 'non-sporty' – doing so has the potential to more than double the reach of the impact of Change 4 Life School Sport Clubs among the 'non-sporty' target group.***

Section 2 shows significant impacts on both the participation choices and the attitudes to sport of the 'non-sporty', but this target group comprised only 37% of participants in Change 4 Life School Sport Clubs. Less than a quarter of schools specifically targeted the 'non-sporty', so this suggests that the single most effective strategy to enhance the impact of the Change 4 Life School Sport Club programme among the 'non-sporty' would be to ensure schools specifically target this group for recruitment.

- 2. Schools should be encouraged to focus on sustainable forms of delivery utilising their 'internal' workforce, including recognising the more informal leadership contributions of***

***young people not formally designated as Young Leaders, rather than employing external coaches to deliver Change 4 Life School Sport Clubs.***

Section 3 shows that the Change 4 Life School Sport Club programme has trained almost 4,000 coaches and involved almost 8,000 Young Leaders (which equates to one and a half coaches and three Young Leaders for every Change 4 Life club). However, almost half of clubs have paid external coaches to deliver some of their programme. To ensure the sustainability of the programme in years two and three, schools must make full use of the extensive 'internal' workforce generated through the Change 4 Life School Sport Club programme. In addition, consideration should be given to ways to harness and recognise the informal leadership contributions of the almost 20,000 young people who have played a part in helping run clubs, but that are not formally recognised as Young Leaders.

- 3. There should be a greater emphasis on providing destinations for Change 4 Life School Sport Club participants in community sport clubs in year two of the programme. This may require encouraging community clubs to establish specific 'Change 4 Life' branded sessions within their club provision.***

Section 3 showed that the Change 4 Life School Sport Club programme generated an average of 1.3 new school-club links for every Change 4 Life club. However, almost half of clubs had developed no new school club links. Consequently, there should be a clearer focus on the school-club pathway in year two of the programme, and this focus should ensure that provision within community sport clubs is suitable for the previously 'non-sporty' population that Change 4 Life School Sport Clubs have successfully engaged. Given the prominence of respecting others and feeling respected among young people within Change 4 Life School Sport Clubs, potential community sport club destinations must ensure that they provide sessions that adhere to the Change 4 Life ethos. Branding sessions within community sport club destinations as 'Change 4 Life' may be a way to develop the direct impact of the brand on young people, as it would act as reassurance for the 'non-sporty' that they could expect a similar type of sport session within the community club to that which they had experienced at school (see recommendation 7).

- 4. Schools should be given greater flexibility about the delivery mode for Change 4 Life clubs, but the programme should be more clearly prescriptive that core Change 4 Life School Sport Club programme goals (e.g. targeting the 'non-sporty' and developing a young workforce) are not expected to be interpreted flexibly by schools.***

Section 3 shows that few schools felt able to deliver Change 4 Life School Sport Clubs later in the day than the immediately after school slot as originally intended. However, alternative delivery times, including immediately after school and lunchtimes, appear to have been successful. As such, flexibility for these aspects of delivery should be maintained, and schools should be encouraged to deliver clubs in ways most appropriate to their local circumstances. However, clearer messages need to be communicated to schools that core programme goals, such as a focus on the 'non-sporty' and the development of a young workforce, are not expected to be interpreted flexibly. More clearly prescriptive messages relating to core programme goals are likely to assist with the implementation of recommendations 1 and 2.

- 5. Consideration should be given to how the new School Games Organiser network can most effectively support the sustainable delivery of Change 4 Life School Sport Clubs, particularly in relation to enhancing the communication between clubs and sport governing bodies, and in communicating core programme goals to schools.***

Section 4 highlights a number of communication problems that occurred during 2010/11. Undoubtedly some of these problems were exacerbated by the uncertainty about the school sport delivery system during the year. There is a clear need for a network of intermediaries to facilitate and enhance communication between the sport governing bodies and the large number of Change 4 Life School Sport Clubs that each governing body must support. The new School Games Organisers have the potential to play an important role in facilitating this communication, and in ensuring that core programme goals are clearly communicated to schools (see recommendation 4). Clear consideration should be given to the way in which this function can be integrated into the School Games Organiser job roles.

**6. *Early consideration should be given to the mechanisms by which Change 4 Life School Sport Clubs can continue to harness the London Olympic and Paralympic Games after 2012 to continue to deliver enhanced outcomes over those that would have been likely without the Games.***

Section 5 shows that the Change 4 Life School Sport Clubs programme has significantly out-performed the counterfactual case (the most likely alternative intervention in a scenario in which the Olympic and Paralympic Games were not being held in London in 2012). However, after the Games have taken place in 2012, over time it will become increasingly difficult to harness Olympic and Paralympic themes, and to sustain enhanced resource levels, in order to continue to out-perform the counterfactual case. Early consideration should therefore be given to the specific strategies and mechanisms that the Change 4 Life School Sport Club programme can employ to continue to out-perform the counterfactual case in which there are/were no London 2012 Games.

**7. *Consideration should be given to ways in which the impact of the Change 4 Life brand can be extended beyond securing the buy-in, support and enthusiasm of teachers and schools, to have a more direct impact on the young people in the programme. This may require some work convincing teachers that the brand can resonate with secondary age young people.***

Section 6 shows that the Change 4 Life brand has had an important impact in enthusing teachers and schools about Change 4 Life School Sport Clubs, and in securing buy-in to programme goals. However, there is no evidence that the brand has had a direct impact with the young people in the programme. This appears to be because teachers have not been able to see how the Change 4 Life brand might be directly useful in the delivery of the clubs, and in some cases teachers have not been convinced that young people would feel an affinity for the brand. While this may be a less relevant issue for the delivery of Change 4 Life School Sport Clubs in the primary sector in the next two years, consideration should be given to ways in which secondary teachers could incorporate the brand in the delivery of the clubs to have a direct impact on secondary age young people.

## APPENDIX A – METHODOLOGICAL NOTE

The final methodology differs slightly from that originally outlined in SPEAR's proposal for this work, and the purpose of this short methodological note is to highlight those changes, along with the reasons for them. Maximum sampling errors for the quantitative data are also provided.

### Secondary analysis

- Data provided by 370 of 441 participating school sport partnerships allowed this analysis to proceed as planned, providing estimates of overall participation levels with a negligible maximum error of less than +/-1%.

### Cross-sectional Research

- The young persons feedback sample size increased to 1,086 (from 500 originally proposed), providing results with a maximum error of less than +/-3%.
- A sample of 400 was originally proposed for "deliverers", but a sample of 328 lead teachers plus 76 Young Leaders was achieved. Given that the total population of lead teachers was 2,997, the maximum error for results from the teachers survey is +/-5.1%. The Young Leaders survey results should be treated with more caution given the small sample size, as there is a potential error of +/-11%.
- A survey of PDMs was originally proposed, but this was not carried out due to the discontinuation of these roles at the end of 2010/11.
- A series of 106 short telephone interviews with randomly selected lead teachers was added to the cross sectional research to monitor progress in March and April. This was done to supplement the panel research, given the marginally lower number of panel site visits than originally planned (see below).

### Panel Research

- As only three-quarters of clubs ran in the Autumn term, many of which started late due to equipment delays, the visits to panel sites could not commence until December 2010 (rather than starting in October as originally planned). In addition, as less than half of clubs did not run for the whole year, some of the panel sites could not be visited three times as originally planned. In total, 25 visits with eleven panel sites were conducted, rather than the planned 27 visits with nine panel sites. To compensate for this marginal shortfall, a series of short telephone interviews were added to the cross-sectional research (see above).

### Counterfactual Interviews

- These interviews were originally planned to take place in the early part of the evaluation programme. However, as there were delays in the initial roll-out, they were postponed to the latter stages of the evaluation to allow informed comment on implementation and likely alternatives.

## APPENDIX B – TELEPHONE INTERVIEW NOTES

- Telephone interviews were conducted with 106 lead teachers in Change 4 Life Clubs during March and April to monitor the progress of the programme.
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### ***Challenges Establishing the Change 4 Life Club***

Over half of the school leads interviewed reported a delay in starting up their Change 4 Life club and cited delays in receiving equipment and difficulties organising club coaches as the main reasons for this.

At least six of the school leads indicated that they had changed the sport of the club from their initial registration; reasons included lack of interest and the opportunity to work with another school.

A number of the registered leads contacted reported that their club had not started or that they would no longer be taking the programme forward. Reasons for this included:

- Non or delayed receipt of equipment
- Difficulties securing a suitable venue
- Lack of training in the immediate area.

One lead for a school that caters for students with SEN that had not taken the programme forward expressed the belief that the programme had been poorly thought out with respect to providing for SEN students. Challenges cited included training venues (for club leaders) being too far from the school, not enough equipment to establish the club and the practical logistics of operating a school based club after the school day. This latter point was in relation to the ability to transport SEN students back to the school site. However, as the wider findings of this research have shown, this issue is not unique to SEN schools, nor is it applicable to all (in panel site 8, for example, an evening start of 7pm was considered most likely to engage potential participants – see appendix C).

The Change 4 Life club was not a completely new endeavour for all schools; around 10 of those interviewed indicated that their club had evolved from a pre-existing provision. In some cases the Change 4 Life programme had offered the capacity to formalise an informal school offer. In others cases the leads were candid in their acknowledgement that the adoption of the programme was driven by the opportunity to secure additional coaching or funding support for their existing provisions. The change did not always happen in name only, for one school lead 'adapting to the Change 4 Life ethos' in terms of engaging student leaders, was highlighted as part of the club's evolution.

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### ***Model for Delivery***

The most striking theme to emerge from the telephone interviews was the variety of different approaches to delivering the clubs in place across the country. Over half of the leads indicated that club sessions were held directly after the school day finished and almost as many again reported running a Change 4 Life club during the school lunch hour. A number of respondents reported that

the club was run more frequently than once a week, with a lunchtime and an after school session being popular combinations. Some leads reported that they would be reducing their offer from after school to lunchtimes alone or would be closing / suspending the clubs due to:

- Participation levels
- Other commitments/priorities (such as exams)
- Venue availability

In particular, in the summer term exams were quoted both as occupying the young peoples' attention, but also as occupying facilities such as school sports halls.

However this should not be taken as indicative of all schools as at least one school reported that they had extended their offer, supplementing separate KS3 and KS4 lunchtime sessions with an after school session linked to a local club and open to all ages.

Most schools did not appear to have a target group for their club, but where targets were articulated Year or age specific groups were the most popular focus. The targeting of 'children that don't engage in anything else' and using the opportunity to provide a lunchtime activity for children with social skill development needs was also reported.

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### ***Community Club Engagement***

Whilst effective community club links were evident, many of those interviewed reported no external club connection. The predominant reason for this was given as a lack of suitable or interested community clubs in the vicinity. The development of such links was defined as an aspiration by several leads.

A number of school leads evidenced a clear will and capacity to engage with external stakeholders. This may have been in the total absence of, or in addition to community club links. Such engagement generally involved opening the club to the wider community or local primary schools, or establishing or exploring links with local secondary schools or school sports partnership.

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### ***Overview of Participant Engagement***

Participant numbers of between 10 and 20 were most frequently reported. However, whilst fairly firm attendance figures were offered in a number of cases, a significant minority could only offer broad ranges. This was generally reasoned as a result of peaks and troughs in attendance, or because the school lead was not the club lead and therefore not in a position to know more accurate figures.

A significant majority of school leads interviewed reported the involvement of young leaders in some capacity. In several cases the young leaders were defined as holding significant leadership roles or being prepared to take on a leading role when initial coaching support ended. At the other end of the spectrum the young leaders in at least two clubs were perceived as having no significant leadership role and potentially 'young leaders' in name only.

## APPENDIX C – PANEL SITE NOTES

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### PANEL SITE 1 (Condensed)

Large secondary school (circa. 1600 pupils) in rural location.

### FENCING

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#### Background

##### *School context*

This school is a Trust School with Sports College and Training School status. The school serves a wide rural area and is classified as 'outstanding' in recent Ofsted reports for high aspiration and success, relationships and college community and student achievement.

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##### *PE context*

The effectiveness of PE provision has been rated as excellent particularly in the assessment of PE because teachers provide precise subject-specific guidance which clearly identifies what students need to do to improve their work. A range of qualifications can be taken including GCSE and A level PE and there are a wide variety of opportunities for volunteering, leading and developing coaching skills.

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##### *Provision*

The Change 4 Life club was intended to be fencing which was chosen by the coordinator. The school wanted a GB fencer (male) in the sixth-form to assist in running the club with a teaching assistant and one other PE teacher. From the outset there were reported problems with provision of equipment and none has been provided. Dawn did receive training from Change 4 Life which she described as "relevant and useful".

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##### *Students*

The school draws from a wide rural catchment. It has 1650 pupils on roll and 300 in the sixth form.

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##### *Co-ordinator background*

Dawn is a PE teacher who is established in the school and works closely with the PDM to develop and maintain an extensive timetable of clubs within the school.

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##### *Relationship with PDM/External agencies*

The school is part of the local School Sports Partnership and the PDM teaches and is based there. The school has school sports and training status and is, thus, in a powerful position in terms of teaching staff and provision for PE and sport.

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#### Change 4 Life Club

##### *Reason for taking on / Session structure*

Dawn heard about the initiative and was encouraged to take part by the PDM. The fact that there was a GB level fencer at the school was a driver and it was also felt that the club would make a good addition to the suite of clubs already on offer. Dawn stated that if they weren't doing the Change 4 Life club then the usual compliment of clubs would run. The club was, therefore, seen as providing additionality.

She was consistent in her support for the idea of this Change 4 Life club and argued in telephone conversations and emails that "when the equipment arrives the sessions will certainly take place and are planned for 3.45pm Monday afternoons. The club has been not advertised through the school club timetable or as a Change 4 Life club using the logo because no equipment is available".

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##### *General impression / Knowledge of Change 4 Life aims*

It appears that there was a good understanding of the Change 4 Life aims and the intention to work with them but within the club timetable that currently existed.

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### *Engagement / Response of participants*

With the support of the sixth-form lead, the potential engagement of students in running and leading the club was positive. However it was not operational in February due to the lack of equipment and the response of the wider student body could not be determined. When the PDM and PE staff knew that the club would not run, they could no longer be committed to the requirements of panel site status.

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### **Sustainability**

The PDM and lead teacher were given an overview of the second and third stages of the panel site research by introducing the focus group arrangements and consent forms. However, given that the club had not begun in February 2011 then it was not possible to complete the panel site requirements.

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## PANEL SITE 2 (Longitudinal)

Large secondary school (c. 1350 students) on outskirts of large town

### Badminton, Fencing and Table Tennis

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#### Background

##### *School context*

The school serves the local estates (a mix of council housing and private) and is one of five secondary schools within the town, which include a boys' grammar, a girls' grammar, an Academy and another high school. Historically the school has suffered from the reputation of poor relation to the other more successful schools in the area (in particular the grammar schools).

The school was in the process of applying for Academy status and has had several changes in its structure in the past. It is currently a specialist performing arts school and was rated as 'satisfactory' in its most recent Ofsted inspection.

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##### *PE context*

The PE department had a strong presence in the school, with 12 teaching staff contributed to PE delivery. These included full-time and part time staff and three senior managers who contributed to several sessions.

There were a range of activities on offer which vary depending upon the year groups and the curriculum requirements. There is a particular emphasis on athletics and fitness programmes in KS3, in KS4 alternative activities are such as dance are offered.

The Department has made the decision not to do offer football because it is so widely practiced elsewhere. The Head of Department (Dean) felt it was important to provide alternative opportunities not only for those who did not particularly like football, but also for those who only played football.

The school holds an annual sports day and took part in the Kent School Games. There were plans to take part in the National School Sports Week in 2011 so that a week-long series of sporting activities could be provided for the whole school.

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##### *Provision*

The school has a range of good quality PE facilities, including a well equipped sports centre, which is open to the public in the evenings. The school had been successful in securing funding for equipment from a range of sources (Fit Foundation, Cricket Association, Heart Foundation) through a school based project manager. As a result, it is able to offer a range of activities and clubs in and out of school as well as bring in funding for equipment, such as concrete table tennis tables for the playground.

Although the school is a Performing Arts specialist college, Dean considered it to be an 'unofficial' specialist sports college because of the amount and range of sport provided. The boys' grammar school had traditionally been the main 'player' in sporting competition, but Dean felt that they were giving them a 'run for their money'.

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##### *Students*

The students mainly came from the local catchment area, situated in the eastern end of the town which is relatively deprived. The two local grammar schools filtered the more 'academically able' children via the 11+ exam.

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##### *Co-ordinator background*

Dean had been at the school for about five years and had a previous background in sports management as well as physical education.

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##### *Relationship with PDM/External agencies*

Dean acknowledged that the communication and collaboration with other schools had not been good. This was due in part to local history and the other schools emerging to cater to different socio-economic parts of the town and the different specialisms of the other schools which elevated a feeling of competition. This was not helped by the view held of the school as unable to compete with the

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academic status of the two grammar schools

Outside of the school partners, that school, through its project manager, had made many links with external funding agencies.

Relations with the PDM were defined by Dean as 'ok' but he felt that the general role of the PDM and sports development was not as good as it could be. This was mainly in relation to the development of collaborations and opportunities within the community, which Dean did not see as good as they could (or should) be. This he believed added to a feeling that they were acting on their own and in competition.

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#### **Change 4 Life Club**

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##### *Reason for taking on/ Session structure*

At the time of the first visit the Change 4 Life club had only just started (the first session had been held the previous week). They had been made aware of the programme in 2010 and wanted to host their own club but actually ended up hosting three. This had come as a result of the delays in receipt of funding and equipment, as well as what appears to be a lack of communication between the PDM and the schools about the whole process, which had led to some of the other schools deciding, in the end, not to participate in the initiative.

The school had thought the programme would suit be more suitable for children in the lower school so this is where they were targeted, but they were not closed to other year groups and were open to all abilities. In addition, the clubs were opened to pupils in years 5 and 6 students at local primary schools. This presented as part of a broader PR approach within the town as well as competition for children between the schools, although it was not suggested by Dean specifically.

The clubs were led by students in years 11 to 13 as a means of recognising those who had contributed in other areas and as a means of reward for them. It was also used as a means to develop CVs and offer opportunity for further qualifications.

The clubs were arranged initially to take place from February for six weeks to the Easter break, a review was planned at that time to determine whether to continue through the summer term. Students were asked to sign up for six sessions and to pay £6 upfront; those on free school meals were not charged. Club leaders were tasked with monitoring attendance and administering the club fees to capture basic records of attendance and participation details.

The Clubs were advertised through the school and via leaflets in local feeder primary schools.

The structure of the clubs were all the same in that they were targeted at the lower years and intended to be led by a nominated student/s from the upper school who were sent on the available training. This was evident in both the badminton and the fencing sessions observed, the latter of which was led by three Year 11 students who had been designated as 'leaders'. Initially, only one girl (Laura) had been asked by the PE staff to take on leadership of the club, but additional support was perceived as required and the other two had joined her in the subsequent weeks. A member of staff was present, but she stayed in the office to be called on as needed.

The structure of the fencing session included a warm up (dodgeball), a brief instruction about fencing, then bouts in pairs using the equipment. In the last ten minutes there was a game of basketball.

There were periods when the children had to sit out to wait for their turn to fence which provided opportunities to speak with participants.

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##### *General impression / Knowledge of C4L aims*

Dean appeared to have a good understanding of the C4L aims, but had interpreted it broadly and adapted it to suit the needs of the school as well as the children.

He was aware that they were not initially meant to have three separate clubs, but felt that they were in a position to offer these – and by all accounts the initial response had been extremely positive. There were 22 participants enrolled for the badminton, and a waiting list was in place for the fencing club.

It was not entirely clear that the leaders were fully aware of the Change 4 Life aims. They were extremely enthusiastic, but it seemed that they had understood their role in the context of more traditional sports club and felt that they needed to keep the participants active all the time. This may explain the inclusion of dodgeball and basketball games as warm up and closing down activities during the fencing club session observed. Not all the children engaged fully in these aspects of the

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session.

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### *Engagement / Response of participants*

There was a good initial response from children observed during the sessions of the badminton and fencing clubs attended and in both they appeared to be enjoying the activities they were taking part in.

In the visit to the fencing club, we spoke with a pair of participants, a participant and her parent together and one parent on her own.

- **Fencing Session - Oliver and Tom**

Oliver was in year 6 at a local primary school while Tom was in year 7 of the Panel site, but they knew each other from the primary school. Both articulated that they liked to do lots of sports. Oliver particularly liked playing football and doing athletics. He had played for a local football club for the past five years (the local town has a particularly strong grass roots football network of junior clubs and inter-club leagues). Tom was also active in football and went swimming several times a week.

When asked why they had decided to join the fencing club the novelty of the sport appeared to be a strong motivating factor. Both had wanted to try it because it 'was different' and they thought 'it would be interesting'. They told me how they had particularly enjoyed learning about the techniques involved in fencing and had found the equipment exciting. The challenge of learning something new was particularly appealing for Oliver who told us how he found getting the footwork right difficult, but at the same time enjoyed the challenge.

Oliver and Tom both hoped that the session would continue and highlighted the possibility of getting body armour which registered strikes during a contest.

- **Emma and Mother (Amber)**

Like Oliver, Emma was in year 6 of a local primary school and her mother Amber told us that she had not taken part in any other extra-curricular activities previously, but had seen the information about the fencing sent round to the schools and had wanted to try it out.

In similarity to Oliver and Tom, it was the novelty and technical aspects of fencing that appealed to Emma and in particular the opportunity to learn about the sport and use the equipment. The fact that it was different to the sports she was doing at school, was a real draw because outside of cross country running, Emma stated that didn't really like school PE that much.

When asked about the session activities, Emma reflected that she liked the dodgeball warm-up but didn't like the basketball activity as she felt that it was not relevant. Amber explained that this was because of the contact element. Whilst the leaders may have felt that they needed to have participants 'doing something' all the time, Emma told us that she liked having periods when she could sit and watch and thought that watching was important.

Amber had attended several sessions with Emma and also highlighted that that she was not so keen on the basketball at the end of the session. She thought that this could be a factor in Emma not continuing at the club.

- **Participant's Parent (Brenda)**

Brenda was observing her son Ben taking part in some of the fencing activities. He is in year 7 at the Panel site and like Emma, previously not taken part in any extra-curricular clubs. She told us that he had tried things like the Cubs and Scouts, but had not liked them. His response to the fencing club was completely different, he had 'really taken to it' and Brenda felt that that his participation had helped his confidence to the extent that he was now taking part in the basketball activity at the end. Brenda also felt that his engagement with the club had helped Ben settle into the school more and make new friends. In the first term he had felt isolated.

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## **Sustainability**

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In the final visit, Dean was able to reflect upon the success of the clubs. The table tennis was considered the most successful both in terms of attendance as well as the general response from the participants. It was felt that the table tennis club had fitted in with both the needs of the school and the C4L initiative. In this particular case, the leaders had been more effective and had been able to 'lead' more effectively in comparison to the fencing club, where there had been a greater emphasis upon demonstrating disciplinary skills and having subject knowledge. In the case of fencing, the leaders had told us that, although they had been on the training session, they had '*only been taught some*

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*basic routines* and did not feel confident or able to take the sessions on any further. Consequently, the club needed the contribution of an experienced coach in order for it to be able to develop in any significant way.

The badminton club was also considered a success, but had been coordinated by a very able sixth form student with a background in the sport. She was leaving the school at the end of the academic year to take up a PE course at university which meant that there was uncertainty about whether the club could run without a similarly experienced replacement.

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## PANEL SITE 3 – (Condensed)

Medium sized secondary school (c800) in large industrial town

### VOLLEYBALL

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#### Background

##### *School context*

The school was in the middle of an extensive building development. They had recently secured funding for a brand new sixth-form centre on site.

The school had achieved an 'outstanding' in its most recent Ofsted and was, as a consequence, a popular choice among parents in the community – and oversubscribed.

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##### *PE context*

The school has a medium sized PE department with five PE teachers, they are also able to draw on the support of two teachers from other disciplines as necessary. The school operates a house system and points are awarded for achievement in activities throughout the school curriculum. Consequently, a competitive system prevailed among the children.

The school has a strong tradition in sports and particularly in traditional team games (rugby, football and netball). Volleyball had been introduced by the head of PE (Mick) who had developed a school team to a standard which enabled them to compete against other local and county teams. Mick had also been successful in securing a number of small grants from various bodies which enabled him to employ a community sports coordinator for volleyball. He had also co-ordinated the development of a volleyball league.

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##### *Provision*

The school is well provided for, having a large playing field and good indoor facilities, including two sports halls, which were being enhanced through the current building project. One of the sports halls contained the PE department offices. An on-site sports centre is open to the public in the evenings which helps with funding as well as community engagement. This level of provision means that the school is able to offer a range of activities and clubs both in and out of school.

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##### *Students*

Students come from the local area and beyond, in many cases children were brought in by school bus. The school was similar to many other large town/city centre comprehensives where the children came from a range of social and economic backgrounds.

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##### *Co-ordinator background*

Mick has been at the school for approximately seven years and had a background in PE, having taught in other local schools. He also had experience playing Volleyball at a high level and had developed specialist coaching skills within this field, this provided the context for the volleyball provision in the school which he was keen to develop. Mick was also involved with the local volleyball club.

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##### *Relationship with PDM/External agencies*

The school has extremely good links with other schools, which was evident through the volleyball league, and a good relationship with the PDM and local sports organisations. Mick had links with local and national volleyball organisations and through these contacts had arranged for a community sport development officer to assist with the volleyball sessions.

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#### Change 4 Life Club

##### *Reason for taking on / session structure*

Mick first became aware of the Change 4 Life initiative, through the PDM at the beginning of 2010 and were notified that they had been successful gaining the funding later in the summer. Because of the pre-existing volleyball provision at the school and their links with the local volleyball club they already had the appropriate equipment and this allowed them to bring in other schools. Mick had established

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a number of clubs previously and had tried holding them later after the school day but had found this impractical for both staff and students. For the students, this was related, in particular, to transportation as many are dependent on school buses to transfer them between school and home. As a result, the clubs eventually developed into after school clubs and started around 15 minutes after the end of the school day. This small gap allowed for other schools to come across when there were competitions.

As a qualified volleyball coach Mick said that he did not need the training offered through the initiative, however, he had sent a junior colleague. When interviewed she said that she had found it useful in terms of developing some of her own skills in relation to teaching volleyball. She did not mention the C4L aims - although was not specifically asked and did not appear to have a role in the volleyball clubs, as Mick took the lead on this. In this way the training support offered by the Change 4 Life initiative at this school was actually offering a means of developing capacity for the PE department in a way that was external to the club itself.

The extent of the facilities available at the school meant that seven volleyball courts could be used at any one time (three in one hall, four in the other). As a result Mick had been able to facilitate a volleyball league which hosted seven other local schools - each providing several boys and girls teams. The league pre-dated the Change 4 Life Club and was a reason for applying to take part.

During the site visit two club sessions were observed; the first was a competition between local schools which was part of an inter-school league linked into the broader national volleyball development programme. This particular session was an end of season competition and part of a 'power league' held between about 22 teams drawn from the seven local schools. The other session was essentially a KS3 club into which the Change 4 Life Club had been incorporated. Both sessions ran at the same time as they had access to two sports halls at the school. Mick told us that the C4L club had been running at the same time as his competitive club so that he could oversee them.

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#### *General impression / Knowledge of Change 4 Life aims*

As Mick had already established a successful, competitive 'power-league' within the school and the community, he had found it difficult to incorporate a new club with the aims of the C4L initiative. Whether this was intentional or not is difficult to ascertain from one visit. However, the contrast to the club provided at this school was highlighted when we spoke to a teacher from one of the other schools. The teacher from the neighbouring school told us how he had developed badminton and volleyball Change 4 Life clubs and had been on the training programme. It appeared that he had attempted to incorporate the Change 4 Life aims – and two students had been identified at an early stage to take the lead in the club - and continue to run it. The way in which he described his club development in contrast to the volleyball provision at the panel site made clear that the panel site's provision was not viewed as aligning particularly well with the Change 4 Life aims as he understood them.

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#### *Engagement / Response of participants*

During this visit the participants were fully engaged in the competitions. The competitions were well organised which meant that the participants were playing in games continuously, or if not were officiating other games.

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#### **Sustainability**

We were subsequently advised that the KS3 Club was finishing and it had not been decided whether another after school club in a different sport would resume in the summer term.

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## **PANEL SITE 4 (Longitudinal)**

Large comprehensive school (c. 1500) on outskirts of large city.

### **TABLE TENNIS**

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#### **Background**

##### *School context*

The school catered for students aged between 11 and 18. It had recently gained Academy status.

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##### *PE context*

The school has a large and pro active PE department. Table tennis is offered as part of the curriculum, but not to all students.

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##### *Provision*

The size of the PE department enables the school to provide students with a range of activities both through PE delivery and extra-curricular clubs and competitions. The school has strengths in traditional sports and teaches a range of sports related courses at GCSE and GCE level.

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##### *Students*

Only a small proportion of students come from relatively disadvantaged areas. The student population is predominantly white British, although there is a mix of students from other cultural heritages.

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##### *Co-ordinator background*

The Change 4 Life lead 'Mike' has always taught PE teacher and had recently taken up the dual role of teacher and SSCo.

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##### *Relationship with PDM/External agencies*

There was a good relationship with the PDM as well as other local schools. This was in part helped by Mike's dual role. The school took part in many local tournaments.

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#### **Change 4 Life Club**

##### *Reason for taking it on/ Session Structure*

Mike had been offered the opportunity to run a Change 4 Life club by the local PDM and had considered table tennis to be a good option. He himself was interested in table tennis and felt that the club would appeal to students, especially those who did not get the opportunity to play as part of their PE curriculum provision.

As Table Tennis is part of the PE curriculum the school already had some tables and equipment in place which meant that they were able to run the club from the start of the school year. The club was run immediately after school the close of the school day and it appeared that it fitted in with a range of other clubs and activities offered to other students.

The club specifically targeted year 7 students and catered to mixed abilities. It was considered that by making the clubs only available to the year 7, students from years 10 and 11 could be more easily involved in leadership roles. At the point of the visit, it had been running successfully throughout the term, with, on average, 20 to 25 participants. They were able to cater for such numbers because of the number of tables owned by the school.

The session attended was the last one before the end of term and because of this an open tournament had been arranged by Mike and co-ordinated by the year 11 leaders.

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##### *General impression / Knowledge of C4L aims*

Mike and the another PE (Lisa) teacher interviewed during the site visit were aware of the aims of the initiative and felt that the school was well placed to develop it. The school's pre-existing volunteer/leadership programme was considered helpful in developing the student led approach.

The school was also using the Change 4 Life initiative to inform class based teaching, the PE teacher

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present during the site visit highlighted that she taught Year 11 students about Government initiatives relating to sport and physical activity as part of their GCSE course. The Change 4 Life initiative was being used as a 'live' example for them as many of her students were helping with leading the sports.

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#### *Engagement / Response of students*

The school had a well established leader/volunteer programme for the older students and they were encouraged to engage in volunteer roles both in and out of school. The C4L club, therefore, fitted nicely into this ethos and there appeared to be a number of Year 11s willing to take part.

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#### **Sustainability**

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Mike was extremely positive about the Change 4 Life programme and was hopeful that it would continue to run the next year. If it does, the intention is to open it up to other year groups so that those in the current year group could continue into the next year with the aim that the club would develop its own identity and generate leaders from within. In addition this would enable the club to develop different forms of progression so that both those that want to play socially and those who want to play against other teams are catered for. Mike also reflected that he would also try to get more girls involved as there were only two or three who were attending regularly.

The school was recruited at a late stage in the research as an additional panel site in the same region as Panel site 2 (which had finished after the first visit)

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## **PANEL SITE 5 (Longitudinal)**

Medium secondary school (c800) in vicinity of large coastal city.

### **VOLLEYBALL**

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#### **Background**

##### *School context*

The panel site is a specialist sports and mathematics college and in 2010 was judged by Ofsted to be requiring significant improvements. As a result, the panel site at the time of the visits was undergoing a series of strategic changes brought in to improve progress. The school is experiencing falling roles – currently 900 - which is likely to continue until 2014.

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##### *PE context*

The school gained specialist status approximately seven years ago and offers a wide range of sport activities ranging from major team games like rugby to 'urban gym' and 'cyber coaching'. In the course of a typical week approximately 44 clubs take place (breakfast, lunch and after school). Sport provision was noted by Ofsted as a strength and the school is well equipped in terms of sports facilities, having a number of its own pitches, a sports hall and, through a public-private partnership, daily access to a bespoke sports centre (offering studio facilities and an additional sports hall). The sports centre is also open to the community / community clubs.

The PE department have undergone reductions in their staffing levels as a result of the falling role, but it is not anticipated that numbers will get any lower.

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##### *Provision*

The Department seeks to provide a wide variety of sports for students to maximise engagement. Activities on offer range from traditional team sports like rugby, hockey and cricket to green lawn bowls ("for the less able") and cycling. Overall Wayne, the head of PE felt that they were slowly catering for the greater number.

The Department had taken the decision to move away from participating in organised competitive sport with the local private schools as the high level of competition was found to be de-motivating students.

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##### *Students*

The school serves a number of areas with high levels of deprivation and this is reflected in the student cohort. In terms of sports proficiency, Wayne expressed his opinion that those coming up through primary schools could be better than they are, but they need greater support and this required specialist capacity does not exist at primary level.

Leadership and Gifted and Talented programmes are in operation.

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##### *Co-ordinator background*

Wayne has been in post for approximately 6.5 years and expressed his commitment to widening participation, competition and developing the 'physical literacy' of students.

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##### *Relationship with PDM/External agencies*

Relations between the school and both PDM/SSP and the community 'worked' and allowed them to provide a range of activities. The school also enjoys good working relations with the other local heads of PE and they meet monthly.

It appeared through the course of the visits that Wayne was sometimes uncertain of the future of the C4L club at his school or the scope of the support available through the initiative; potentially this was as a result of the way in which the club was organised in that it was lead by an external coach and facilitated through the SSP.

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#### **Change 4 Life Club**

##### *Reason for taking on/ Session structure*

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At the time of the first visit (March), the volleyball club had been running for approximately ten weeks. It took place directly after school on a Thursday afternoon (15.15-16.15) in the Sports Centre. Holding the club later in the afternoon/evening was not seen as a good idea as 'the kids won't wait. However, the early timing of the Club was equally seen to be a potential issue regarding the possibility of linking to a community club, as directly after school is too early for workers. Wayne felt that a way forward could be to cultivate interest in the Club held directly after school and then 'see who's keen and stays...then show them a volleyball club, then get them to meet at say 6.30 with people from all local schools'. This obviously would require the club to be a sustained provision.

The sessions were led by an external coach (Anna) who was employed by the SSP. Before the Club started the school had begun to offer some volleyball provision through PE lessons which took place in their own sports hall which has a sprung floor and was deemed as 'perfect for the sport'. The sport centre does not have this kind of flooring.

The decision to take up volleyball was school led. Wayne felt that it enabled them to access coaching expertise (there being none in the department), obtain new equipment, and provide an additional offer for students which kept them active and involved. The use of an external coach did mean that they had to fit around Anna's availability and unfortunately the Thursday slot clashed with a number of pre-existing clubs offered by the school. Wayne felt that participant numbers may have been higher had the Club operated on, for example, Mondays where there was a gap. The resources provided through the initiative were well received although the school had to deal with issues in terms of installing the full size net provided in the sport centre hall.

Both Anna and Wayne felt that the club was engaging the students that traditionally do not engage in club sports or were not the 'normal sporty lot'; only one participant of the sessions attended was a member of a school team. During one observation, both Wayne and Anna highlighted a female participant as evidence of the potential of the Club, noting that she does not usually a) engage in sport b) go anywhere without a particular friend, but had attended club sessions from the start and had arrived at this particular session alone, her friend being on a school trip. Anna noted that provision in the area is limited and some students went to the club because it offered them something to do and a place to go with their friends.

The sessions were advertised to all year groups at the beginning of term and half term. In addition some publicity had been carried out in assembly using the video screen.

During the familiarisation visit, Wayne suggested that the 'hard core' that were attending were not particularly talented and the Club 'wasn't grabbing the more able'. However, the ideal was the non-participating type of student and he felt that some there would make volleyball players at some level. In the final interview Wayne noted that the club 'does not appeal to KS4, only really KS3', this was viewed as a result of an absence of a competitive element which meant that KS4 students did not take the club seriously 'I know good students at volleyball, but they see this Club as a Mickey Mouse fun club for younger ones. If a team was generated for competition against another school, they'd be more interest then.'

In terms of attendance, whilst Anna reported that there was a core who attended every week with new ones joining periodically, her record of overall participant numbers however varied from that offered by Wayne. Anna described how attendance had started low and had increased with the nine at a session on one of the visits being particularly good and this was without two core members who were known to be ill. Wayne in contrast suggesting variable attendance between 7 and 21. During the final interview Anna noted that the pattern for participant numbers (low-high-low) should not be taken as indicative of all Change 4 Life clubs as the reverse had been true in a Badminton club she led at another school which had started high, experienced a fall in numbers when there was a 'heat wave' and then grew again before declining once more during the exam period. The impact of exams had been similarly experienced at this Panel site as the Club had been cancelled whilst exams were ongoing and had struggled to regain numbers when stated again. Wayne suggested that the variable attendance at the club could be a reflection of the student's lack of familiarity with organising themselves.

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#### *General impression / Knowledge of C4L aims*

Wayne was familiar with the aim of engaging students less inclined towards sport and physical activity, but appeared less concerned with the potential for student leadership (beyond an ability to influence aspects of coaching and scoring) or community club involvement. Neither Wayne or Anna were thinking about training students to coach at the time of the familiarisation visit and when asked about student input / leadership of the session in subsequent visits, Anna noted that this did not happen as there was 'no core group' in the Club with the exception of two pupils that were very quiet

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and probably wouldn't want control of a session.

When community club engagement was discussed during the familiarisation visit, Wayne explained that the school had previously been engaged with a local volleyball club, but this no longer happened and the C4L club was too small and school focussed. Whilst links to a community club was viewed as a potentially positive development, there was no ambition to do so during the early stages, the focus would be on growing the club at the school and trying to get fixtures organised. As of the point that the club finished (before the Easter holidays) no community club links or fixtures had been developed and a pathway for volleyball development was absent.

Wayne repeatedly confirmed the additionality provided by the Change 4 Life initiative, although he felt that it would have been more effective if schools had been involved in the decisions regarding the sports chosen. Cycling for example was suggested potentially more beneficial for this school. It was also felt that the variety of the sports on offer through the initiative had undermined the potential for critical mass; had all schools been doing volleyball then pairing similar schools in competitions might have been possible.

There was no branding of the Volleyball equipment obvious in the sports centre or the sports hall beyond the score board supplied with the volleyball equipment. Anna noted that there was more with some of the other Change 4 Life sports options; her Badminton equipment for example was more obviously branded, the rackets and shuttle cocks were yellow and it had come in a big yellow bag. Despite this she felt that students would recognise the club as related to Change 4 Life as they received branded cards with registration.

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### *Engagement / Response of participants*

All the students observed in the sessions attended (3) appeared to be enjoying the club activities. The sessions were comprised of a mix of warm up activities, skill development and games. The approach was informal, some students were participating in their school uniforms rather than PE kits and at times the behaviour of some appeared quiet challenging.

Approximately nine students from years 7-11 attended the first two sessions, ranging from year 7. For the final visit, as the club was no longer being run a specially convened session was organised; of the 10 attendees, only two were former club participants, the others had been diverted from a scheduled cricket club session.

During the second visit to the school interviews were held with six participants from years 8, 9 and 10 taken in pairs. Each student stated that they engaged in sports activities outside of school and these ranged from horse riding and skiing, to football and basketball.

When asked why they had joined the Club the reasons given ranged from friends attending (most popular choice), having the opportunity to do something different and being encouraged by a teacher on the basis of proficiency demonstrated during PE lessons.

When asked about what they liked most about the club, having 'fun' and the opportunity to be self directed predominated:

- 'We have fun and laughs at the same time... we can just mess around and then do what we are supposed to do.' (female, year 8)
- 'It's better than working in class because you're not under pressure and you can do what you want...playing matches at the end is the best thing, they're fun.' (female, year 10)
- 'When you're with class you can't do much, here you can do what you want' (male, year 9)
- The opportunity to meet new or be with existing friends was also a draw, with one participant reflecting that this had been the feature of the club that had made the sporting experience more 'fun' for her:
- 'What makes it more fun is it's with friends, in other sports outside of school you don't know who's there, can come here with friends.' (female, year 8)

The majority of participants however reflected that they felt no differently towards sport as a result of participating in the club.

In terms of improving the club, greater teamwork and the opportunity to work in smaller groups were offered as possible ways the experience could be made better for the participants.

Most participants had heard of the 'Change 4 Life' brand and associated it with the attributes of leading health lifestyles though not necessarily with the Club itself; 'healthy eating and doing sports'

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(female, year 8). 'Eat healthily' (male, year 9) and 'exercise' (female, year 10).

During the final visit we spoke with the two female participants, one from year 8 and one from year 9 that had attended the club before it had finished. We also spoke with two year 8 females that had never attended the Change 4 Life club to explore why they had not previously participated but had joined the session on this occasion. All four reflected a pre-existing positivity towards sport generally.

When asked what the former club participants had liked most about their experience of the Change 4 Life club, the key points of enjoyment had been playing the sport itself, the opportunity to receive coaching and the fun element. When asked why more people had not joined we were told:

- 'There are other clubs on at the same time as this, rounders and gymnastics'. (female, year 9 former participant)
- 'Some people are not very sporty and that is why they don't come, people don't come because they are not very good at it' (female, year 8 former participant)
- 'It's mainly boys that are sporty, and they prefer cricket/football, so not many people end up coming here...some come that aren't sporty though, because it's fun' (female, year 9 former participant)

Of the students that had previously not attended, one had never heard of the club 'I didn't know about it... I wanted to do athletics; so I'm doing volleyball today... normally we do athletics, but Sir said it was going to be volleyball today'. The other was unable to give a reason, she was aware of the Club through an older sibling, but just hadn't attended.

All reflected positively on the opportunities / potential opportunities to do something new presented by the club and indicated that they would consider future participation if the club started up again.

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## Sustainability

The club is now closed, but was considered by Wayne as having been successful in terms of gaining participation. Despite this it is unlikely to be restarted although volleyball may continue as part of the PE curriculum. The main reason for this is staff resources and it is unlikely that the school will take over the funding of the external coach. Anna had indicated this possibility at a previous visit and was herself uncertain about how things would develop in the future and her own role with the SSP. Wayne highlighted how short-term initiatives, as they have experienced the Change 4 Life club, were unhelpful for students and although raised the possibility that resources could be diverted from other provision if students evidenced a demand, made clear that this was unlikely: 'it frustrates kids when initiatives stop, they have begun a journey in volleyball and now it will be stopped...I will try with PE staff but I don't think, I think it will be pushed aside, we need someone in.'

Wayne noted that the lack of a local pathway for volleyball was an issue for sustainability. He felt that the Change 4 Life initiative should be 'localised', something that could develop from a joint collaboration of local schools on common themes. This possibility was seen as having been reduced by the number of sports offered through the Change 4 Life initiative which 'diluted' provision and limited the potential to develop a competitive element; 'the idea is great, community etc, but the models do not meet practice... we need local competitions and games in schools... for a limited number of kids it works as it is, they enjoy it; but it could work better by having local competition. At the Youth Games no-one had played volleyball before but they loved it, they were cheering and were really good.

Wayne was very conscious that any reduction in government support for initiatives like C4L would reduce the variety of provision that provides students that are less engaged in sport and physical activity opportunities to participate.

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## **PANEL SITE 6 (Condensed)**

Medium sized FE college (c 1350 full time students) in large city

### **HANDBALL**

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#### **Background**

##### *School context*

The FE college spread across two campuses and is the product of an amalgamation of an existing local college and sixth-form college. It was rated at 'satisfactory' in the most recent Ofsted inspection. The college operates in a competitive environment alongside 12 other secondary schools in the borough. The college is situated in an area of considerable contrasts in terms of socio-economic indicators. The pattern of employment has changed in recent years with the decline of older industries, diversification into light industry and the service sectors, and an increase in part time temporary work. Unemployment rates are above the national average.

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##### *PE context*

The college focuses on traditional team sports like football, rugby. They are also working to develop womens' sports. A range of clubs are also provided including Streetdance and Dodgeball

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##### *Provision*

The club was held on the College site in a newly refurbished sports hall which provided extremely good facilities.

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##### *Students*

The college offers provision in all 15 sector subject areas. The majority of its learners are on government funded programmes. Its provision includes courses at foundation level through to higher education. In 2009/10 there were 1,357 learners aged 16 to 18 on full-time courses and the college enrolled 4,971 adult learners, most of whom were part-time. The proportion of learners from minority ethnic backgrounds is 6.9%, which is slightly above that of residents in the college's catchment area. Since the last inspection,

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##### *Co-ordinator background*

The FE Co-ordinator (Toby) was the head of PE for the college and also the FESCO. He had no engagement with running the Change 4 Life club; this was led entirely by a private sports development company contracted for the task.

The lead for the handball sessions (Josh) was also the director of the company contracted to deliver the sessions. Josh was a Level 2 Handball coach and had a background in sports science and coaching. The company provided sports activities and coaching to schools and local sports groups within the community. It had developed over the last few years and was now in a position to employ around 11 other full-time, part-time and casual staff.

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##### *Relationship with PDM/External agencies*

Josh had developed a productive working relationship with the PDM and with external agencies.

Toby reflected said that he had had poor relations with NGBs. He had received no contact from the handball NGB representative.

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#### **Change 4 Life Club**

##### *Reason for taking on/Session structure*

Toby stated that they were offered the opportunity and thought it was a good idea "I thought, yeah why not give it a shot" as it would provide an opportunity to get more 16+s into sport. They did not choose the sport rather it was 'allocated' to the college. The club was started in November 2010 and the decision had been taken to contract it out to an external sports company. The company already had some of the required equipment and was therefore able to start once the go ahead had been given by the college. The session took place on the college premises and started at 17.00

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Toby initially reported numbers attending were a bit “hit and miss” (with numbers around six to eight) and that the reaction from students was a bit mixed. He stated that only students participate and age range is between 16-25. This information was at a slight variance from the information gained in the site visit to the session in practice’ Josh reported attendance figures of between 12 and 15 and it seemed evident that in addition to students from the college, there were also participants from other colleges as well as students from a local university. Most of these knew Josh through involvement in his sports provision or through playing football with him in local leagues.

Whilst the sessions were open to all students at the college and there were no limitations placed upon experience or ability at the time. The participants were almost exclusively male and predominantly football players (who played in local clubs/teams). Josh mentioned that one girl had turned up to an initial session, but had not returned, this he thought was because she had found it too physical with the other players. The session time was used for playing games (probably because the session was only one hour) and Josh acknowledged that although there were always opportunities to provide coaching, the way that the club had developed, meant that it would be difficult to incorporate a complete novice.

It appeared that Josh’s coordination and input into the session had shaped the way in which the club had developed.

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#### *General impression / Knowledge of C4L aims*

Although the C4L club was initiated by the Head of PE, using an external company to deliver the sessions gave the impression that it was separate to the PE provision within the college, if not separate to the whole college itself.

Josh highlighted difficulties engaging students in the context of an FE environment in that it was harder to get 16+ students with a lack of interest in sport to come along in the first place. As a result the handball club was attracting those with a pre-existing interest or background in sport and in particular young men who played football. Josh commented that this was probably because they could see the similarities with football and this made it appealing. Josh was able to contrast this with a club he ran in a local community college with years 7 and 8 which although was a ‘Change 4 Life Club’ operated during the school day. Here he felt that he had a captive audience - with a range of abilities - and the opportunity to get more young people interested in the first place.

When asked if they were able to develop leaders, Josh said there was one (there at the session) who was one of his staff and had been sent on the training. Again this appeared at variance to the information initially gained from Toby which suggested that four students from the college who had participated in a leadership course.

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#### *Engagement / response of students*

The participants enjoyed the session, and were enthusiastic throughout. It was apparent that they all knew each other - so there was friendly banter throughout.

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### **Sustainability**

Although Josh was positive, Toby felt that the performance of the Club had been disappointing. The college had an established badminton club before the Change 4 Life programme and he felt that this club could have been incorporated into the Change 4 Life initiative. However, the PDM had made the initial application for the handball club in the hope that it might generate more interest among the college students.

Both Josh and Toby felt that there had been a lack of support from the NGB, which along with there being no other clubs within the area had meant that the club had ‘not really taken off’ as expected. Toby was also pessimistic about the future. He said that although he thought the Change 4 Life initiative was a good idea, he felt that the FE sector faced more challenges putting it into practice as a result of a reliance on volunteers which was problematic because ;

- FE students tend to be doing one or two year courses and then leave
- they have a general lack of experience,
- there is a perception, by potential participants, of a lack of quality if run by volunteers.

This placed more onus on PDMs and SSPs to facilitate such initiatives and he was not convinced that they would be able to do this with the cut backs.

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## PANEL SITE 7 (Condensed)

Medium sized secondary school (c 890) in centre of small city.

### BADMINTON

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#### Background

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##### *School context*

This school is an 'outstanding' school, one of the top in the area and a performing arts college; this affords the students "a huge range of options". It is situated in the small village on the outskirts of a larger town. Students mainly come from there and the neighbouring village, both are relatively affluent areas. In the near vicinity, the most comparable school is a High school on the other side of town, though it has a higher number of free school meals

The site is a new build which they moved to in 2009; they would not have been able to offer badminton on the old site.

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##### *PE context*

The PE department appears very pro-active and runs a number of clubs; Lucy is the SSCO and works 2.5 days for PE and the rest with SSCO activities. In addition, there are two FT male teachers, one FT female (head of dept.) and 1 PT member of staff. In addition, the deputy head also takes seven lessons a week.

The sport on the curriculum changes each half term, they do football, rugby, badminton, hockey, netball, gym, trampoline, fitness (aerobics, circuits, fartlek, skipping in year 8 and in year 9 they develop their own fitness plan and do fitness testing and so on). They also cover orienteering and leadership – the latter is the second school 'specialism' and is led by the PE department. The programme involves developing leadership qualities like leading sessions and running clubs. In year 9 the emphasis is on supporting those leading and in year 10 on partnerships, links to leadership academies, helping with the local primary schools and festivals.

The department focuses on providing opportunities for the "non-games players". The challenge is to raise participation of KS4 girls. Each year group has the "sports performers" and they will be in the netball and rugby teams, so the focus is on providing the less able with opportunities to play. There was clear awareness that not everyone likes to do football and netball and a different offer is necessary to engage every type of pupil.

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##### *Provision*

There is a vast array on offer, which includes gymnastics, Frisbee, football, hockey, tag rugby and basketball. After school there are competitions and the Change 4 Life club. The School has achieved highly in international competitions.

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##### *Students*

Students mainly come from the local area and this is reflected in the student population which is generally middle class. As a result the students have lots of extra-curricular /school activities which can make it challenging in terms of getting them involved in school based activities.

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##### *Co-ordinator background*

Lucy has been with the school for 18 months and had come from another outstanding school which had similar structures in place. Despite this similarity, the previous school was defined as "a very different experience", this school was considered as "rare" and the department quite young.

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##### *Relationship with PDM/External agencies*

The school is part of the local School Sports Partnership which comprises five schools, one of which is a SEN school. They compete regularly with six secondary schools in the area.

They have coaches that come in for football (from the local football club) and also for rugby. All local clubs use the school facilities and their students attend them.

Six feeder primary schools come to the school every other week for festivals which is what the school

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sports partnership funding is for.

## **Change 4 Life Club**

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### *Reason for taking it on/ Session Structure*

Badminton was allocated to the school, but if they had been given the choice they probably would have chosen it anyway as it gives the opportunity to expand upon what is being done in the lessons. Lucy remarked that she didn't "really know why they took it on... but it would have been silly to turn it down", due to the extra equipment and the encouragement it provides to dedication and improvement. The school has a keenness for tennis and the potential to transfer the skills is another perceived benefit. The club is used to provide coaching sessions.

The area PDM mentioned the project "September time, around a year ago", and they were told it was a partnership with all schools, but had been put on hold due to the delay with the equipment. Now they have all taken off. The only requirement made by the PDM has been registers are kept; otherwise they have had a free rein. The PDM told them to open it to everyone so they have.

Their aims for the club are that it will promote extra communication and participation in the school "we want it to be an opportunity to come, play, socialise and develop...there is lots of pressure to do traditional sport so this is something different". C4L helps with the challenge of finding opportunities for the less able; it is aimed at KS4 and especially the girls, though it is not closed to boys.

If they weren't doing the C4L club then they would probably not be doing anything, especially on a Friday. The C4L has enabled them to sustain the club beyond a single term which has not been the case with other clubs like tag rugby

The Badminton club was started in the second week of term after Christmas, badminton is a sport that is played as part of PE (year 8 – year 11) and was introduced to give students a non-traditional offer (traditional sports being netball/hockey etc).

It has been difficult getting time in the hall due to ongoing fixtures and as a result the Club session has to take place on a Friday which was perceived as adding to the difficulty of engaging students in view of their existing levels of extra-curricular activities. Despite this, attendance was considered to be 'ok'. The Friday club is aimed at KS4. They also run a lunchtime session on Monday aimed at KS3 which is more popular. The club coach is the PT PE teacher.

There appears to be challenges running the session as an after-school club as there are fixtures on in the hall. In the summer it is easier, in the winter there is far more pressure on the hall.

Club based means that they enter competitions and had recently won a major local competition. They will also competing in area finals (which Lucy felt follows Badminton being played as part of the PE curriculum).

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### *General impression / Knowledge of C4L aims*

It appeared that knowledge of the Change 4 Life aims was very low and Lucy was clearly unsure of the envisaged structure or aims for the club. The Friday club is 15.30-16.30 and she was uncertain whether the lunchtime provision could be considered 'Change 4 Life' "does a lunchtime club count?". They have not been on the training and Lucy noted that "although we are running this club we don't really know what we should be doing". It became apparent that she had hoped that we would be able to help clarify the aims/requirements which clearly fit with the desire to "do it properly" and do it well and the fear that they might not be. At one point she highlighted the potential to run the club in "waves of 20 students a term", but then asked if that would be appropriate if the goal was to sustain engagement? There was no real awareness of the ambition for the students to lead the club, nor did there appear to be plans to engage external clubs more fully.

As they are PE teachers the lack of training is not a barrier to actually putting the sessions on, but the money would be good for the young leaders, to encourage them

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### *Engagement / response of students*

The students seem to like the opportunity to do something different "very committed when hooked", the students are used to the game as they do it in class and the coach is from the PE department.

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### *Type of student attending*

Badminton attracts the non-games players; ones that you would not expect to come, "especially on

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Monday [the lunchtime club]... girls that would not take part outside of the curriculum. On Fridays there are more games players.

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### **Sustainability**

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This school was originally recruited as a panel site, but following an initial and seemingly positive visit and shortly before the second scheduled visit decided to withdraw from the research project. This decision did not reflect concerns regarding the future of the club, on the contrary the School anticipated that the Club would continue and expand in the future. The reason given was that the timing of the project coincided with the exam period which presented challenges in terms of organising staff and pupils to be available for the site visits 'the strain on the pupils and the member of staff running the club is just too high at the moment'. Whilst this must be accepted, it appeared to the site researchers that the decision may also have been influenced by a concern about the performance of the school in terms of operating the club to the requirements of the initiative, despite reassurance that the research team were not assessing the club or the school.

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## PANEL SITE 8 (Longitudinal)

Community centre for children and adults with SEN in centre of large town.

### BOCCIA

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#### Background

##### *School context*

The boccia session was initiated through consultations with the local PDM, the School Sports Coordinator (Mary) and representatives from disability groups at the local FE colleges. The original intention was for it to be held at the SEN school where Mary taught, but it was considered that the club would work best if it was in a central, community based location, with facilities appropriate for all potential participants.

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##### *PE Context*

Mary's background in PE had influenced the approach to the boccia session, however, the specific focus of the club in terms of the type of provision and the target groups meant that it was distinct from an obvious school PE context.

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##### *Provision*

The boccia session was not held in a school premises but in a modern, recently built, community facility near the city centre. The facility was provided by the Centre which was a community charity, established by the local authority. There were other activities being provided in other rooms at the time which contributed to an enhanced community feel (in contrast to an isolated MUGA or village hall).

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##### *Students*

The participants were recruited mainly from local FE colleges within the area and through disability group networks. There was one participant, who lived further afield, but regularly made a 60 mile round trip in order to attend, as there was nothing similar in his local area.

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##### *Co-ordinator background*

Mary's background is in PE and inclusion. She is the Head of PE at a local SEN school and was also at the time of the visits, the SS Co for the local area - working in collaboration with the PDM.

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##### *Relationship with PDM/External agencies*

The session was supported by the PDM and local authority and there were clear indications that they wanted to continue, and expand if possible in the future.

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#### Change 4 Life Club

##### *Reason for taking on/ Session structure*

The idea for starting a Change 4 Life club had been developed through Mary's SS Co role in partnership with the PDM and her work with local young people with disabilities, as she felt that the community needed a particular type of provision; 'one which could accommodate a range of younger people with SEN', and in particular, those who were slightly older than school age (between 16 and 24). Consequently, there were several participants from local colleges or who were accommodated in sheltered/care homes.

The sessions had been started in November 2010 mainly through the enthusiasm of the coordinator. It was advertised in local colleges and through the PDM/SS Co networks. They had been well attended with averages of between 14 and 16 participants throughout. There were 14 at the session observed and the participants presented a range of physical disabilities and SEN. (Three were in wheelchairs with extreme physical disabilities and several had severe forms of Autism and Aspergers).

The coordinator (Mary) supervised two volunteers who led the activities. One (Harry) was 18 years old and on a gap year before going to University (to study either medicine or Sports Science), the other (Chloe) was still at school (year 11) and had a background in mild learning difficulties. Chloe had

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been offered the volunteer role in order to boost her confidence (which, according to the coordinator, it had done).

The participants paid £2 for the 1.5 hour session and this covered the cost of the venue and refreshments.

The club sessions, although not operating within the context of a school, were clearly providing opportunities for young people with SEN and physical disabilities to take part in an enjoyable physical activity. It was also providing opportunities for those taking part as well as the volunteers, who were in this case gaining from it for different reasons relating to their specific disabilities and in their broader personal and social wellbeing. In addition, by holding the club in a community centre, the club was considered more accessible to addressing the needs of a wider local disabled community. The parents and carers who brought and collected their children were extremely supportive.

Although the atmosphere was very relaxed and informal, the sessions were well structured, so that the activities were varied. In one session observed there were about four different activities based around a boccia theme and they included both team and individual elements; the participants were clearly enjoying taking part. They were also extremely supportive of each other, for example, there were many occasions when one of the participants, because of their disability, would take longer during their turn, but this did not appear to bother the rest of the group who waited patiently and expressed support.

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#### *General Impression/Knowledge of C4L Aims*

Both the PDM and Mary were aware of the broad aims of the C4L initiative – and this had been a reason for creating this particular club with these aims in mind. They were aware that they had to adapt some of the specific requirements (such as holding the session in a community centre), but felt that they were making the adaptations with the intentions of the participants at the forefront of any decisions.

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#### *Engagement / Response of participants*

The majority of participants had been attending regularly since the club began. During the first site visit we were able to speak with one participant (Jodie) during a session break. She had severe physical disabilities and used a wheelchair. Jodie had been active helping Mary establish the session and when asked what she liked about the club she referred to the social and informal atmosphere saying that she loved being with the others and doing boccia in a relaxed manner.

- 'It's a very relaxed atmosphere where you get to see those friendships and mix with all abilities. So we help to include, you know, people'.

She did not feel that the sport itself was particularly important, but rather the opportunity it gave to socialise with other people. The non-competitive element was also significant, Jodie noted how she and a friend (at the assisted home where she lives) had been to another 'official' boccia session, but had said it was too competitive and they had not continued there.

During the second site visit we re-interviewed Jodie and spoke with Harry, one of the volunteers.

We asked Jodie why she had wanted to help establish the Change 4 Life club and she iterated Mary's earlier reasoning that there was a lack of provision in the area.

- 'I wanted to start up a boccia club up because it was something to do and my support worker said that it would be good for Mary to have someone who is disabled to help her and there is not much for disabled people to do in the area and for them to mix with other disabled people'.

She was keen to explain why she thought the club was special and how it helped her and others like her have a chance to take part in a social, sporting activity. Once again she highlighted the importance of the informal, non-competitive and social elements of the club.

- '... I'd always been scared to play boccia before. It was important where I lived, it was a big thing – everybody played boccia and there were competitions. That's why I like this club because it's not serious, it's not a curriculum activity, it's not something that you have to do. It's something that you do, you do if you want to do it and you can say yes or no.... And I think it would be a shame if it got taken away. It's not so much the boccia, people would lose the friendships, the place to meet. I mean I'm quite ok, I get to go out, but I should imagine some people would lose the chance to go out. Because other times it's difficult to go out with the carers and stuff.'

For Jodie, the way in which the session had been set up and developed with people like herself in mind was important. She described what she liked about the club and the additional important benefits

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for disabled young people;

- ‘...it also provides continuity as well for us and we can also be away from the carers for a couple of hours and to be able to be independent with your friends... And it also opens doors for other opportunities. For example I’m now looking at doing a leadership in boccia course. So the opportunities are there, but they are not forced upon you. And I kind of just like the relaxed atmosphere.’

Harry echoed many of the sentiments that Jodie expressed. He enjoyed helping out in this particular session, much more than others that he took part in. He was a bright student considering a career in medicine or PE. He did not consider himself a ‘sporty’ person and had not always enjoyed school sport. However, during later stages of secondary school he had been able to get involved with volunteering and coaching. In his volunteer role he was able to use his own experiences to influence the way the club was delivered in the friendly way that Jodie described above. For example, he told us,

- ‘I wasn’t good at school sport, but can somehow relate to the kids here and the way they enjoy being with others in the same position.’

Parents interviewed during the site visits highlighted the importance of the community centre venue, because both they and their children considered it to be safe, warm and accessible. The opportunities that the club gave the participants was clearly felt to be important and reflected in the efforts made by parents to transport their children to and from the session on a weekly basis. In particular, parents highlighted the positive impact the club was having upon their children in terms of confidence and sociability. One parent told us how she had seen;

- ‘...noticeable changes in the way (her son) related to others in the club’ and had ‘come out of his shell’.

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## Sustainability

In the final site visit we explored with both Mary and the PDM their views of the club after the first year and both felt that it had been the most successful club within the area, particularly because it was able to address the needs of the target audience. Mary felt that having the opportunity to work with a young disabled person to develop the club from the start had enabled her to tailor it to the needs of the young people in ways that weren’t immediately obvious to her. For instance, Mary had initially wanted to run the club immediately after school, but Jodie had suggested that a later start (at 7pm) would be more suitable for those that needed to go home first. Mary believed that the wisdom of this advice and holding the club from 7pm until 8.30 was evident in the regular attendance throughout the year.

Overall the boccia club could be considered extremely successful in terms of the C4L aims – and the way that it has been able to engage particularly disadvantaged young people in a sporting activity.

Although the club was not strictly part of a school, the utilisation of a local community centre which had modern appropriate disabled facilities was an important factor in its success. As a result, the PDM confirmed in the final visit that the session would continue next year and funding would be made available to cover the hire of the community centre.

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## **PANEL SITE 9 (Longitudinal)**

Large Further Education College (c4500) in large city,

### **BADMINTON**

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#### **Background**

##### *School context*

The panel site is a single site 500 full-time students aged between 16 and 19 years old on the roll. In addition, the College offers a range of adult courses, many leading to professional qualifications, and a number of higher education courses, some in partnership with a local University.

When last inspected, Ofsted praised the support given to all students throughout their time at college. The College was described as providing a comprehensive, friendly and supportive environment with additional learning support available if required. The enrichment provision has been found to be outstanding, including excellent programmes for music, dance, drama, sport, clubs and societies.

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##### *PE context*

The College has a long-established set of Sports Academies and students can engage in competitive teams, sports for fun and have use of a free college gym. A variety of A level, BTEC, leadership and coaching awards are on offer through the sports department. The sports facilities are also used by the community.

There are approximately 20 staff employed in the PE department with a variety of roles from academic leadership and teaching, to coaching and sports hall management. The College has a full-time FESCO and operates within a network of school sports partnerships with the PDM based at a local Academy School.

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##### *Provision*

The school has good sports facilities which include an on-site sports field, gym and large sports hall. A range of sports clubs were on offer (from ball room dancing to Duke of Edinburgh schemes) at lunch times and during the day (the College day runs 9-4.30). Some were more competitive and some operated a 'have a go' approach.

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##### *Students*

Students at the club come from a wide catchment of London Boroughs and are mostly aged between 16-19 years. All are taking post-compulsory academic, training or apprenticeship qualifications.

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##### *Co-ordinator background*

The coordinator Jenny is an experienced FESCO whose contract was extended until August 2011. She has been in post for three years. She is proactive and working collaboratively with FESCO at another local FE College in applying for a range of funds. There has been successful provision of dance and sports events and sessions through her work.

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##### *Relationship with PDM/External agencies*

Strong links with community badminton network, steering group with PDM, local authority and NGB

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#### **Change 4 Life Club**

##### *Reason for taking on /Session structure*

The initiative was taken on to develop an existing but poorly attended badminton club. Jenny stated that if there wasn't a Change 4 Life initiative they would have done it anyway because of wider support they were receiving for badminton from the NGB and regional development officer. They saw the Change 4 Life initiative as a way to promote badminton to people that might not necessarily engage in a sports club. The original intention had been to offer handball to do something different but there was a feeling that staff at the College did not really know what they were doing in providing something so new and did not get the support they would have liked from the NGB for handball. In addition, restrictions on court size for handball meant a local school could not provide it as a Change

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4 Life club.

Badminton is being pushed / funded more generally in this area by the NGB. The leaders and Jenny felt that they had great support from personnel within the NGB. Badminton England had approached them with support for developing coaching in the previously established club and a ten week coaching course had taken place. Two students from that coaching course were identified as potential leaders for the new Change 4 Life club and agreed to take part in the Change 4 Life course which was oriented to a badminton leaders' certificate. The female leader/coach was a county player and the male leader a keen club player. Both were proactive in leading and developing the new initiative. The male leader also completed the level 1 coaching badge which was provided through the local badminton development officer and linked to Mayor's Legacy fund.

The sessions are held during the lunch hour, a later session was never an option because of the wide catchment area (30 London Boroughs) of the College and the fact that students tend not to want to stay after the College day finishes (4.30). Two students lead and organise the club and offer informal and formal coaching, a ladder system for those who want to play and score games. It was evident that they have been successful in promoting a friendly club for a wide range of abilities. Advertising responsibility fell to the FESCO Jenny who used the Change 4 Life brand effectively to promote weekly attendance.

They are linked to a local University College which has established a 'no strings' badminton club focused on taking part. The badminton (and handball!) equipment was sent from the Youth Sport Trust in good time which was deemed as useful/essential.

The PDM (Tori) noted how popular the Change 4 Life idea had been for a large number of schools in the partnership initially as a way of developing sport, embracing the Olympic/Paralympic values and engaging young people in leadership. But she also highlighted some difficulties in dealing with some NGBs for some sports stating that "it all became too prescriptive and complicated with the NGBs. There were too many expectations on the leaders and teachers to go and do courses that were half or full days somewhere not near the schools so that's time out for children and teachers which is not workable"

The sessions observed had a real vibrancy to them with large numbers of players being able to effectively participate in a short time. They are organised as a 'turn up and play' hour of participation basis and all badminton equipment is provided where needed. A lot of the participants were on the International Baccalaureate (IB) pathway and played badminton to fulfil the requirements of taking part in a designated amount of activity. Four full courts were available during the club session and to maximise participation students also 'hit' between the nets. About 30 students participate on a weekly basis. 38 participants are registered and reflect a mix of genders and range of race/ethnic backgrounds. There were no disabled participants. Tori highlighted that it was one of the most popular sessions next to American Football and ballroom dancing.

A voluntary competition ladder is in place for those that want to play and score games in the session. Others are able to just play for fun and for some exercise in a sociable and friendly environment. One of the young leaders reflected how she initially found it difficult to really feel as if they were making a contribution to coaching and running competitions because they were the same age as the participants and many did not want that level of coaching. But the ladder system seemed to work. One of the leaders also put on an exhibition game with a friend who played county level badminton too and that was really well received. When leaders were not available Jenny attended and helped run the ladder. But the participants were quite self sufficient. They share courts or take turns to play.

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#### *General impression / Knowledge of Change 4 Life aims*

Jenny and the leaders demonstrated a good understanding of Change 4 Life aims. They were certainly working with the aims of the Change 4 Life project but within an existing club timetable. The student leaders were motivated and committed to the programme and there were excellent links with the NGB, PDM, local clubs and the regional network for badminton.

Tori, the PDM, explained the benefits of the Change 4 Life branding saying "There were some lovely TV adverts out which I thought were really positive and linked physical activity and health through positive messages. I thought it was good for young people and something we could really promote through sports clubs".

One of the student leaders described the club as being about "the social by... coming with friends and being healthy"

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Jenny would have preferred a more 'hands on' approach from the Youth Sport Trust because she felt,

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at times, unsure whether she was doing the 'right' things. She also reflected that the Change 4 Life material was very school based and less relevant to the College student. In the context of initiatives like this, she felt that Colleges seem to get forgotten and this is a critical issue for this particular region where none of the schools have Sixth-forms.

Jenny noted that students running clubs is very difficult to put in practice because this age group want to maximum choice about what they do, how and why, and they tend to want to participate for fun rather than being organised by a leader or coach. In addition, student leaders cannot be in total charge and in the sports hall on their own for insurance reasons. Despite this, it was also clear that a good balance of leadership, coaching and a less structured approach to participation was being achieved through her efforts and those of the young leaders.

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#### *Engagement / Response of participants*

The participants and leaders observed during the visits appeared to be very engaged and motivated towards the club. One of the leaders (Female, 16) commented

- "It's more busy every week. We find it hard sometimes to get everyone to play - in last few weeks we have had amazing numbers. I'm surprised though. Being honest I thought badminton was a really non-popular sport. I thought no-one really liked badminton...people think it's a more girly sport. But look there are more boys than girls here some weeks".

Another leader (male, 16) reflected how his engagement with the club had opened up opportunities for him in terms of a career in sport

- "The leader course was half a day course first of all, then level one was 3 weeks and weekends and that's where you needed to do assessment. But I figured I've kind of got 2 paths – engineering or coaching"

Focus group feedback revealed that participants were attracted to the club because their friends came, it was convenient at a lunch time, it helped them to be more active, and it was a relaxed and fun environment. This was encapsulated by one participant when asked about whether he would attend if the club was held in the evening;

- "Probably not in the evening, I've got home work and stuff after college, other stuff. I like to go to the gym after College too. At this time it is just fun and gives you something to do in the break between lessons".(Male participant,16)

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#### **Sustainability**

The motivation and commitment of the FESCO and the two student leaders has served to create a thriving club with increasing numbers and a positive, fun and exciting vibe. There is a community badminton network steering group with PDM, local authority and NGB to support the sustainability of the club.

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## PANEL SITE 10 (Longitudinal)

Local leisure centre in medium sized town

### WHEELCHAIR BASKETBALL

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#### Background

##### *School context*

The club was not located on a single school site but took place in a local leisure centre environment. It drew disabled participants and a range of careers, teachers, leaders and supporters from mainstream schools and special educational needs schools within the School Sports Partnership.

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##### *PE context*

The PDM was based in a school that was the hub in the School Sports Partnership. The hub school in the partnership holds specialist technology status and Ofsted has reported it as a good school with outstanding features. Other schools provided School Sports Coordinators, leaders and helpers to support the provision of a range of sports for those with disabilities at this club. Participants were drawn from all over the borough who attended in order to gain valuable sports experiences. The aim of the club was to provide opportunities for those with disabilities to play and experience a range of sports in a sociable and safe environment. The PDM took responsibility for organising and running the club and for seeking funding in order for the club to be sustainable.

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##### *Provision*

The club took place at a local leisure centre and provided a weekly session every Monday evening (18.00-20.00) for a variety of participants from a range of schools in the Borough to play sport. Approximately 15-25 participants attended each week. The leisure centre facility was well equipped for providing sport for disability groups and boasted GB training facilities for a number of sports including Paralympics sports such as wheelchair basketball, wheelchair tennis, and boccia. All learners that attend are registered with the club and the co-ordinator acts in loco parentis due to their disabilities. All disabled learners are registered within the Borough and that gives the club the opportunity to make them, their guardians, or teachers aware of the club. The PDM and other staff also go to schools and community groups to raise awareness.

Three teachers from local schools were involved in delivering sports sessions and promoting disability sport through the School Sports Partnership. These teachers were trained to run the sport sessions (many held coaching qualifications) but also offer wider support to the disabled participants. In addition there were 6-8 regular trainee leaders who were enrolled on Duke of Edinburgh (DoE) awards and who used this context to support the requirement for voluntary work. However, a number of those had already completed DoE awards but still found the work rewarding and important, and continued to volunteer at the club. These leaders usually acted as 1-2-1 support for each disabled learner, pairing up with them during activities. There are also two girls from the young ambassador program; they were the Paralympics ambassadors from the hub school. Six volunteers were part of the Department of Work and Pensions scheme that offers volunteering opportunities to those who have been seeking employment for over 26 weeks. These support staff are given the minimum wage and the opportunity to complete training courses (all of them are seeking jobs that this type of volunteer work will help with e.g. policing, teaching and coaching). Other support staff included one volunteer who was a Learning Support Assistant at a school some distance away and one ex-PE teacher (retired) that volunteers and looks after the most severely disabled learner. Work experience students at the PDM's school also helped for the period of time they were on placement (usually two weeks). During this panel research there were three work experience students helping.

Frequently external coaches came in to coach and offer a great deal of expertise in adapted sport. We observed coaches signing to deaf participants when required. A GB fencing coach led one session we observed and coaching and equipment had been organised in conjunction with a local wheelchair basketball club for a second session we attended. For wheelchair basketball, the sessions we observed were organised and led by the volunteer SCo teachers with support from a number of leaders though we were informed that the local wheelchair basketball club also offers coaching support.

The club operated a broad programme of sports provision including wheelchair basketball (observed), fencing (observed) and boccia (observed). One of the participants had been selected to train at regional level for their age group in boccia and in judo. Leaders and teachers had completed the

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Change 4 Life young leaders boccia training course, and some had organised to go on the fencing course. Equipment is mainly from hub school. They had some existing equipment but found it valuable to supplement this with that provided through the Change 4 Life initiative. External coaches also bought in equipment. The club had received six wheelchairs from Change 4 Life and they then use a large number of wheelchairs from the local wheelchair basketball club.

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#### *Students*

A range of participants at this club with physical and or mental impairment. They are all level/category B or C in terms of their disability which excludes lower severity of disability such as learning difficulties. Some examples of disabilities that learners in this club have include: cerebral palsy, amputees, visual impairments, Downes Syndrome and hearing impairments.

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#### *Co-ordinator background*

The PDM (Luke) coordinates the club and was a primary education teacher by degree and experience. He has been a PDM for approximately five years and appeared proactive in seeking support and funding for disability sport to support the club.

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#### *Relationship with PDM/External agencies*

Luke is central to the coordination of the club and plays a key role in seeking funding. The project works with local schools and teachers, carers and supporters to ensure appropriate delivery of a range of sports for people with disabilities.

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### **Change 4 Life Club**

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#### *Reason for taking on/ Session structure*

The Change 4 Life initiative was taken on to support and develop wheelchair basketball in an existing disability club was therefore incorporated into an existing weekly provision. It provided additionality in that it created the capacity to expand the number of sports being provided.

About 15-25 learners attend each week, although a higher number are registered with the club. They are sent home with letters regularly which notify them and their guardians what activities will be taking place in the coming sessions.

13 sports are rotated, only two weeks are dedicated to each sport to keep the interest of the learners, and because some disabled learners are restricted with certain activities. For example, learners with spinal injuries are not able to participate in judo activities. Sports include fencing, judo, wheelchair basketball, tennis, boccia and curling.

The sessions divided the hall in half to include two sports per week. The participants were able to play each of those sports during the session. We observed wheelchair basketball, boccia and fencing. The learners were split between the two groups and were taught for one hour with the equipment provided. After one hour there was then a five minute toilet/drink break (learners bring drinks and snacks with them), and then the two groups swapped activities. Boccia was split into two learning groups as it is difficult to play with larger numbers.

The sessions are structured but with room for modification for individuals. A number of learners were easily distracted and needed one-to-one attention that was often not related to the activity (one learner went for a toilet break about five times in the first hour, and one learner had the PDM doing laps of the hall with him during the first hour). Some element of competition was apparent in the way participants worked as teams and scored points.

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#### *General impression / Knowledge of Change 4 Life aims*

This club focused on providing sports experiences to students with physical and mental impairments and Luke was fully aware of the Change 4 Life Brand. He commented that "it's a nice message. All the kids are getting that message. They are getting out and being active and being social. So we are doing it". A Paralympics Ambassador commented that the Change 4 Life initiative was "about getting kids more involved in sport and healthy living, and this club is about changing their lives to make them better ... it's a good link".

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#### *Engagement / Response of participants*

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The teachers, leaders and disabled participants spoken to during the site visits expressed their full support for the club and were overwhelmingly positive. One Paralympics ambassador commented:

- “We have to know what’s wrong with each child and what the Paralympics means to use sport to make things better for disabled people. It’s really about organising sports and events for them to get involved. And helping out at events to make their lives better”.

Being able to meet friends and be active were amongst the most popular reasons for attending the club

- “I like meeting friends and the lots of sport, oh and yes yes London 2012 Olympics ... I do boccia” (male, mental impairment)
- “I get healthy and meet my friend Sam” (female, mental impairment).

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## **Sustainability**

This club will continue to run as a disability club and Luke sees some merit in continuing to develop links with the Change 4 Life initiative in relation to participation and leadership. He noted that there were some practical problems with this, for example the Change 4 Life training “is a good idea but the training courses for the school leaders were miles away and not at convenient times. I couldn’t take them out of school or go at night. It just wasn’t practical. Some of our teachers have been on training which they seemed to say was good. I think they and the leaders would like to carry on with that kind of thing and get some awards or qualifications but the formal thing of going on courses is difficult. If the courses could come to a place like this, come to us, I think it would work better”

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## **PANEL SITE 11 (Condensed)**

Large secondary school (c 1200) on outskirts of small city

### **BADMINTON**

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#### **Background**

##### *School context*

The Panel site is a mixed ability comprehensive school for 11-19 year olds situated in the South East of England. It is designated as a Technology College and was judged as 'satisfactory' in the most recent Ofsted inspection.

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##### *PE context*

The school has a medium sized PE department, which caters to a range of curriculum subjects.

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##### *Provision*

The PE department is a popular area for the school and offers a wide range of activities for students, ranging from traditional team games to dance classes. There are also a number of extra-curricular clubs / activities provided. It has a traditionally equipped sports hall as well as outdoor facilities.

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##### *Students*

Students attending the school come from a cross-section of the local community. There are several grammar and independent schools in the area which filter those students who pass the 11+ and those with the economic means to pay for fees.

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##### *Co-ordinator background*

Pippa is a PE teacher at the school and the SSCO.

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##### *Relationship with PDM/External agencies*

The school maintained good links with the PDM and the school sport hub in this area was effective in promoting and generating interest among the school within its remit. The PDM had initially pointed us in the direction of the school as it was one of the first to start running a C4L club – as others had been delayed because of uncertainties over equipment and funding.

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#### **Change 4 Life Club**

##### *Reason for taking on/ Session structure*

The school had taken on the badminton club because, within the hub, it was one of the few schools that had the facilities to do so.

The Change 4 Life club was established in the autumn term 2010 and run by an external coach brought in by the school specifically for this reason. She is a local club level player. The club started at 2.45 and ran for an hour in the school sports hall.

The sessions were structured, beginning with teaching points that the coach went through with the group as a whole and followed by practical activities to test out what had been learnt. There were also opportunities to play short games / have rallying sessions. Where there were too many participants for the available nets, the students not taking part helped with the scoring of those that were and then rotated.

Training for leaders was initially to take place in the autumn, but this had been cancelled due to reasons beyond the school's control. There were no young leaders present at the sessions we attended.

No formal links with community clubs had been developed, but existing good relations with clubs and other schools in the area mean that where students express an interest, they can be signposted to appropriate clubs in the area.

There was no obvious branding in the sports hall or around the school.

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### *General Impression/Knowledge of C4L aims*

Pippa seemed to be aware of the aims for the initiative and recognised the students that fitted the target group of 'non-sporty'. However, there was no specific targeting / criteria for the club participants.

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### *Engagement / Response of participants*

Students appear to be enthused and engaged with the activities and there was a real mix present at each of the sessions attended. There was evidently a wide range of ages and abilities and a fairly even split of male and female participants.

Whilst the club had attracted students that were positively include towards sport and taking up the opportunity to do more sport, there were also a number of students for whom this was the first club they had participated in and whom had previously expressed no interest in sport. One of those, a boy from year 7, since joining the club had also joined a badminton club external to the school and was engaging in more physical activities. We were able to speak with him during our first visit and when asked why his attitude towards sport had changed he told us that not only did he enjoy the sport itself, but he liked the non-competitive atmosphere which he contrasted to his experience of other sports and football in particular. Other participants interviewed iterated these points reflecting that it was 'fun' and that they enjoyed the informal setting.

On the second visit we spoke with five pairs of participants, and each pair reflected positively on their experience of the club. When asked about the 'Change 4 Life' nature of the club, although there was wide recognition of the logo and branding, none of the interviewees had linked it to the badminton club; 'I didn't realised this was Change 4 Life' (male, year 8), one pair of interviewees (male, year 7) liked the idea of branded kit as a way of raising the profile suggesting that the brand and logo are viewed positively.

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### **Sustainability**

The club did not run in the summer period as the sports hall was used for exams leaving no alternative suitable venue. Pippa expressed the hope that it would resume in September, but was not certain of this. To an extent, it appeared that this uncertainty had been present from the start and may have been indirectly a result of Pippa's detachment from the club through the use of an external coach. Consequently, it contributed to what appeared to be a slight ambivalence to the club itself.

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