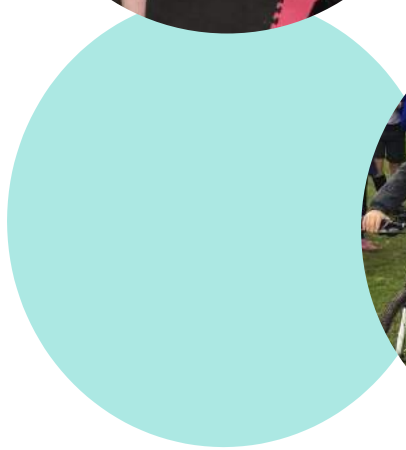


Hub Schools Final Evaluation Report



August 2018

About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social and Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terres des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Mencap, Premiership Rugby, Access Sport, British Cycling, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

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Hub Schools evaluation undertaken by *spear* and commissioned by the Youth Sport Trust. Report produced by *spear*.

August 2018

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Context

About Hub Schools

Hub Schools is funded by Sport England and delivered by the Youth Sport Trust (YST). The programme aims to support schools to meet latent demand by identifying and responding to the needs of their students.

In 2014, Sport England reported, “The spectrum of sporting offers in secondary school is understood to not adequately match what young people want”¹. Hub Schools provides an opportunity for secondary schools to better understand young people’s motivations and barriers to being active and to engage with students who do not normally take part in physical activity and sport. It also encourages schools to offer new and unique activity opportunities, and to strengthen links with community organisations.

The YST are working with 50 lead schools to support delivery of Hub Schools. Delivery comprises three phases: Training for Hub School leads; Consultation with young people and; Delivery of activity for targeted young people and a festival for primary pupils.

About *spear*’s evaluation

spear was commissioned from October 2017 to August 2018 to conduct an independent evaluation of Hub Schools. The evaluation was designed to support schools’ consultation with young people, gather insight around motivations and barriers to participation, capture evidence of outcomes achieved and draw out key lessons learnt.

This Final Report focuses on the impact of Hub Schools on participants, practitioners, schools and communities, and how this impact has been achieved. Data informing this report are drawn from 1,349 student and 42 practitioner survey returns, 4 in-depth telephone interviews with Hub School leads, and 4 site visits to schools delivering Hub School activities and festivals.

The report is divided into five substantive sections: Engagement; Activities; Insight; Impact and; Achievements & Challenges. Key Messages for Successful Extra-Curricular Activity Delivery are also presented. A suite of four case studies is included in a separate document at appendix E.

Table 1 summarises the evaluation approach for Hub Schools.

Hub School outcomes

...for young people

1. *Increased participation in, and enjoyment of, physical activity*
2. *Increased awareness of, and participation in, community based sport activities*
3. *Improved wellbeing (physical, mental, social), including improved self-esteem and body confidence*

...for practitioners

4. *Increased awareness of the value of physical activity for young people*
5. *Increased competence, confidence and motivation to effectively identify and respond to the needs of young people in order to encourage them to take part in physical activity*

Key research questions

1. *Has Hub Schools increased young people’s physical activity engagement, awareness and wellbeing?*
2. *Has Hub Schools helped schools identify need, meet latent demand and increase physical activity engagement?*
3. *What have we learnt from Hub Schools about identifying need, meeting latent demand and engaging young people in physical activity?*

¹ Sport England (2014). The challenge of growing youth participation in sport

Table 1. Hub School evaluation

Research		Sample (& MME ^a)
Relationship Management	Relationship management to facilitate and support evaluation participation	42 of 45 contactable Hub School leads recruited to <i>spear</i> panel.
Hub School Support Pack	Support pack for Hub Schools developed by <i>spear</i> and distributed by the YST at the Hub Schools Development Day	
Student Survey^b	<p>Cross sectional survey of Hub School participants at the start of engagement and 10 weeks later</p> <p>Identical survey completed at the same timepoints by a control group of students in Hub Schools, but not participating in the programme</p> <p>Survey captures activity participation and enjoyment, community sports awareness and engagement, and wellbeing, self-esteem and body confidence</p>	<p>– Hub School participants 1,021 survey returns from 862 participants in 16 schools (W1 n=543, MME+/-4.0%; W10 n=478, MME+/-4.3 %)</p> <p>– Control students 328 survey returns from 309 control students in 16 schools (W1 n=176, MME+/-7.3%; W10 n=152, MME+/-7.9%)</p>
Practitioner Survey	<p>Online survey of practitioners developed by <i>spear</i>, included in the YST monitoring survey and administered June 2018</p> <p>Survey captures experiences and perceptions of delivery and impact</p>	42 survey completions from Hub School leads (MME+/-6.1%)
Site Visits	Site visits to schools and community settings. Visits include interviews and focus groups with participants and practitioners, observation of festivals and activities, and facilitation of graffiti walls ^c to capture student voice around barriers and motivations to engagement	<p>4 site visits:</p> <ul style="list-style-type: none"> – Durham Trinity School & Sports College: Aykley Heads, Durham – Highfields School: Matlock, Derbyshire – Bosworth Academy, Desford, Leicester – Angmering School: Angmering, West Sussex
Case Studies^d	<p>Full case studies developed from site visits to schools capturing perceptions and experiences of delivery, engagement and impact</p> <p>Mini case studies developed from in-depth telephone interviews with Hub School leads to capture schools' programme journeys</p>	<p>4 full case studies:</p> <ul style="list-style-type: none"> – Durham Trinity School & Sports College: Pioneering Inclusive Practice – Highfields School: Enhancing Engagement & Wellbeing with Wrestling – Bosworth Academy: Sports Leadership through Kickboxing – Angmering School: Opportunities for all <p>4 mini case studies</p>
Key Messages: Successful Extra-Curricular Activity Delivery	Infographic developed from communication with key stakeholders to provide an accessible guide to successful extra-curricular activity delivery	
Secondary Analysis	Analysis of YST monitoring data to generate participation figures and upscale primary impact data	Monitoring returns from 42 Hub School leads

^a MME = Maximum Margin of Error (see methodological note at appendix A for further details).

^b Student Survey shown at appendix B, survey data at appendix C

^c Graffiti walls shown at appendix D.

^d Case studies presented at appendix E (separate document).

Engagement

Hub Schools aims to empower young people and stimulate innovation in sport and activity. The programme is designed to motivate, inspire and engage less active students through provision of inclusive, non-traditional activity opportunities driven by the students themselves.

In 2017/18, Hub Schools aimed to support lead practitioners from 60 schools to consult with and engage 1,500 less active students aged 11-13. Schools were also encouraged to deliver Hub School festivals for 1,800 young people aged 10 to 11. Monitoring data collated from 42 Hub School leads and presented on page 5 suggest these output targets have been exceeded.

The programme's potential to support the engagement of less confident and 'out going' students is a key reason cited by practitioners for engaging in Hub Schools. Other reasons include successful involvement with the programme in previous years and the ability of Hub School activities to engage less active students, students who don't take part in afterschool clubs, students with disabilities, additional needs or challenging behaviour, and students from low socio-economic groups. The programme also appealed for its potential to engage and upskill non-PE specific staff and to strengthen links with local schools and community organisations.



Bosworth Academy Case Study, appendix E

In 2017/18, Hub Schools has engaged...

6,433

participants in Hub School projects

2,229

participants in new activities for more than 10 weeks

1,016

participants in community activity

4,458

young people in sports festivals

130

practitioners in Hub Schools training

YST monitoring data from Hub School leads

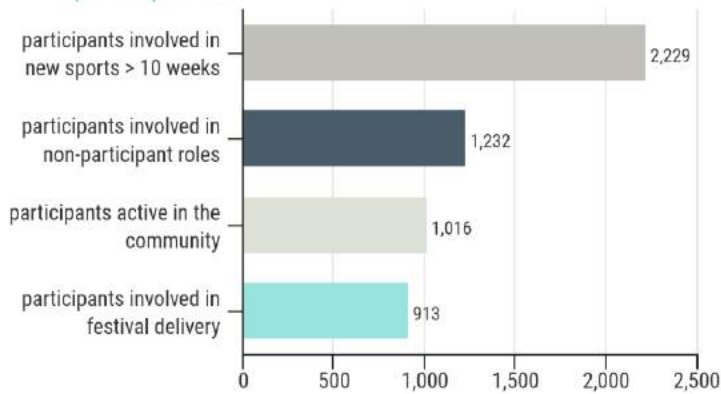
ENGAGEMENT*

In 2017/18, Hub Schools engaged...

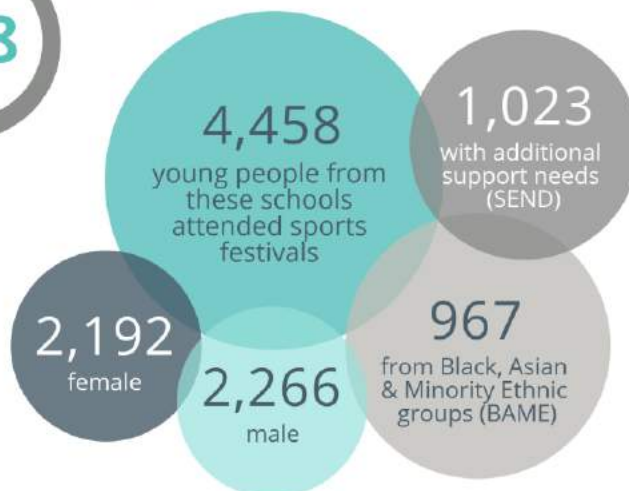
6,433 participants...



All participants...



schools attended sports festivals



*Data derived from YST monitoring returns from 42 Hub School leads

Activities

Hub School activities are informed by the YST training received by Hub School leads and developed in response to schools' consultation with students. The consultation process is designed to capture student voice around barriers and motivations to activity and gather insight into activities students would like to try. Data informing this section is drawn from responses to the Practitioner Survey, telephone interviews with Hub School leads and site visits to schools delivering Hub School activities and festivals.

Training for Hub School leads



Hub School leads were invited to attend a YST Hub School Development Day in October 2017. Practitioners received information, advice and guidance to support their consultation with students and delivery of the activities and festivals. They also received a Hub School Support Pack which contained ideas for practitioners to gather insight from young people and capture evidence of outcomes achieved.

As part of the Hub School Development Day, practitioners were asked to discuss what they could do within their 10-week delivery of Hub Schools to address the motivations and barriers to participation faced by students. Key strategies identified by practitioners included targeting and consulting with students, providing inspirational but accessible role models, working with community partners, and engaging parents, particularly in Hub School festivals. Factors identified as key to the success of these activities included access to facilities and building capacity and expertise among school staff to support the delivery and sustainability of activities informed by students.

Follow-up support for Hub School leads has been provided by the YST in the form of webinars and a media and marketing guide. Monthly Hub School newsletters have also been distributed, highlighting key actions, programme updates, and stories, experiences and good practice examples from across the Hub School network.



“

Worth the four and a half hour journey! Motivates me to make it a more successful scheme for 'focused' children and understanding (the) scheme for 2017/2018.

Practitioner, YST Hub School Development Day



Consultation with students

To inform provision of Hub School activities, schools were encouraged to consult with their students. Ideas, advice and guidance were given to practitioners at the Development Day and in the Hub School Support Pack. Suggestions for gathering insight included focus groups, hands-up surveys, the Student Survey and graffiti walls to explore the barriers, motivations, enablers, attitudes and preferences of students.

Focus groups were the main tool used by Hub Schools to explore perceived barriers, motivations and enablers of activity while hands-up surveys were used to gather insight into participation in school and community clubs and identify activities students would like to try. Practitioners report that these exercises provided valuable insights into students' participation. For example, the hands-up survey conducted at Highfields School revealed that while targeted students chose not to engage with the school sport offer, they participated regularly in a range of physical activities outside of school. At Katherine Lady Berkeley's, the hands-up survey identified that most targeted students did not take part in any extra-curricular school or community activities, but were keen to try combat sports and cycling.



Activity suggestions and ideas to engage targeted students often sprang from consultation with established student groups such as the school council, 'voice of sport' groups and sports ambassadors. Students from these groups helped support staff to gather insight from less confident and communicative students. They also helped staff use this insight to develop a programme of activities that was relevant, appealing and accessible to their less active and engaged peers.



At the St Lawrence Academy, two insight gathering exercises were conducted; the first to understand participation and perceptions through completion of the Student Survey and the second to identify activities students would like to try. Focus groups were conducted by peer mentors who received social media, confidentiality and body confidence training and were equipped

to provide support and empathy to targeted students. A range of activities were identified as appealing to the less active student cohort, so taster sessions were delivered and follow-up focus groups conducted to capture student feedback.

“

Students had involvement in the whole project, from sharing ideas on getting the non-active involved to taking part in fun fitness to the progression of taking part in an activity offsite to progressing onto becoming linked to a local community club.

“

The students spoke about and then wrote down on our 'wall' what they wanted to get out of the sessions and every week I added into the planning something they had requested... So the aim was to meet all their needs. It was invaluable and a great idea.

“

Pupil voice drove the concept that pupils wanted to see more events held for them in community settings like The Hive so they would be more likely to continue the activity in their own time, rather than just having tasters in schools.

“

We were able to select the appropriate sports for the Hub based on student responses so that these matched what the students wanted to do. As students felt they were involved in the process of selecting activities they were very enthusiastic to take part.

“

The consultation was very useful as the girls clearly wanted netball and football as activities in school which were not being provided. They wanted to take part themselves as well as being leaders and organisers. This totally shaped what provision was put on for them.

Practitioner Survey

An open forum to explore participation and preferences provided valuable insight into targeted students' engagement. However, challenges arose when students identified activities schools were unable to provide due to lack of funding, delivery expertise or access to community clubs. At Clare Mount Specialist Sports College, targeted students expressed interest in skateboarding and inline skating but expertise and training opportunities for staff in these sports were limited. The school paid for an external coach but feel this delivery model is unsustainable. Several practitioners report that they moved to a more structured forum which retained alignment to Hub Schools' student-centred ethos and activity themes, but limited the scope of activities to those the school could provide in-house, or access through established community links.

Activity delivery

Key activity themes chosen by Hub Schools were combat, wind and wave, wheel, and extreme sports. The activities were determined by student preference, staff expertise, existing links with community clubs, time of year (some activities are weather dependent), and funding.

At Highfields School, students were offered 'taster' sessions in judo, fencing, taekwondo and wrestling. Wrestling emerged as the preferred activity for a group of year 7 students identified by staff as having low body confidence, and sessions ran weekly in curriculum time. They were delivered by school staff and supported by a PE apprentice and Level 4 British wrestling coach.

During the Highfields site visit, practitioners highlighted the appeal of wrestling to less active students and those not usually drawn to traditional team sports. They also spoke positively about the impact of combat activities on participants' confidence, self-esteem and body confidence. The activities have provided leadership opportunities for the PE apprentice who has gained her Level 1 coaching award and whose involvement is seen as key to targeted students' engagement. They have also appealed to staff from across the school, and several are now trained in affiliated sports such as fencing and judo.



Our Lady's Hub School targeted students with low confidence, challenging behaviour or from disadvantaged backgrounds. Hub School sessions were delivered by a former pupil and personal trainer who combined physical activity with pastoral care. A range of sports and gym-based activities were provided alongside exercises designed to empower students and enhance their communication, teamwork and self-belief.

“

Students were excellent at helping to organise, plan and market the programme. Weekly practice and catch up sessions allowed us to build relationships as a group, reflect on needs, support development and market where needed.

“

This time we tried to keep our outcomes manageable linked to using a community based boxing venue... We have encouraged the boxing club to visit school and work with the pupils. Pupils asked for this to develop relationships with their staff.

“

One group accessed a community fitness gym. This group is autistic and our outcome was to engage them in a gym out of school time to promote their mental health and wellbeing. We worked with parents of one youngster in this case for them to understand what we are trying to do in school and achieve in 12 weeks.

“

We have provided a para-kayaking programme to our students in our special needs unit. Students completed a 5-week block of kayaking sessions in a local swimming pool followed by a journeying session on Chichester Canal... Additional taster sessions of watersports including paddleboarding, windsurfing and sailing were well received by students.

Practitioner Survey

At Angmering School, students were offered taster sessions in a range of activity themes, including combat, wind and wave and extreme sports. All activities challenged students in different ways and were enjoyed for different reasons: boxing was physically demanding but fun; rock climbing was 'scary' but exhilarating; and paddle boarding and windsurfing took them out of their comfort zone. The Hub School lead explained that she chose taster sessions to give targeted students, several of whom are from disadvantaged backgrounds, the chance to try a range of sports they would not otherwise experience.



St Lawrence Academy used trial and error to find a multi-sport Hub School format that appealed to less active and engaged students. A range of activities was delivered, including table tennis, self-defence, cheerleading and dance for fun. All activities aimed to encourage teamwork and engender enjoyment of physical activity.

Arbour Vale's Hub School programme comprised basketball, canoeing and skateboarding. Combined standing and wheelchair basketball enabled students with and without disabilities to learn and compete together. Skateboarding supported the development of students' co-ordination and motor skills and engaged them in an activity they can continue outside of school at the local skate park.



Hub School Festivals took place at the end of the 10-week programme, although some schools ran their festivals during National School Sports Week. The festivals aimed to showcase the programme to other schools, engage primary pupils, and give participating students the chance to lead activities and show what they have learnt.

At Bosworth Academy, young Hub School leaders delivered kickboxing sessions to primary pupils as part of their Hub School Festival, while at Highfields, pupils from local primary and secondary schools were invited to try combat activities led by Hub School participants. Some schools have experienced challenges delivering festivals, particularly those who chose wind and wave activities that are relatively expensive and pose logistical challenges.

While challenges have been experienced, the festivals are broadly reported as key to cascading the opportunities, and ethos, of Hub Schools. They are also seen to strengthen relationships with local schools, engage parents, and support the secondary transition of Year 6 pupils from feeder primaries.

“

I picked to do taster sessions of everything because at least if they have positive experience of everything...they will want to do it again. Their attention span isn't great, so coming back to do the same activity wouldn't work for them even though the instructor is moving them on.

Site visit interview, Hub School lead

“

Taking the students to support the Primary Festival as Cycling Leaders really made them feel great about themselves and so it should! They were amazing with some of the girls leading on a Cycling Station. The boys mainly worked with other coaches from local clubs and students from local KS4 colleges. Some were returning to their own primary school and the Head Teacher at Ashbrow was delighted.

“

Some of the girls who took part in the team activities are challenging in school and it was good for them to understand that their voice had been heard and that I had acted upon their requests... When leading activities at the festival, the girls commented that sometimes children don't listen or do as they are told and I used this to relate to their own behaviour in school!

“

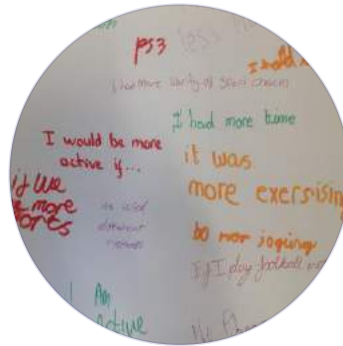
The Sports Festival at the end...included SEN and mainstream young people participating at the same time on the same course and as a unified school team.

Practitioner Survey

Insight

Extra-curricular activities have the potential to impact positively on all young people. There is, however, a recognised need to challenge the traditional content and delivery of this provision and to involve young people themselves if extra-curricular activities are to successfully cater for the needs and interests of all students. By encouraging schools to engage students in decision-making, design and delivery of activities, Hub Schools offers opportunities to enhance provision, increase awareness and understanding, and support physical, social and emotional wellbeing.

Hub Schools encourages practitioners to gather insight into the barriers, motivations, enablers and attitudes of students and to use this insight to inform their provision. The Student Survey completed by 862 Hub School participants and the graffiti walls completed by participants at site visit locations also include questions to capture student perceptions and preferences about sport and being active.



The representative samples of responses demonstrate that underrepresented groups (e.g. students who are less active, less engaged or from disadvantaged backgrounds) are not homogenous populations; young people within and across underrepresented groups have different preferences and attitudes and experience a range of barriers and enablers to activity.

Q What would make me do more sport & activity?

“

A more exciting range of choices.

“

Being believed in more and encouraged.

“

Doing fun sports and activity I want to take part in and not being left out.

“

Being in a less competitive team.

“

Finding things I like and finding things I am good at.

“

If I had more of a say in what we do in PE in school because it's almost always dodgeball.

“

Being around nice people and my friends.

“

Being treated fairly and teachers not having favourites in PE.

Student Survey

INSIGHT*

What I like about sports & activities

What I don't like about sports & activities

- Being active
- Helping and supporting friends
- Being good at something
- Doing something that is benefiting you



Types of activities I would like to take part in*

- Boxing
- Cycling
- Gymnastics
- Rugby
- Running
- Roller skating
- Volleyball
- Swimming
- Football
- Basketball
- Rock climbing
- Dance

- Too challenging
- People can make fun of you
- Getting sweaty
- Getting tired
- Boys can put you down
- It can be difficult

- Doing something different
- Getting more confident
- Giving it my all
- Feeling amazing
- Trying new challenges



- Judo
- Cricket
- Parkour
- Trampolining
- Cheerleading
- Netball
- Watersports
- Tennis
- Rowing
- Horse riding
- Ice hockey

- You can often get hurt
- Getting achy
- Losing your breath easily
- It uses energy
- People say mean things if you're not good

- Having fun
- Encouraging team mates
- Being a leader and responsible
- Laughing
- Doing something I enjoy
- Reducing stress and anxiety



- Less time with friends or family
- Bad weather in the winter
- Feeling bad when you don't do well

*Data derived from 862 Hub School participant Student Survey returns and graffiti walls at 4 site visit locations

INSIGHT*

I would be more active if...



*Data derived from 862 Hub School participant Student Survey returns and graffiti walls at 4 site visit locations

Impact

This section presents impact data from the Hub School Student and Practitioner Surveys alongside insights from interviews and focus groups with practitioners and participants at site visit schools. Upscaled impact figures are based on total participation data derived from YST monitoring returns. It is recognised that some students may have participated for less than 10 weeks and that outcomes for these students may be less pronounced.

Young people

The Student Survey is completed in weeks 1 and 10 by students engaged in Hub School activities (Hub School participants), and by students from the same schools not engaged in the programme (control students). The survey asks young people what they do, think and feel about being active and playing sport, and how aware and engaged they are in community activity opportunities. It also includes questions about young people’s confidence, resilience, creativity, teamwork and aspirations.

Physical activity participation & enjoyment

Data from the Student Survey suggest that on joining Hub Schools, just under two thirds of programme participants took part in afterschool sport and activity clubs in school compared to just over half of their control peers. While the percentage of control students attending these clubs has not changed, an additional ~700 Hub School participants now say they engage in extra-curricular activity clubs in school in a typical week (figure 1).

I take part in afterschool sport and activity clubs in school...

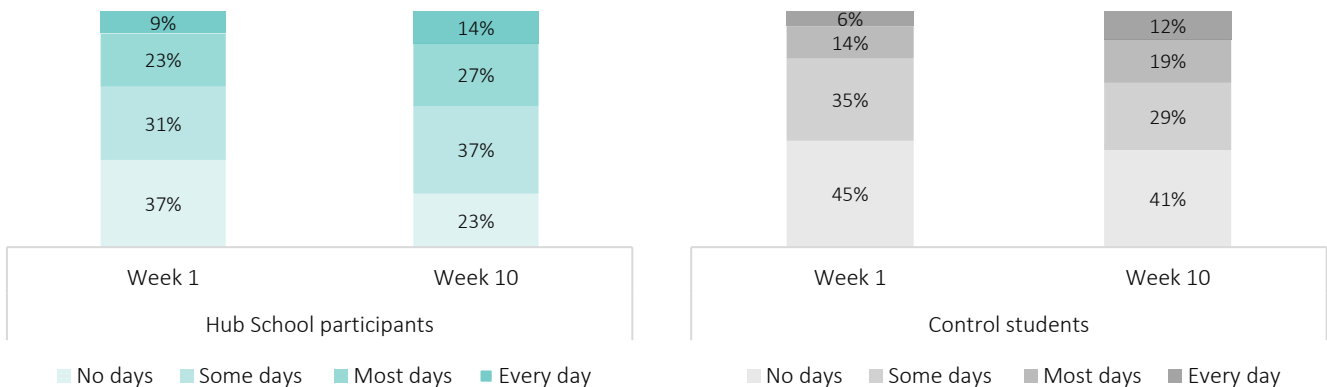


Figure 1. Participation in extra-curricular sport and activity clubs in school in a typical week (Student Survey: Hub School participants Wk1 n=543, Wk10 n=478; Control students Wk1 n=176, Wk10 n=152)

Since taking part in Hub Schools

4,953

participants (77%) say they take part in extra-curricular sport and activity clubs in school

5,146

participants (80%) say they take part in sport and activity clubs outside school

5,146

participants (80%) say they know about sports and activities they can do in their community

5,661

participants (88%) say they have tried a new sport or activity in the last three months

Participant Survey

At the start of the programme, over a quarter of participants (27%) and a fifth of control students (20%) reported to meet the Chief Medical Officers' recommended 60 active minutes every day. By week 10, the percentage achieving 60 daily active minutes is comparable between the control (27%) and Hub School participants (31%).

Almost all young people surveyed recognise the importance of being healthy and active either 'a little' or 'a lot' (figure 2). A significant increase is evident across participant and control groups in the percentage of students who say they help to deliver sports and activities.

The percentage of Hub School and control students who feel they have a say about sports and activities in school is comparable at week 1. By week 10, the percentage of Hub School participants who say they have a voice with respect to school sport and activity provision has increased significantly.

At the start of the programme, around three quarters of both Hub school (72%) and control (70%) students said they had tried a new activity in the last three months. After 10 weeks of programme engagement, the percentage of Hub School participants who have tried something new has increased significantly, with 9 out of 10 Hub School participants (88%) saying they have tried a new sport or activity.

Responses to the Practitioner Survey suggest Hub Schools is seen to impact positively on the physical activity engagement and enjoyment of students. Practitioners report increased participation among less active and confident students, increased engagement and self-assurance in PE lessons, and increased interest in their school's extra-curricular sport and activity provision.

Several practitioners noted that Hub Schools has ignited students' interest in sports leadership roles. Participation in sports and activities they have chosen and enjoy is seen to have inspired them to lead activities both within the programme and across the school. It is also reported to have inspired students to seek progressive, competitive opportunities at school and in their community.

“

The pupils who've engaged with Hub Schools as leaders have now become official sports leaders within the school and help at our School Games competitions... Their interest in sport and leadership has been ignited.

“

Pupils are now more engaged in PE lessons... These pupils also feel more confident to attend other PE clubs and numbers have been increasing in the Girls Active club.

“

Hub Schools has increased the physical activity of a group of pupils new to the school who were struggling to get involved.

“

A core group of non-engaged girls were keen to take part and enjoyed the sessions, without the pressure of trying to get into a team.

Practitioner Survey

Me and being active

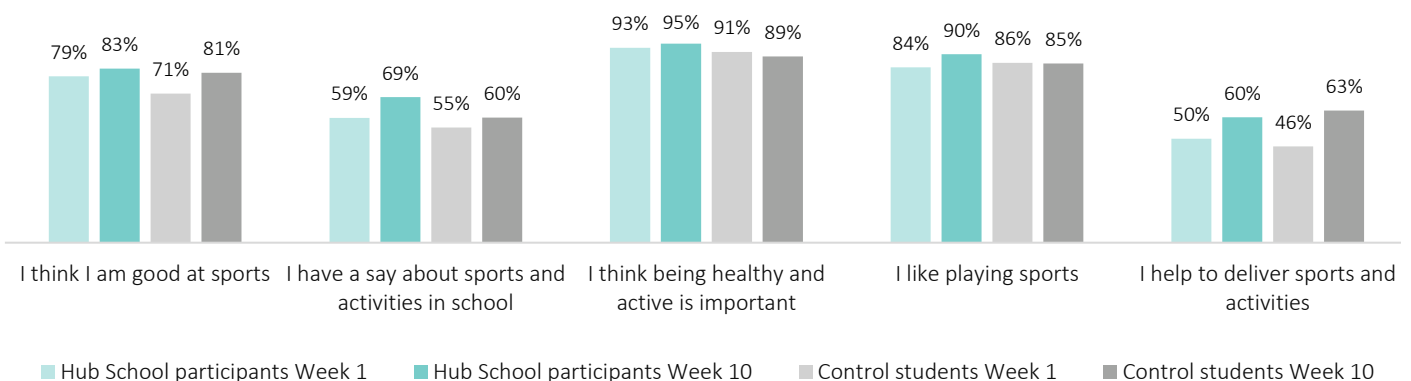


Figure 2. Perceptions, attitudes and engagement in sports and activities 'a little' or 'a lot' in a typical week (Student Survey: Hub School participants Wk1 n=543, Wk10 n=478; Control students Wk1 n=176, Wk10 n=152)

Community sports awareness & engagement

Community sports awareness is relatively high and stable across Hub School and control students, with just under three quarters reporting to know about sports and activities they can do in their community (73%) on completion of the Student Survey at week 1. By week 10, around four fifths of all students say they are aware of sporting opportunities in their community (~81%), but this increase is not significant.

While awareness of community opportunities remains high and stable, participation in these opportunities has increased significantly for Hub School participants (figure 3). At the start of the programme, just under two thirds of Hub School and control students said they took part in sport and activity clubs outside school. While the community club engagement of control students has not changed, almost ~1,000 Hub School participants are now newly engaged in sport and activity clubs outside school in a typical week.

Increased community engagement is a key impact of the programme highlighted by respondents to the Practitioner Survey. Practitioners note that utilising community settings means students now know where to go to access the sports and activities they enjoy. Students' familiarity with the setting also means they feel confident and comfortable to embrace activity opportunities previously seen as intimidating and inaccessible. One practitioner noted how community club engagement has helped support the holistic development of the school's most vulnerable students. It is also seen to aid coaches' understanding of these young people and how to help them and their parents. Others note how utilising community clubs through Hub Schools has helped widen the spectrum of sporting activities. This is seen as particularly valuable for students from disadvantaged background and those with additional needs or disabilities who may struggle to access these opportunities.

“

We've seen a huge increase in pupil confidence and skills linked to community engagement.

Site visit interview, Hub School lead

“

We managed to engage less active and less confident pupils in a sustained programme over 10 weeks with good attendance throughout. Non-active children becoming active at the festival led to them doing more back at school. Greater membership at The Hive as pupils know where to go to participate in the activities in the community.

“

We now have regular attendance at a community based club and gym for our most vulnerable young people.

Practitioner Survey

I take part in sport and activity clubs outside school...

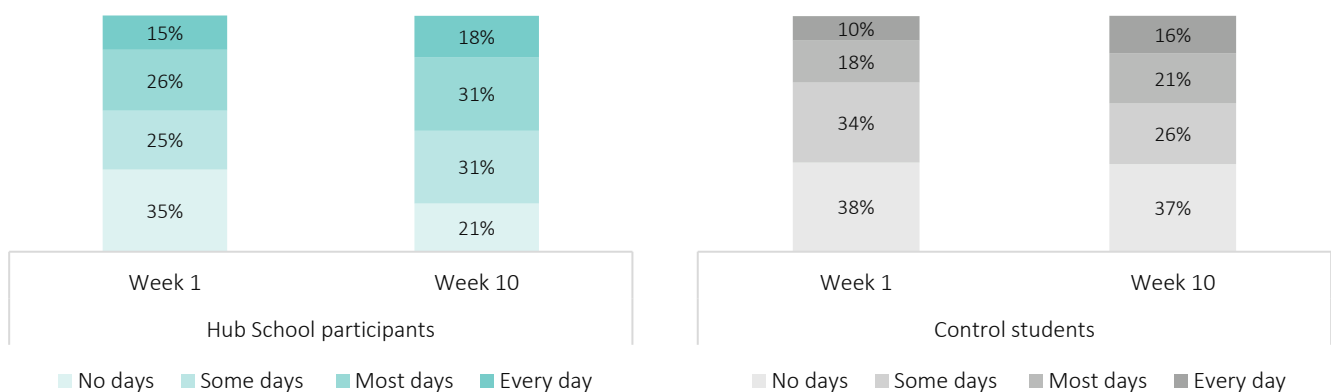


Figure 3. Participation in sport and activity clubs outside school in a typical week (Student Survey: Hub School participants Wk1 n=543, Wk10 n=478; Control students Wk1 n=176, Wk10 n=152)

Wellbeing, self-esteem & body confidence

Data from the Student Survey suggest the perceived wellbeing of students in participant and control groups is broadly comparable across the 10-week period of Hub School activity delivery (figure 4). However, while the reported confidence of control students remains high and stable, the percentage of Hub School participants who say they feel confident ‘most days’ or ‘every day’ in a typical week has increased significantly.

Over three quarters of students demonstrate resilience and empathy in their willingness to try again if they don’t get something right, take on new challenges and help other people ‘most’ or ‘every day’. More than two thirds say they feel confident and creative in coming up with new ideas, sharing their ideas and achieving anything they want to.

The positive impact of Hub Schools on participants’ confidence, resilience, self-belief and aspirations features strongly among responses to the Practitioner Survey. The chance for targeted students to have a say about activity provision and to feel their voice is heard is seen as key to observed increases in their confidence speaking up in front of peers within, and beyond the programme. Opportunities for students to take part in Hub Schools in a role they are comfortable in and can progress from is also seen as central to their engagement and development.

Interviews with practitioners suggest Hub School activities appeal to students who don’t take part in traditional team sports. The innovative sporting themes and activities are seen to have enabled these students to be active in the way they want to be, and in doing so, helped to increase their confidence, self-esteem, and sense of belonging. One respondent to the Practitioner Survey noted how the new activities built resilience and self-belief by challenging participants to work outside of their comfort zone. Another noted how the physicality of the activities, while initially unsettling for some participants, helped to build body confidence and trust in and between peers.

“

As students have been involved in the planning they have developed their self-esteem, self-confidence and self-belief in what they can achieve.

“

It has appealed to those who don’t take part in traditional team sports and helped to increase confidence, self-esteem, body confidence and ‘bring them out of their shell’.

Practitioner interviews

“

Students who wouldn’t normally be at the fore of school sport were able to shine in a supportive and organisational role.

“

Providing our pupils with weekly space and time to develop their own parkour skills, taking responsibility for their club and having ownership really helped build confidence and self-esteem.

Practitioner Survey

About me

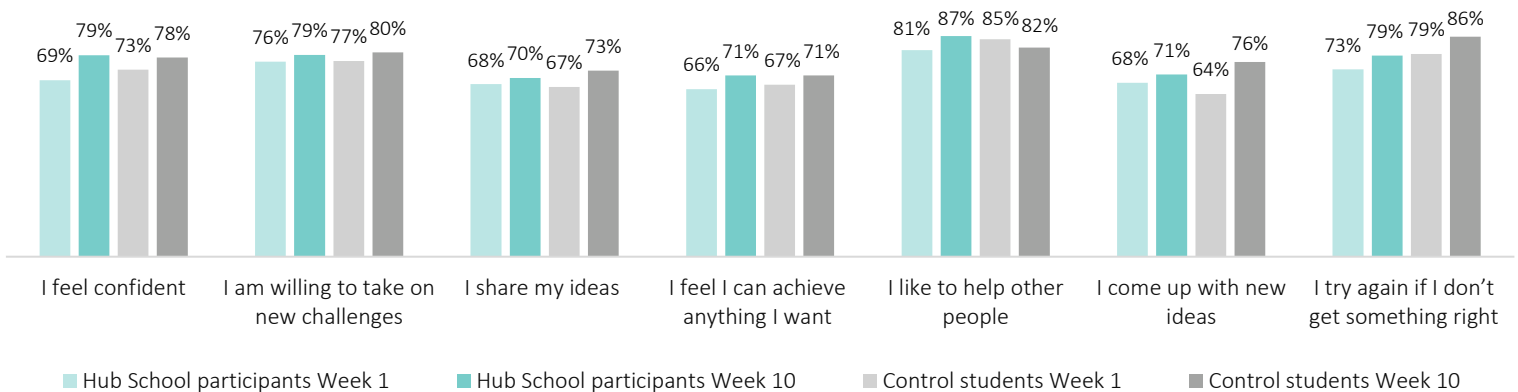


Figure 4. Perceptions of skills and attributes ‘most days’ or ‘every day’ in a typical week (Student Survey: Hub School participants Wk1 n=543, Wk10 n=478; Control students Wk1 n=176, Wk10 n=152)

Practitioners

Competence, confidence, motivation & awareness

Evident in responses to the Practitioner Survey is that the innovative nature of Hub Schools' ethos and activities has appealed to participants *and* practitioners. PE and non-PE specialist staff are reported to have engaged with the programme, with several noted to have undergone training and gained coaching qualifications in their Hub Schools' activities.

How much has Hub Schools impacted on your skills and confidence to identify and respond to young people's needs?

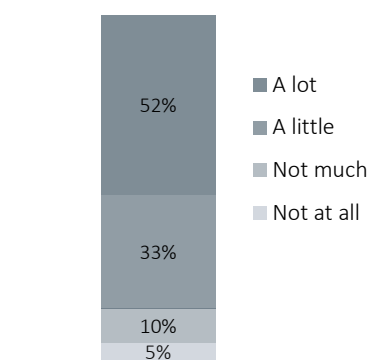


Figure 5. Impact on practitioners (Practitioner Survey, n=42)

Interviews with Hub School leads suggest practitioner engagement has raised awareness of the value of physical activity for young people, and particularly those young people who 'fall under the radar' because they don't engage in the traditional school sport offer. Hub school leads report that the programme has enhanced staff pedagogy around inclusion, diversity and differentiation. It has also raised awareness of the needs of underrepresented students and equipped staff with skills and confidence to address these needs (figure 5).

Schools & communities

Interviews with Hub School leads and responses to the Practitioner Survey suggest the programme is welcomed by schools, supporting whole school agenda around inclusive practice, health and wellbeing, individual development and community connectedness. Hub Schools is also seen to add value to their extra-curricular offer by broadening the scope, appeal, accessibility and relevance of the activity opportunities provided.

Running Hub School activities in school and in the community has given targeted students the chance to experience new activities in both familiar and transitional settings, encouraging sustained engagement. Enhanced local links and partnership working across schools and communities is reported to have increased coaches' awareness and understanding of the needs of underrepresented young people and their families. It is also seen to have increased capacity and expertise to provide and sustain the innovative, non-traditional activities that may otherwise be out of reach for young people from the targeted groups.

The experiences of four Hub Schools derived from telephone interviews with Hub School leads are presented in the mini case studies on pages 18 and 19.

“

Watersports (canoeing) have had a positive response from pupils and staff... Staff have become more confident to work with pupils on the water. They've also developed skills for a new sport which will enable them to introduce watersports in future curriculum development.

“

Our staff have been working with the instructor so they should now be confident to continue sessions as part of PE and the extra-curricular programme.

“

The whole school have been behind the project... Staff, apprentices and students have benefited.

“

Coaches now understand our young people and how to help them and their parents.

“

Coaches now have a link to the school and offer additional clubs within the community.

“

Excellent link established between The Hive community hub and Whizz Kids giving a sustainable workforce to the programme.

Practitioner Survey

Swindon Academy



Swindon Academy
The best in everyone™
Part of United Learning

Swindon Academy is the first Academy in the UK catering for students from pre-school through to sixth-form. The number of pupils supported by pupil premium is above the national average. PE teacher and enrichment coordinator Chris Oke engaged with Hub Schools as it provided a means to increase the physical activity levels of less active primary and secondary aged students. The innovative activities offered through Hub Schools were seen to have the potential to capture students' interest and encourage them to pursue a healthier, more active lifestyle.

After open discussions with targeted students, boxing and martial arts were selected as the Hub School focus. With the support of external coaches, two peer mentors delivered sessions to the targeted students. Student-led delivery helped to support recruitment, engagement and retention, and provided accessible role models for less active students to aspire to.

Since taking part in Hub Schools, teachers have noted improvements in students' behaviour both inside and outside the classroom. They also report enhanced attitudes to learning and a greater understanding and awareness of the benefits of physical activity. Chris notes that *"the students are now more physically active. They are losing weight and are much more confident in themselves"*.

Chris plans to continue to offer non-traditional activities within the Academy's enrichment offer. He also plans to extend these activity opportunities to pupils from local primaries, and to use the ethos and activity themes promoted through Hub Schools to strengthen links with primary and secondary schools in the area.

St Lawrence Academy



the ST LAWRENCE academy

Located in Lincolnshire, the St Lawrence Academy is a co-educational secondary school catering for students aged 11-16. Anti-bullying coordinator Helen Hill engaged in Hub Schools as it provided an opportunity to engage less active students, develop the Academy's leadership offer, and build community club links.

Peer consultation with targeted year 7 and 8 students resulted in the formation of a multi-sports Hub School. The Academy introduced a range of sports including table tennis, badminton, self-defence and dance. All activities took place in curriculum time and all aimed to increase activity levels, confidence, resilience, team work and social skills. Peer mentors supported delivery and ran body confidence workshops after completing training with the South Yorkshire Eating Disorder Association (SYEDA).

Since taking part in the programme, Helen has observed an increase in students' confidence and self-esteem. She has also noticed an increase in the sport and activity participation of previously inactive students. The inclusion of peer mentors is seen to have extended the support networks available to vulnerable students, while simultaneously providing mentors with a range of valuable, transferable skills. Moving forward Helen plans to retain the student consultation process, embed the activities within the curriculum and extend the Academy's extra-curricular offer.

Rodillian Academy



Part of a Multi-Academy Trust, Rodillian Academy believes there is 'a sport for everyone'. PE Teacher Mike Pogson saw Hub Schools as a great opportunity to expand upon the Academy's already established enrichment programme and support students' development of transferable skills.

Rodillian adopted a watersports Hub School focus because it was popular with students and the Academy had established links with community providers. Watersports activities offered to students included kayaking and canoeing off site at local watersports centres. The sessions took place within curriculum time over the summer term and were delivered by qualified instructors, including Mike.

Mike reports that Hub Schools has given students greater independence and helped them to develop resilience, an important element of the Academy's core values. Students have embraced the opportunity to work outside of their comfort zone and have gained confidence and self-belief in the process. Mike notes that *"students are building a 'can do' attitude towards everyday life, and it's putting them in a better mind-set within the classroom"*.

Moving forward Mike hopes to continue to seek new sporting opportunities and establish new community links for those students keen to transition into local clubs. He also hopes to encourage the school workforce to gain the skills and confidence necessary to become competent to deliver the non-traditional activities so successfully received by students to ensure these activities can be sustainably delivered in the future.

Lavington School



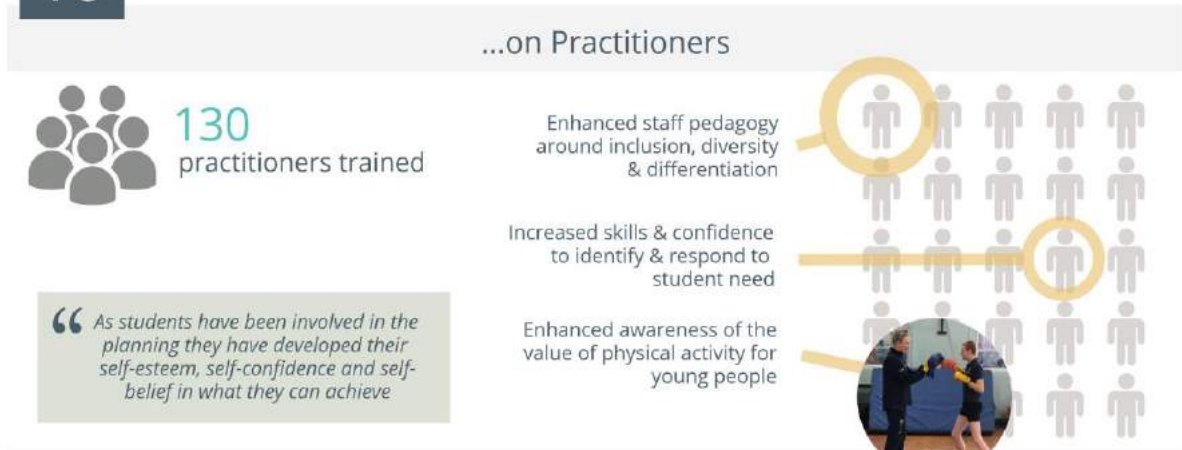
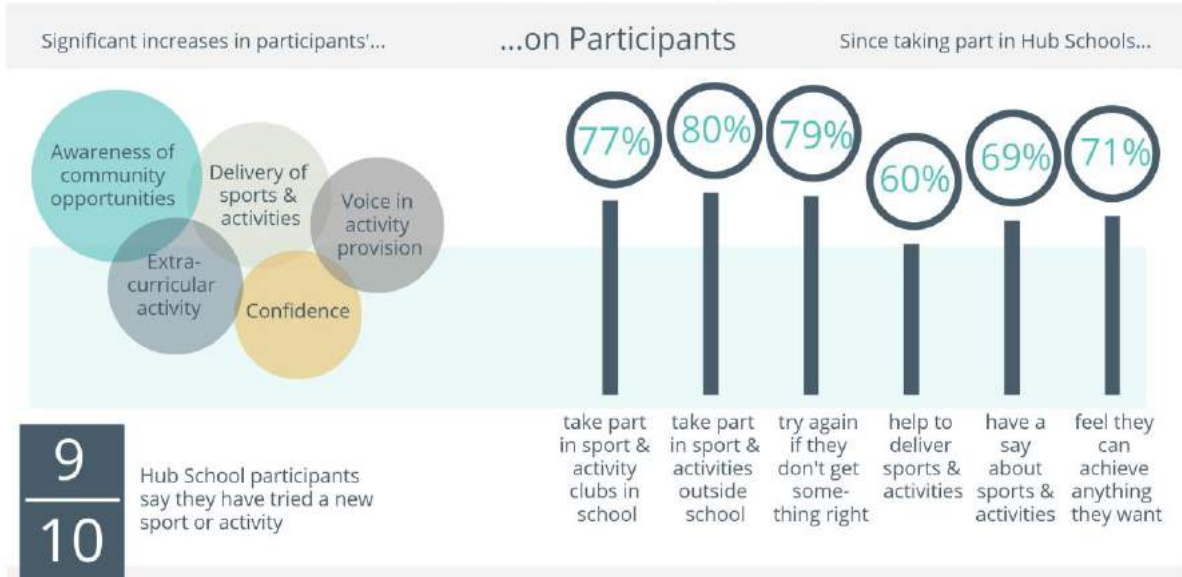
Lavington is a small rural school in Wiltshire catering for students from a range of socio-economic backgrounds. It is a lead school for leadership, volunteering and coaching. Lavington engaged in Hub Schools as it offered the potential to break down traditional barriers to sport and activity, encourage sustained participation, and develop new pathways for activity and leadership.

Lavington used their school council to capture student voice. The students chose team sports as the Hub School focus. Targeting students from KS3 and KS4, the school runs mixed football, girls rugby and cricket, all within curriculum time. Working alongside NGBs students are provided with the opportunity to gain officiating qualifications, lead inclusive festivals and participate in a variety of sports from school to club level.

Since taking part in Hub Schools, Lavington has seen increased sports participation among girls, the development of friendships and wider community networks, and strengthened school to community club pathways. Assistant Head Teacher Lisa Adams comments that *"other schools in the area are starting to see the benefits and successes Lavington has had and they too are now starting to implement changes"*. Moving forward, Lisa plans to develop community links, roll out delivery to local primary schools, and stage inclusive events run and officiated by Hub School sport leaders.

IMPACT*

Hub School Impacts



Achievements & Challenges

This section explores how the impact of Hub Schools has been achieved. It highlights programme aspects seen as useful to delivery, successful in engaging targeted students and effective in achieving outcomes. It also reflects on some of the challenges experienced. Data informing this section are drawn from the Student and Practitioner Surveys, interviews with Hub School leads, and interviews and focus groups with practitioners and participants at site visit locations.

What worked?

Data presented in 'Activities', 'Insight' and 'Impact' highlight the importance of student voice in the planning and delivery of extra-curricular activities. Challenges have been experienced when students want activities schools are unable to provide. However, practitioners have largely embraced the opportunity to consult with their students and this process is reported as key to the appeal and impact of Hub Schools.

The innovative, non-traditional nature of Hub School activities is also seen as key to student engagement. These activities have appealed to targeted students, enabling them to be active in the way they want to be and to access the benefits of being active in an inclusive, safe and supportive environment.

Hub School Festivals, while challenging for some to deliver, are identified by practitioners who ran successful festivals as a highlight of the programme. Festivals are seen to impact on a range of valued outcomes, providing activity and leadership opportunities, supporting primary-secondary transition and strengthening links between secondary schools and their feeder primaries.

Running Hub School activities in school and in the community has given students the chance to try new activities in familiar and transitional settings, encouraging sustained engagement. Practitioners note that utilising community settings means students now know where to go to access the activities they enjoy, and feel confident and comfortable to embrace opportunities previously perceived as 'out of reach'.

The potential for Hub Schools to address whole school agenda is valued highly by schools. The programme is seen to support schools' drive to provide inclusive, innovative activities that support health and wellbeing, individual development and community connectedness. It is also seen to widen the scope, appeal and accessibility of activity opportunities provided, adding value to schools' extra-curricular offer.

Practitioner Perceptions of Hub School resources and support are presented in figure 6 overleaf.

Q What aspects of Hub Schools worked well?

“

Keeping the group small works really well, you keep them engaged and can keep an eye on them... We can also switch providers and sports easily to try something new.

“

The focus group helped to ensure the offer was tailored to what the pupils wanted.

“

The Sports Festival at the end as it included SEN and mainstream young people participating at the same time on the same course and as a unified school team.

“

Using a community club within the school was a benefit as we formed good links and pupils are now attending this club twice a week after school.

“

The different type of opportunities open to pupils is excellent and the ability to shape the programme how I see fit is exciting.

“

Leadership opportunities provided for more pupils which links with the school development plan. Getting more pupils actively involved was a great success. More staff (not just PE) involved in the process was a highlight.

Practitioner Survey

What would have happened without Hub Schools?

Hub School leads were asked to surmise what would have happened to their extra-curricular sport and activity provision if Hubs Schools had not taken place.

Of the 40 practitioners who responded to this survey question, five say they would have delivered similar provision. These practitioners indicate that their standard provision is both focused and informed by student voice, although one practitioner notes that Hub Schools enabled them to implement this provision more quickly and effectively than they otherwise could.

Practitioners from 12 Hub Schools suggest they would have delivered similar provision but on a smaller scale. They explain that while their schools' ethos is consistent with Hub Schools, Hub Schools enabled them to staff and deliver more activities, for more students.

Practitioners from three schools say they would have delivered similar provision but it would not have been shaped by students, while two say they would have delivered similar provision but it would not have been targeted.

The majority of practitioners (18) indicate that they would have continued with their standard, traditional provision, but that Hub Schools encouraged and enabled them to 'offer something different'.

Q What would have happened without Hub Schools?

“

We would have aimed to do what we have done (offering numerous clubs and promoting leaders), however the programme has assisted with this process and helped us to speed up our actions.

“

Without the Hub things would happen but on a smaller scale and with schools in isolation.

“

Our activity would not have been shaped by the needs of the students in the same way.

Practitioner Survey

How would you rate the following support designed to help you deliver programme outcomes?

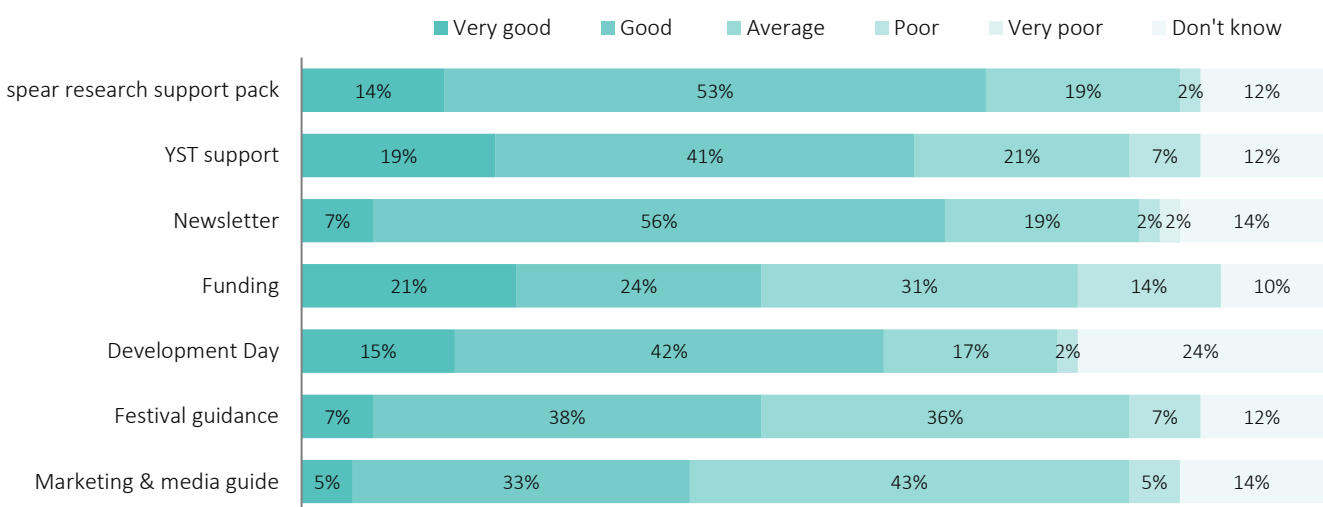


Figure 6. Practitioners perceptions of Hub School resources and support (Practitioner Survey, n=42)

Challenges

Four key challenges to delivery of Hub Schools are identified by practitioners: funding, access, logistics and buy-in.

Funding for the programme was valued highly by practitioners and reported to have enabled access to equipment, facilities, transport and coaching. Responses to the survey and interviews with Hub School leads suggest this funding was seen by practitioners to underpin schools' ability to deliver Hub School activities and festivals, broaden the scope of their extra-curricular offer, and engage targeted pupils.

While welcomed by schools, the funding also posed challenges. These challenges were particularly prevalent among schools who chose themes and activities that required external delivery expertise or access to community facilities. Several practitioners indicate that funding issues limited the reach and impact of the programme; one Hub School running wind and wave activities found it was not able to fund the engagement of all targeted students, while another reports that they could not afford to involve other schools. Several practitioners comment that they struggled to fund the required equipment, facilities, transport and external coaching expertise.

Responses to the Practitioner Survey suggest schools supplemented Hub School funding with resource from other income streams. Some schools also asked for a contribution from participating students. While no schools reported that charging students for sessions affected participation, this could limit the accessibility and engagement of targeted students from lower socio-economic groups.

Staff involvement in Hub Schools is cited as a highlight of the programme, with staff from across schools reported to have embraced opportunities to learn about the new activities and how to coach them. However, the very nature of Hub School activities means they may cost more to provide than traditional school sports, and this will be a factor in schools' ability to sustain this provision.

Further challenges identified by practitioners include access to external providers and the logistics of accessing facilities, organising festivals and involving other schools. While some schools developed excellent relationships with community settings, others experienced challenges securing appropriate and reliable providers. Schools, particularly small rural schools, struggled to engage with community settings and other schools, and this was seen to restrict opportunities for their students.

Student engagement with Hub Schools was broadly reported to be good. However, some schools report challenges getting 'hard to reach' students to stay after school to take part in the activities. A number of schools moved their activity sessions to lunchtime to secure the engagement of targeted students, while others embedded sessions into curriculum time. A small number of practitioners reported difficulties securing buy-in from other staff. They note that while students were keen to initiate change, whole school, and particularly SLT support, is key to effective and sustained change.

Q What challenges did you experience?

“

Engaging students in sport in their own time still remains a battle that needs to be faced head on.

“

Trying to stretch the funding as much as I could to ensure the programme could offer the most it could.

“

One thing we struggled with as a school was showcasing what we did to others... We found that difficult and would have welcomed more information from YST regarding how we could do that.

“

Transportation of resources (bikes) to multiple locations for delivery of sessions.

“

The funding was not sufficient to be able to involve other schools without impacting the quality of the programme for the students involved.

“

Staff being given time to create change. Student Council is keen to initiate change but require SLT support to create impactful, long lasting change. Staff are all busy - although the importance of HWB is recognised.

Practitioner Survey

Embedding & sustaining

The positive impact of Hub Schools on students, practitioners, schools and communities is reflected in the commitment expressed by schools to embed Hub Schools ethos and activities into their extra-curricular offer.

Insight into the barriers, motivations, attitudes and preferences of young people gained through consultation with students is cited as key to programme success. Evident in responses to the Practitioner Survey is that schools plan to embed and sustain student consultation to ensure they are meeting student need. Several practitioners report that the focus groups and surveys are to be timetabled into the school calendar. Others have adapted the Student Survey to meet their school and students' need and will be administering online to encourage student voice.

Responses to the Practitioner Survey and insight from site visits suggest schools are committed to continuing to provide the activities and festivals delivered through Hub Schools. Practitioners comment that, where funding allows, they will continue to offer the sports and activities so successfully received by students as part of their extra-curricular offer.

Some practitioners note that they are integrating the activities into curriculum provision, while others say they will be incorporating them into School Games and festivals. One practitioner reports that they will use Hub Schools 'scootfit' activity in breaks and at lunchtime, and are incorporating the activity as part of their travel to school programme. Several practitioners note that the equipment purchased and staff trained through the programme this academic year will support continued delivery and the sustainability of the activities and festivals.

The emergence of leadership skills and attributes among previously disengaged and less active students is reported by many practitioners as an unexpected highlight of the programme. Several respondents to the Practitioner Survey say they plan to build on students' emerging leadership skills with opportunities to lead activity sessions, run clubs and fixtures and organise festivals. They also plan to encourage students to assume leadership roles across the school, for example, school council, peer mentors, student ambassadors and sport leaders.

Good links with community settings are seen as pivotal to delivery of activities implemented through Hub Schools. Identifying and strengthening links with community providers features strongly in schools' plans to sustain activities and support the transition and progression of participants. The importance of expanding links with primary schools is also highlighted to enable Hub Schools to cascade their activities, opportunities and ethos to others.

Next steps

“

Whole school agenda driving change in pioneering inclusive practice.

“

We want to continue to engage more girls into the less traditional sports.

“

Allowing pupils to lead parts of sessions and take greater responsibility for the running of sports clubs and fixtures.

“

We would like to continue to engage local schools in events but try to lead/run events for our own students by our own students much more frequently.

“

Scouting will be shown to all schools in competition breaks, Level 3 School Games day and Active Schools.

“

We will be building on the strong links with Spartans Kickboxing and liaising with judo and boxing clubs to offer a wider scope of combat offer.

“

An annual watersports event will take place as part of the SGO calendar. Schools made a financial contribution this year so we know it is sustainable in future if the pupils pay for the event.

Practitioner Survey

KEY MESSAGES

Successful Extra-Curricular Activity Delivery



Customise your offer

Think about who you want to engage in your extra-curricular activity offer. Do you want to engage particular students or just engage more students? Would diversifying participants increase what they can learn from one another? Once you've decided, be open to customising and marketing your offer based on the needs and interests of your target group. You can gather this insight through your consultation with students.

Consult with your students

Finding out what activities students would like to try and their barriers, enablers and motivations for participation is key to a successful extra-curricular activity offer. Use multiple methods including focus groups, surveys and graffiti walls. You can also engage student leaders to help capture student voice. Gathering this insight and using it to inform your offer will help ensure it is relevant, appealing, accessible and developmental.

Develop student leaders

The chance to engage in activities students have chosen and enjoy is a prerequisite to leadership. While allowing activities to be student led may be daunting and initially time consuming, giving them control can elevate their confidence and self-belief. Opening up leadership opportunities empowers students while creating role models for peers, maximising impact and sustainability.

Experiment with activities

Think about your school's current extra-curricular offer. Could it be more innovative? Or more inclusive? If your student consultation identifies a need to refresh your provision, consider offering taster sessions. Taster sessions give students a chance to try and feedback on new activities, enabling you to make informed decisions about activities that are worth resourcing and to spend wisely on activities students really want.

Use your community

Extra-curricular activities students want are not always ones your school can provide. Use your links with other schools, settings and providers to support provision of a broad and relevant programme of activities. Utilise the expertise of community partners and share resources, training and activity opportunities. Utilising community partners means students know where to go to access the activities they enjoy, and feel confident and comfortable to do so.

Engage all stakeholders

Awareness and understanding of students' needs and interests is central to informing your extra-curricular offer. However, effectively implementing this offer is contingent on support from key stakeholders. Engender the support of senior staff, community partners and parents by communicating the benefits and added value of an innovative offer. You can also extend training opportunities as appropriate to facilitate the delivery and sustainability of activities.

Appendix A

Methodological note

Student Survey design

The Student Survey was designed to assess key process and outcome indicators for Hub Schools. To increase accessibility and the validity and reliability of responses, surveys were produced in Clear Print, Easy Read formats, with questions written in plain language (measured against the Flesch Reading Ease for readability). The survey and all research approaches were scrutinised by *spear's* quality assurance lead Professor Mike Weed and *spear's* inclusion expert, Professor Jan Burns.

All participating schools were given a *spear* Research Support Pack containing ideas for practitioners to consult with their students, guidance for completion of surveys, informed consent and data protection forms and a designated *spear* contact.

Student Survey Sample & MME

A 310 target sample for Student Survey returns was identified to achieve a MME $< \pm 5\%$ based on the 1,500 participant output target for Hub Schools in 2017/18. Total participation in the programme exceeded the participant output target, subsequently increasing the required sample of survey returns necessary to achieve a MME $< \pm 5\%$ to 370. While target samples could not be guaranteed due to the timescale and budget for the evaluation, the sample of survey returns from Hub School participants exceeds the target sample at weeks 1 and 10 of engagement in the programme. However, the sample of survey returns from control students has a MME $> \pm 5\%$ and should be viewed with caution.

Practitioner Survey

No target sample was identified or guaranteed for this survey. The Stakeholder Survey was completed by 42 of 50 Hub Schools leads.

Data analyses

Throughout this report, data presented from the Student Survey is broken down by Hub School participants and control students. Data presented from the Practitioner Survey represents the responses of all practitioners.

For the Participant Survey, sub-analyses by gender and age were conducted. No significant differences were identified so the results of these sub-analyses are not presented in this report.

Upscaled participation and impact figures are derived from the YST's monitoring returns from 42 Hub School leads and *spear's* cross sectional survey of Hub School participants.

Maximum Margin of Error (MME)



The MME shows the level of accuracy the participant sample has; the smaller the MME, the greater the accuracy. It is calculated at the standard 95% confidence level so we can be 95% confident that the sample results reflect the population results to within the MME. For example, if the survey sample has a MME of $\pm 5\%$ and 50% of participants say they 'enjoy being active', if the survey were conducted 100 times, the percentage who state they 'enjoy being active' would range between 45% and 55% most (95%) of the time.

Statistical significance

Throughout this report, where changes in participants' responses are reported, they are significant at $p < .05$. This means there is a less than a 5% chance that the changes reported are not real changes that might be expected in the wider population beyond the


Appendix B

Student Survey



Extra-Curricular Programme Participant

Student Survey

We want to know what you think about sport and how you feel about being active. Being physically active means taking part in sports, games and activities that make you feel warm and make your heart beat faster.



I am doing this survey at... (please tick) Week 1 Week 10

My name is...

My school is... I am in Year Group...

I am... Male Female Other

My ethnic group is...

Asian/Asian British Black/African/Caribbean/Black British Mixed/multiple ethnic groups White Other ethnic group

Do you consider yourself to have a disability?

Yes No Prefer not to say

About me

In a typical week...	Every day	Most days	Some days	No days
I feel confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to take on new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share my ideas with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I can achieve anything I want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to help other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I come up with new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try again if I don't get something right first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Me & Being Active

In a typical week...	Every day	Most days	Some days	No days
I do more than 60 minutes of physical activity where my heart beats faster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take part in afterschool sport and activity clubs in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take part in sport and activity clubs outside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do more than 30 minutes of physical activity where my heart beats faster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A lot	A little	Not much	Not at all
I think I am good at sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a say about sports and activities in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think being healthy and active is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know about sports and activities I can do in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like playing sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help to deliver sports and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I like about sports & activities

(tick all that apply)

Getting fit	<input type="checkbox"/>	Refereeing/officiating	<input type="checkbox"/>	Sharing my ideas	<input type="checkbox"/>
Learning new skills	<input type="checkbox"/>	Trying something new	<input type="checkbox"/>	Being outdoors	<input type="checkbox"/>
Feeling part of something	<input type="checkbox"/>	Overcoming challenges	<input type="checkbox"/>	Making new friends	<input type="checkbox"/>
Being with friends	<input type="checkbox"/>	Being part of a team	<input type="checkbox"/>	Having fun	<input type="checkbox"/>
Leading or coaching	<input type="checkbox"/>	Doing something exciting	<input type="checkbox"/>	Competing	<input type="checkbox"/>
Other (please tell us)	<input type="text"/>				

in the last 3 months... Yes No

Have you taken part in a sport or activity that you have never tried before?

What would make me do more sport or activity (please tell us)

Please return all surveys to: spear, Canterbury Christ Church University, Canterbury, Kent, CT1 1QU

Appendix C

Student Survey data: Hub School participants

I am doing this survey at...

Week 1	543
Week 10	478

I am in Year Group... (wk1 n=543, wk10 n=478)

	Wk1	Wk10
4, 5 & 6	4%	2%
7, 8 & 9	91%	87%
10, 11 & 12	4%	9%
13 & 14	1%	3%

I am... (wk1 n=543, wk10 n=478)

	Wk1	Wk10
Male	50%	42%
Female	50%	58%

Do you consider yourself to have a disability? (wk1 n=543, wk10 n=478)

	Wk1	Wk10
Yes	8%	9%
No	86%	87%
Prefer not to say	6%	4%

My ethnic group is... (wk1 n=543, wk10 n=478)

	Wk1	Wk10
Asian/Asian British	9%	10%
Black/African/Caribbean/Black British	6%	3%
Mixed/multiple ethnic groups	6%	5%
White	78%	79%
Other ethnic group	2%	3%

What I like about sports and activities (wk1 n=543, wk10 n=478)

	Wk1	Wk10
Getting fit	72%	66%
Refereeing/officiating	21%	24%
Sharing my ideas	44%	36%
Learning new skills	76%	66%
Trying something new	72%	62%
Being outdoors	65%	62%
Feeling part of something	56%	51%
Overcoming challenges	62%	54%
Making new friends	61%	58%
Being with friends	75%	73%
Being part of a team	67%	56%
Having fun	84%	74%
Leading or coaching	39%	38%
Doing something exciting	70%	58%
Competing	58%	51%
Other	6%	4%

About me (wk1 n=543, wk10 n=478)

<i>In a typical week...</i>	Every day		Most days		Some days		No days	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I feel confident	26%	31%	43%	48%	29%	20%	2%	2%
I am willing to take on new challenges	49%	41%	27%	38%	20%	20%	3%	1%
I share my ideas with others	31%	29%	37%	41%	27%	24%	6%	7%
I feel I can achieve anything I want to	31%	29%	35%	42%	30%	26%	5%	3%
I like to help other people	50%	51%	31%	35%	16%	11%	3%	3%
I come up with new ideas	32%	30%	37%	41%	27%	24%	5%	4%
I try again if I don't get something right	40%	42%	33%	37%	22%	19%	5%	2%

Me & Being Active (wk1 n=543, wk10 n=478)

<i>In a typical week...</i>	Every day		Most days		Some days		No days	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I do more than 60 minutes of physical activity where my heart beats faster	27%	31%	34%	36%	28%	29%	12%	4%
I take part in afterschool sport and activity clubs in school	9%	14%	23%	27%	31%	37%	37%	23%
I take part in sport and activity clubs outside school	15%	18%	26%	31%	25%	31%	35%	21%
I do more than 30 minutes of physical activity where my heart beats faster	40%	48%	30%	29%	20%	20%	11%	3%

<i>In a typical week...</i>	A lot		A little		Not much		Not at all	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I think I am good at sports	35%	34%	44%	49%	14%	13%	7%	4%
I have a say about sports and activities in school	23%	21%	36%	48%	26%	21%	14%	10%
I think being healthy and active is important	75%	74%	18%	21%	6%	5%	2%	0%
I know about sports and activities I can do in my community	37%	41%	36%	39%	20%	14%	7%	6%
I like playing sports	62%	61%	21%	29%	10%	8%	6%	2%
I help to deliver sports and activities	19%	23%	30%	36%	29%	27%	22%	14%

In the last 3 months... Have you taken part in a sport or activity that you have never tried before? (wk1 n=543, wk10 n=478)

	Wk1	Wk10
Yes	72%	88%
No	28%	12%

Student Survey data: Control students

I am doing this survey at...

Week 1	176
Week 10	152

I am in Year Group... (wk1 n=176, wk10 n=152)

	Wk1	Wk10
4, 5 & 6	1%	2%
7, 8 & 9	96%	97%
10, 11 & 12	3%	1%
13 & 14	0%	0%

I am... (wk1 n=176, wk10 n=152)

	Wk1	Wk10
Male	37%	48%
Female	63%	52%

Do you consider yourself to have a disability? (wk1 n=176, wk10 n=152)

	Wk1	Wk10
Yes	4%	3%
No	89%	91%
Prefer not to say	7%	7%

My ethnic group is... (wk1 n=176, wk10 n=152)

	Wk1	Wk10
Asian/Asian British	17%	9%
Black/African/Caribbean/Black British	5%	3%
Mixed/multiple ethnic groups	6%	3%
White	68%	84%
Other ethnic group	5%	1%

What I like about sports and activities (wk1 n=176, wk10 n=152)

	Wk1	Wk10
Getting fit	72%	80%
Refereeing/officiating	15%	24%
Sharing my ideas	40%	45%
Learning new skills	68%	79%
Trying something new	63%	75%
Being outdoors	63%	76%
Feeling part of something	59%	61%
Overcoming challenges	60%	72%
Making new friends	61%	66%
Being with friends	77%	80%
Being part of a team	71%	78%
Having fun	86%	89%
Leading or coaching	33%	32%
Doing something exciting	65%	69%
Competing	52%	63%
Other	3%	6%

About me (wk1 n=176, wk10 n=152)

In a typical week...	Every day		Most days		Some days		No days	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I feel confident	23%	29%	50%	49%	26%	21%	1%	1%
I am willing to take on new challenges	32%	38%	45%	42%	20%	20%	3%	0%
I share my ideas with others	30%	33%	36%	40%	29%	26%	5%	1%
I feel I can achieve anything I want to	32%	28%	35%	43%	29%	24%	4%	5%
I like to help other people	51%	51%	34%	31%	13%	17%	2%	1%
I come up with new ideas	23%	28%	41%	49%	32%	22%	5%	1%
I try again if I don't get something right	45%	50%	34%	36%	19%	13%	2%	1%

Me & Being Active (wk1 n=176, wk10 n=152)

In a typical week...	Every day		Most days		Some days		No days	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I do more than 60 minutes of physical activity where my heart beats faster	20%	27%	33%	38%	40%	28%	7%	8%
I take part in afterschool sport and activity clubs in school	6%	12%	14%	19%	35%	29%	45%	41%
I take part in sport and activity clubs outside school	10%	16%	18%	21%	34%	26%	38%	37%
I do more than 30 minutes of physical activity where my heart beats faster	36%	38%	29%	39%	30%	20%	6%	3%

In a typical week...	A lot		A little		Not much		Not at all	
	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10	Wk1	Wk10
I think I am good at sports	21%	30%	50%	51%	21%	13%	8%	6%
I have a say about sports and activities in school	17%	23%	38%	37%	28%	30%	17%	11%
I think being healthy and active is important	77%	73%	14%	16%	9%	7%	1%	5%
I know about sports and activities I can do in my community	33%	41%	40%	40%	22%	15%	6%	4%
I like playing sports	53%	56%	33%	30%	10%	10%	4%	5%
I help to deliver sports and activities	12%	23%	34%	40%	28%	31%	26%	7%

In the last 3 months... Have you taken part in a sport or activity that you have never tried before? (wk1 n=176, wk10 n=152)

	Wk1	Wk10
Yes	70%	78%
No	30%	22%

Appendix D

Graffiti walls

