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& ACTIVITY RESEARCH

Youth Sport Trust

Evaluation of the
Change 4 Life School Sports Clubs
Programme 2011/12

FINAL REPORT

August 2012

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PRIMARY EVALUATION HEADLINES

WHO PARTICIPATED IN THE PRIMARY PROGRAMME?

- *Increases across all levels of activity unequivocally demonstrate that Change 4 Life School Sport Clubs are effective mechanisms for increasing physical activity levels among less active primary children regardless of the extent of their initial inactivity.*
 - *Over 62,000 primary children participated in over 4,000 Change 4 Life School Sport Clubs in 2011/12.*
 - *Over 53,000 children (85% of participants) were not achieving 60 active minutes every day at the start of the programme, thus the clubs are effectively reaching the target group of those children who are less active.*
 - *Those primary children achieving 60 active minutes every day has more than doubled over the course of the programme, resulting in more than 10,700 additional children now achieving 60 active minutes every day.*
 - *The net impact of the programme is that almost 19,000 children (30% of participants) achieve 60 active minutes on more days than they did previously.*
 - *Of the just over 22,000 children who entered the programme achieving 30 active minutes per day less than half the time, more than 10,000 (46%) finished the programme achieving 30 active minutes per day more than half the time.*
 - *An indication that the majority of the activity undertaken is of at least moderate intensity is that more than three-quarters of children (47,500) were playing games where they get out of breath on most days of the week by the time the programme ended.*
 - *Despite 85% of participants not achieving 60 active minutes every day at the start of the programme, children started the programme with positive attitudes to sport and games. Behavioural changes occurred quite quickly, whilst changes in self-esteem took a little longer. The programme has not yet had a substantive impact on the children's confidence to try new things, but the data suggest that changes in confidence to try new things may develop if the programme was to continue for a longer period.*
 - *The majority of children in the programme (83%) were within the target age range of 7-9 years. The impact of the programme appears to be greatest on 8 and 9 year olds.*
 - *Analysis by gender shows no significant differences in the impact of the programme between boys (47% of participants) and girls (53% of participants).*
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WHAT DID THE PRIMARY CLUBS LOOK LIKE?

- *For an average investment of £795 per club, the average Change 4 Life School Sport Club ran for 10 weeks and took place mostly immediately after school, but sometimes at lunchtimes, in a regular designated physical space with 15 members and one Young Leader. Five Club members increased the number of days on which they achieved 60 active minutes, of whom two or three are now newly achieving 60 active minutes every day.*

- *Over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 51,000 sessions to over 62,000 participants and involved over 4,000 Young Leaders and over 2,000 coaches.*
- *Target was the most popular theme (37%), whilst Creative was less popular (23%). Just under 600 schools (15%) offered a combination of Target, Adventure and/or Creative themes by exchanging or sharing resources with other schools in their area.*
- *Most clubs (62%) started in April and May, with 26% starting before Easter 2012. At least one third of clubs would not have had time to deliver the full 12 week programme before the end of the school year, and half of clubs did not do so, although many appear to be intending to complete the 12 weeks at the start of the 2012/13 school year.*
- *The majority of clubs (62%) ran immediately after school, although more than a quarter ran as lunchtime clubs. One in ten schools incorporated the Change 4 Life Clubs into lesson times.*
- *84% of schools ran one Change 4 Life Club session per week, whilst 11% ran two sessions. A small minority of schools (4%) ran sessions everyday, largely to cater for a wider range of children than to have the same children participating five times a week.*
- *88% of schools catered for the same children at each of their Change 4 Life Club sessions, thus indicating that the same children had progressed through the programme from start to finish.*
- *Class teachers directly contributed to delivery in just over half of clubs, whilst teaching assistants were involved in over 40% of cases. One quarter of schools have used external paid coaches to deliver their clubs.*
- *The involvement of external paid coaches in club delivery significantly reduces teacher and teaching assistant involvement, and excludes primary-aged Young Leaders.*
- *Over 4,000 Young Leaders were involved in the delivery of Change 4 Life Clubs in primary schools, which is estimated to include roughly one third secondary-aged volunteers, and roughly two-thirds primary-aged volunteers.*
- *Only around a quarter of teachers (27%) acted as mentors to other deliverers, largely Young Leaders, teaching assistants and other class teachers. Some teachers noted they worked alongside external coaches to ensure the aims and objectives of the clubs were achieved.*

WHAT WORKED IN THE PRIMARY PROGRAMME?

- *Increasing the extent to which children like learning new skills and helping others to improve appears to provide a stepping stone to achieving 60 active minutes every day for those children that have not yet done so, but this is likely to require that such children continue to have the opportunity to participate in Change 4 Life School Sport Clubs.*
- *85% of teachers thought the clubs had added value to school PE and sport provision, whilst 75% thought they had benefitted School Games delivery, although the impact on delivery across the curriculum was more moderate.*
- *90% of schools gave the equipment the highest possible rating, whilst support received from School Games Organisers and the training also scored highly. Less valued were the electronic and media resources.*

- *Teacher ratings were overwhelmingly positive for the impact on improving positive attitudes to being active and to sport, increasing knowledge of healthy lifestyles, and for the development and improvement of physical skills.*
 - *The impact the teachers reported on the development of skills is likely to relate to the improvement of existing skills, which is not the same thing as liking to learn new skills, in which changes have not yet been shown to occur in the children.*
 - *Teachers' believe the Change 4 Life Clubs have had a very positive impact in terms of increasing confidence and developing a sense of belonging, which analysis shows are positively linked with the provision of a regular designated physical space for Change 4 Life Clubs within the school.*
 - *Increases in confidence observed by teachers are likely to relate to children becoming more confident about what they can already do, rather than in their confidence to try new things.*
 - *Teachers' believed that the activity ideas, the Spirit of the Games values and an element of competition were most effective in engaging children, although an element of competition was perceived to be significantly less engaging in Creative Clubs, where only 28% of teachers said it engaged the children a lot (compared to 52% in Target and Adventure Clubs).*
 - *The introduction of "an element of competition" within the safe and inclusive environment of Change 4 Life School Sport Clubs is not the same as exposing children who do not yet achieve 60 active minutes every day, and in whom self-esteem and confidence to try new things has not yet developed, to fully-fledged competitive sport settings.*
 - *Only 11% of schools specifically targeted ages outside the target range for the programme, whilst only 13% targeted no specific groups. This suggests that key messages about the importance of targeting Change 4 Life Clubs have been understood by schools.*
 - *The most significant factors in the decision not to run a club in 2011/12 were the long-standing issues that affect all school sport: lack of staff time, space and funding.*
 - *82% of those that did not run a club in 2011/12 said they would definitely or probably do so in 2012/13.*
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SECONDARY EVALUATION HEADLINES

WHO PARTICIPATED IN THE SECONDARY PROGRAMME?

- *Over the two years of the programme, almost 91,000 young people have joined Change 4 Life Secondary School Sport Clubs, of whom almost 36,000 young people (39%) were in the non-sporty target group.*
 - *Change 4 Secondary School Sport Clubs have achieved a highly impressive conversion rate of 74% of non-sporty target group participants (almost 26,500 young people) to being positive about sport and choosing to play at least once a week over the two years of the programme.*
 - *There were almost 47,000 participants in secondary clubs in 2011/12, of whom two-thirds (almost 30,000) were new members and 45% (over 13,000) were in the non-sporty target group. In addition, 77% of the 6,400 young people that remained in the non-sporty target group at the end of 2010/11 (almost 5,000 young people) were retained in the programme in 2011/12.*
 - *The profile of participants in 2011/12 means that the programme has had a much tougher task than in 2010/11. Firstly, 36% of the non-sporty target group recruited in 2011/12 started the year saying they hardly ever played sport (up from 26% in 2010/11). Secondly, 27% of those in the target group at the start of 2011/12 were the almost 5,000 participants that had not been affected by the programme in 2010/11.*
 - *It has proven particularly difficult to increase the number of participants positive about sport and choosing to play once a week among the almost 5,000 young people in the non-sporty target group who are in their second year of club membership. Only around a third of this group (over 1,600 young people) are now positive about sport and choosing to play once a week.*
 - *97% of those who left the clubs at the end of 2010/11 (over 42,500 young people) did so being positive about sport and choosing to play at least once a week.*
 - *For every non-sporty young person that left the programme at the end of 2010/11, nine non-sporty young people have joined clubs at the start of 2011/12.*
 - *Almost 5,000 young people who have moved out of the non-sporty target group have chosen to remain members of Change 4 Life School Sport Clubs. Seeking to move these participants out of Change 4 Life School Sport Clubs without a similarly supportive exit route in place risks reducing the positive impact of the programme on the non-sporty target group by up to 18%.*
 - *71% of participants were aged 12-15, and the average age of participants was 13.5. Twice as many schools (30%) targeted the lower school (11-13yrs) than targeted the upper school (14-16yrs).*
 - *In 2010/11, clubs were having a greater impact on girls, and on ages below the target ages of 13-19 years. However, data on the two-year impact of the programme shows that these gaps have closed, suggesting that the programme takes longer to impact upon non-sporty boys and older participants than on non-sporty girls and younger participants.*
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WHAT DID THE SECONDARY CLUBS LOOK LIKE?

- *For an average continuing investment of £297 per club, the average Change 4 Life Secondary School Sport Club ran for 2 or 3 terms delivering 33 sessions, and took place immediately after school and/or at lunchtime, with 20 members, of whom 8 began the year as 'non-sporty' and 4 became positive about sport and chose to play at least once a week during the year, supported by 3 Young Leaders and 1.5 relationships with community clubs.*
- *The Change 4 Life Secondary School Sport Clubs programme in 2011/12 delivered over 78,000 sport sessions, involved 6,800 Young Leaders, and was supported by over 4,000 new school-club links.*
- *As might be expected in the second year of the programme, clubs generally started earlier in the year and ran for longer, with more than half of clubs running for the full year.*
- *The average number of sessions delivered by each Change 4 Life Club has risen by 10%, whilst the number of Young Leaders per club has remained the same as in 2010/11.*
- *The average number of school-club links per club rose to 1.5 (from 1.3 in 2010/11), whilst the number of schools reporting that they had no links with community clubs has fallen from half of schools in 2010/11 to one third of schools in 2011/12, meaning that more schools have developed new links (as opposed to schools with existing links increasing the number of links).*
- *138 new Change 4 Life Secondary School Sport Clubs commenced in 2011/12, although 519 clubs did not continue to deliver in 2011/12, resulting in a net fall in capacity across the Change 4 Life secondary programme of 381 clubs (14%).*
- *The vast majority of schools continued to deliver Change 4 Life Secondary School Sport Clubs immediately after school (68%) and during lunchtimes (44%), although there is a marginal increase in the range of times at which schools deliver clubs, with a number of schools delivering in several time slots.*
- *The percentage of schools that say that links with local clubs have been directly harnessed to deliver clubs in schools has risen to 35% (from 27% in 2010/11), whilst external voluntary coaches (presumably linked to local clubs) are now helping deliver 29% of clubs (up from 19% in 2010/11).*
- *The proportion of schools paying external coaches to contribute to the delivery of their club has fallen to 40% in 2011/12 (from 46% in 2010/11), although this proportion is still equivalent to almost 1,000 clubs that are buying in deliverers rather than building their internal delivery capacity.*
- *A more flexible delivery model might be necessary, even encouraged, where there are specific needs such as in the disability sports. However, care is needed to ensure that greater flexibility does not lead to schools overlooking key programme goals, such as the need to target the non-sporty.*

WHAT WORKED IN THE SECONDARY PROGRAMME?

- *Over 95% of young people say they have respected other people regardless of their ability, whilst over 90% have felt respected and, as in 2010/11, these percentages remain over 90% among those who were previously not choosing to play sport every week. Respect regardless of*

ability therefore continues to be a key factor in the success of Change 4 Life School Sport Clubs with previously non-sporty young people.

- *92% of young people have felt more confident doing sport and 89% have enjoyed PE more, suggesting that the positive impact on young people within Change 4 Life clubs sustains in other sport and PE contexts.*
 - *As in 2010/11, there remains potential to significantly enhance the reach of the impact of the Change 4 Life School Sport Clubs programme among non-sporty young people through greater targeting of clubs within schools. Targeting non-sporty young people need not necessarily mean that clubs cater exclusively for the non-sporty target group.*
 - *The proportion of schools targeting non-sporty students has risen, albeit to only 39% (from 23% in 2010/11), and the proportion of schools that have not targeted any specific groups has fallen to 37% (from 50% in 2010/11).*
 - *30% of schools now say they are targeting 11-13 year olds (up from 23% in 2010/11), the majority of whom are outside the target age range for Change 4 Life clubs of 13-19 year olds.*
 - *Some site visit clubs did not appear to realise that they were largely, if not entirely, catering for young people who fell outside the target groups for the Change 4 Life programme.*
 - *There has been little change in what teachers regarded as priorities for Change 4 Life Clubs. The top six priorities, which relate to encouraging participation, leadership, health and respect, remain the same as in 2010/11.*
 - *Providing competitive games and sport was perceived to be the second most successful outcome in 2011/12 (up from 8th in 2010/11), despite being ranked only seventh in the list of priorities. While this creates a route into School Games competition, care will be needed that the pursuit of competitive sport outcomes do not eclipse key programme priorities.*
 - *A quarter of teachers rated providing sport opportunities for disabled students as highly successful in 2011/12, up from only 17% in 2010/11.*
 - *As in 2010/11, equipment and funding were most valued by schools. Support from the newly established School Games Organiser Network was also valued highly.*
 - *Over 20,000 young people say they have contributed to the leadership of their clubs, and 82% of teachers say that young people have been involved in some way in running the Change 4 Life School Sport Club at their school.*
 - *Over 30% of formal Young Leaders were new to the sport they were leading (up from 17% in 2010/11), suggesting that the programme in 2011/12 has increased the extent to which Young Leaders have been developed from within the membership of clubs.*
 - *Lack of staff time, lack of funding and having no community club with which to link were the top three reasons for clubs not delivering in 2011/12.*
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THE INFLUENCE OF THE CHANGE 4 LIFE BRAND?

- *There is a considerable difference between primary and secondary schools in how useful the Change 4 Life brand has been seen to be in organising and delivering the clubs, with 70% of primary teachers rating the brand as useful, whilst only 40% of secondary teachers felt the brand had been useful in delivery.*
 - *60% of primary teachers believe the Change 4 Life brand and logo engages primary children.*
 - *Just over half of teachers in secondary and further education believe the Change 4 Life brand is relevant to the non-sporty target group, and just under half believe it is relevant to a secondary or further education sport club.*
 - *Primary teachers focus on the way in which the Change 4 Life brand engages the children, whilst secondary and further education teachers appeared to see the brand as being valuable as a form of quality mark.*
 - *The Change 4 Life brand has not been actively promoted in at least half of secondary clubs, and this appears to be because teachers feel it does not resonate with secondary-aged young people, and that it is more suited to primary children.*
 - *Secondary teachers appear to have become slightly more ambivalent and unsure about the relevance of the brand to the secondary programme, although the association with a nationally recognised campaign continues to be valued.*
 - *There may be some value in refreshing the way the Change 4 Life brand is used in the secondary programme.*
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RECOMMENDATIONS

- 1. Primary schools should be strongly encouraged to run Change 4 Life School Sport Clubs with the same group of children for AT LEAST twelve weeks, and longer if possible, because attitudinal changes associated with a subsequent increase to 60 active minutes every day have been shown to occur later in the programme.*
 - 2. Primary schools should be encouraged to run their Change 4 Life School Sport Clubs in a regular designated physical space every week because this has been shown to enhance programme outcomes. The space should include Change 4 Life School Sport Club branding and materials as this has been shown to engage and inspire primary children to get involved.*
 - 3. The Youth Sport Trust and School Games Organiser Network should provide specific support and advice to help and encourage primary schools that were signed up to the programme but did not deliver a club in 2011/12 to start a Change 4 Life School Sport Club in 2012/13. Doing so has the potential to add a further 350 or more clubs to the programme at little additional cost.*
 - 4. Secondary schools should be strongly encouraged to clearly target their Change 4 Life School Sport Clubs at the non-sporty target group, which should be operationalised as those young people not regularly choosing to participate at least once a week outside of PE lessons. Clubs need not be exclusively for this target group, but the Clubs should be driven by the needs of this group.*
 - 5. Secondary schools should be encouraged to recognise that some previously non-sporty young people will see the Change 4 Life School Sport Club as a supportive participation destination, rather than a stepping stone to other competitive sport environments. Change 4 Life School Sport Clubs should continue to cater for the ongoing participation of these young people.*
 - 6. Consideration should be given to 'refreshing' the way in which the Change 4 Life brand is used in secondary schools in order to more effectively engage secondary-aged children and to re-enthuse teachers. The development of a specific sub-brand for Change 4 Life School Sport Clubs, along similar lines to Games 4 Life, should be considered.*
 - 7. Across both the primary and the secondary programme care must be taken to ensure that an element of competition is delivered in a way that most effectively enhances programme outcomes. To be effective, it must be delivered alongside and in tandem with those programme themes that have been shown to be associated with increased physical activity and sport participation, namely building self-esteem, confidence and respect.*
 - 8. Both primary and secondary schools should be encouraged to develop their own internal delivery capacity, including a mentoring programme for young leaders, teachers and coaches, in order to ensure that Change 4 Life School Sport Clubs can be sustained and that programme outcomes can be most effectively achieved, in the future.*
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1) CONTEXT

SPEAR was commissioned in October 2011 to conduct an evaluation of the Change 4 Life School Sports Clubs in primary and secondary schools in 2011/12, having evaluated the introduction of Change 4 Life Clubs in secondary schools in 2010/11. In April 2012, SPEAR provided an interim report on the early stages of the Change 4 Life Clubs, including initial participation figures for the secondary programme in 2011/12 and delivery plans for the primary programme. 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 three questions in relation to the primary and then the secondary programmes: Who participated? What did the clubs look like? and What worked? It also addresses the influence of the Change 4 Life brand across both programmes. Recommendations for the future development of Change 4 Life School Sport Clubs are also presented.

A more detailed methodological note is provided at appendix A, but tables 1.1 and 1.2 summarise the evaluation approach for the primary and the secondary programmes respectively

Table 1.1) Primary Evaluation

	Research	Sample
Secondary Analysis	<ul style="list-style-type: none"> YST returns on participation from SGO areas have been analysed to generate overall participation figures for Change 4 Life School Sport Clubs in 2011/12. 	Returns from 393 of 448 SGO areas.
Repeated Measures Survey of Children (including panel recruitment)	<ul style="list-style-type: none"> Short telephone interviews with primary lead teachers monitored initial progress (January-April) from which panel schools were recruited to the repeated measures survey panel. A repeated measures survey of children at weeks 1, 6 and 12 has examined changes in participation levels and attitudes (April-July). 	<p>347 teachers (reported in Interim Report) interviewed, 269 schools recruited..</p> <p>4,771 surveys returned from 2,842 children with 1,217 repeated measures in 190 schools.</p>
Site Visits	<ul style="list-style-type: none"> Site visits to explore how clubs were operating in a range of different school contexts. 	6 visits: 2 target clubs, 2 adventure clubs, 2 creative clubs.
Cross-Sectional Teacher Survey	<ul style="list-style-type: none"> A survey of lead teachers has examined how clubs were organised and what worked in individual schools (June-July). 	476 teachers (12% of Change 4 Life Primary Clubs).

Table 1.2) Secondary Evaluation

	Research	Sample
Secondary Analysis	<ul style="list-style-type: none"> YST returns on participation from SGO areas have been analysed to generate overall participation figures for Change 4 Life School Sport Clubs in 2011/12. 	Returns from 375 of 450 SGO areas.
Young Persons and Young leaders surveys (including panel recruitment)	<ul style="list-style-type: none"> Short telephone interviews with secondary lead teachers monitored initial progress (January-April) from which panel schools were recruited for the young persons feedback card and Young Leaders surveys. A young persons feedback card survey has examined changes in participation levels and attitudes (April-June). A survey of Young Leaders has explored leadership activities and preferences (April-June). 	<p>231 teachers (reported in Interim Report) interviewed, 159 schools and colleges recruited.</p> <p>1,453 children in 146 schools.</p> <p>104 Leaders drawn from 146 schools.</p>
Best Practice Site Visits	<ul style="list-style-type: none"> Site visits to explore best practice in a range of different school contexts (March-June). 	4 visits: 2 secondary schools (fencing, handball), 1 FE college (volleyball), 1 special school (boccia).
Cross-Sectional Teacher Survey	<ul style="list-style-type: none"> A survey of lead teachers has examined how clubs were organised and what worked in individual schools (May-June). 	333 teachers (14% of Change 4 Life Primary Clubs).

2) WHO PARTICIPATED IN THE PRIMARY PROGRAMME?

HEADLINES

- *Increases across all levels of activity unequivocally demonstrate that Change 4 Life School Sport Clubs are effective mechanisms for increasing physical activity levels among less active primary children regardless of the extent of their initial inactivity.*
 - *Over 62,000 primary children participated in over 4,000 Change 4 Life School Sport Clubs in 2011/12.*
 - *Over 53,000 children (85% of participants) were not achieving 60 active minutes every day at the start of the programme, thus the clubs are effectively reaching the target group of those children who are less active.*
 - *Those primary children achieving 60 active minutes every day has more than doubled over the course of the programme, resulting in more than 10,700 additional children now achieving 60 active minutes every day.*
 - *The net impact of the programme is that almost 19,000 children (30% of participants) achieve 60 active minutes on more days than they did previously.*
 - *Of the just over 22,000 children who entered the programme achieving 30 active minutes per day less than half the time, more than 10,000 (46%) finished the programme achieving 30 active minutes per day more than half the time.*
 - *An indication that the majority of the activity undertaken is of at least moderate intensity is that more than three-quarters of children (47,500) were playing games where they get out of breath on most days of the week by the time the programme ended.*
 - *Despite 85% of participants not achieving 60 active minutes every day at the start of the programme, children started the programme with positive attitudes to sport and games. Behavioural changes occurred quite quickly, whilst changes in self-esteem took a little longer. The programme has not yet had a substantive impact on the children's confidence to try new things, but the data suggest that changes in confidence to try new things may develop if the programme was to continue for a longer period.*
 - *The majority of children in the programme (83%) were within the target age range of 7-9 years. The impact of the programme appears to be greatest on 8 and 9 year olds.*
 - *Analysis by gender shows no significant differences in the impact of the programme between boys (47% of participants) and girls (53% of participants).*
-

In July 2012, School Games Organisers across England were asked to report on the number of participants, coaches and young leaders involved in Change 4 Life School Sport Clubs in primary schools in their area (details on young leaders and coaches are provided in section 3). Responses were received from 393 of the relevant 448 School Games Organiser areas, 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 repeated measures survey of primary children in the programme (in which children completed their individual responses as part of a teacher-led group activity), we

are able to calculate the success of the programme in reaching key target groups with a maximum error of less than 3.5%. Table 2.1 summarises programme participation and impact.

Table 2.1) Programme participation and impact

WHO JOINED THE CLUBS?		
OVERALL	62,598	
	More than half the time	Every Day
Number of children active for more than 30 minutes/day	40,564 (65%)	19,656 (31%)
Number of children active for more than 60 minutes/day	26,041 (42%)	9,265 (15%)
TARGET GROUP		
Number of children <u>NOT</u> achieving 60 active minutes every day	53,342 (85%)	
WHAT WAS THE IMPACT?		
	More than half the time	Every Day
Increase in children active for more than 30 minutes/day	25% (10,141)	49% (9,703)
Increase in children active for more than 60 minutes/day	53% (13,834)	116% (10,704)
AFTER THE PROGRAMME...		
	More than half the time	Every Day
Number of children active for more than 30 minutes/day	50,704 (81%)	29,358 (47%)
Number of children active for more than 60 minutes/day	39,875 (64%)	19,969 (32%)

There were **4,074 Change 4 Life School Sport Clubs established in primary schools in 2011/12**, and table 2.1 shows that **over 62,000 primary children participated**. Of these, **over 53,000 (85%) were not achieving 60 active minutes every day**, whereas the latest available data on primary aged children's physical activity from the Health Survey for England (albeit from 2007) shows that only 30% of primary aged children do not achieve 60 active minutes daily. Similarly, 69% of children in the programme were not achieving 30 active minutes daily, whereas the Health Survey for England

shows only 15% of primary children do not reach this level. This suggests that ***the clubs are effectively reaching the target group of those children who are less active.***

Four levels of physical activity have been examined, which range from those active for more than 30 minutes a day more than half the time (65% of those recruited to the programme) to those achieving 60 active minutes every day (15% of programme recruits).

Those primary children achieving 60 active minutes every day has more than doubled over the course of the programme, resulting in more than 10,700 additional children now achieving 60 active minutes every day. More broadly, the net impact of the programme is that almost 19,000 children (30% of participants) achieve 60 active minutes on more days than they did previously.

At lower levels of activity, ***of the just over 22,000 children who entered the programme achieving 30 active minutes per day less than half the time, more than 10,000 (46%) finished the programme achieving 30 active minutes per day more than half the time.*** In fact, ***the increases at each of the levels of activity presented in table 2.1 unequivocally demonstrate that Change 4 Life School Sport Clubs are effective mechanisms for increasing physical activity levels among less active children regardless of the extent of their initial inactivity.***











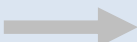

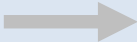
While the data presented in table 2.1 provides an indication of activity frequency, a further consideration is the intensity of such activity. While this is very difficult to measure in primary aged children, ***an indication that the majority of the activity referred to in table 2.1 is of at least moderate intensity is that three-quarters of children in the programme (47,500) were playing games where they get out of breath on most days of the week by the time the programme ended.***

In addition to measures of exercise frequency and intensity, children were surveyed about their attitudes and preferences relating to physical activity. The repeated measures design, in which the same children were surveyed on successive occasions, means that not only can changes be tracked, but the stage at which changes occurred can be identified. Children were surveyed at week 1, week 6 and week 12 of the programme, and were asked whether they did, felt or liked various elements relating to physical activity and “games”, which were explained as being active games, everyday, most days, some days or never. The changes that took place, and the timing of the changes, are shown in table 2.2.

The changes shown in table 2.2 represent a statistically significant change ($p < 0.001$) in the numbers of children that said they did, felt or liked that particular element. This means that there is a less than one in a thousand chance that the changes shown in table 2.2 are not real changes that might be expected in the wider population beyond the sample. Because of the nature of the data, it is difficult to provide an overall summary measure of the size of the changes that took place, so as an illustration of the size of the changes table 2.3 shows the increases in the numbers of children that did, felt or liked each element more than half of the time (ie, everyday or most days).

All of the elements in table 2.3 increased over the 12 weeks of the programme, but changes are only noted if they are statistically significant between the start and the end of the programme with $p < 0.001$. Where no change is listed, changes are insignificant with $p > 0.05$, which means there is more than a 5% chance that the changes are not real changes that may not be found in the wider population beyond the sample.

Table 2.2) Timing of Programme Changes⁽¹⁾ (n=1,217)⁽²⁾

	----- When Change Took Place -----			Nature of Change
	Week 1-6	Week 6-12	Overall	
I look forward to playing games				Already high ⁽³⁾ (No Change)
I feel happy after playing games				Already high ⁽³⁾ (No Change)
I like playing games with others				Already high ⁽³⁾ (No Change)
I like to be active				Already high ⁽³⁾ (No Change)
I do more than 30 minutes of physical activity				Early Change
I drink water before, during and after games				Early Change
I do more than 60 minutes of physical activity				Continuous Change
I play games where I get out of breath				Continuous Change
I think I am good at playing games				Late Change
When I play games I help others improve				Late Change
I make up new games to play				Small Change
I like trying new games				No Change
When I play games I like learning new skills				No Change

⁽¹⁾ changes listed are significant at $p < 0.001$ (non-parametric Wilcoxon test for paired related samples)

⁽²⁾ Wilcoxon test performed on paired samples: wks 1 & 6 (n=980), wks 6 & 12 (n=590), wks 1 & 12 (n=723)

⁽³⁾ 'already high' elements rated 'everyday' at week 1 by >60% of children and at least 'most days' by >85%.

Table 2.3) Size of Programme Changes⁽¹⁾ (n=1,217)⁽²⁾

	More than Half the Time		Nature of Change
	Week 1	Week 12	
I look forward to playing games	54,085 (86%)	57,340 (92%)	Already high ⁽³⁾ (No Change)
I feel happy after playing games	54,022 (86%)	55,712 (89%)	Already high ⁽³⁾ (No Change)
I like playing games with others	55,274 (88%)	57,089 (91%)	Already high ⁽³⁾ (No Change)
I like to be active	54,022 (86%)	56,776 (91%)	Already high ⁽³⁾ (No Change)
I do more than 30 minutes of physical activity	40,564 (65%)	50,704 (81%)	Early Change
I drink water before, during and after games	37,684 (60%)	46,448 (74%)	Early Change
I do more than 60 minutes of physical activity	26,041 (42%)	39,875 (64%)	Continuous Change
I play games where I get out of breath	36,557 (58.4%)	47,512 (76%)	Continuous Change
I think I am good at playing games	52,144 (83%)	57,590 (92%)	Late Change
When I play games I help others improve	38,247 (61%)	45,196 (72%)	Late Change
I make up new games to play	33,490 (54%)	38,435 (61%)	Small Change
I like trying new games	49,452 (79%)	52,770 (84%)	No Change
When I play games I like learning new skills	49,139 (79%)	52,395 (84%)	No Change

⁽¹⁾ changes listed are significant at $p < 0.001$ (non-parametric Wilcoxon test for paired related samples)

⁽²⁾ Wilcoxon test performed on paired samples: wks 1 & 6 (n=980), wks 6 & 12 (n=590), wks 1 & 12 (n=723)

⁽³⁾ 'already high' elements rated 'everyday' at week 1 by >60% of children and at least 'most days' by >85%.

Together, tables 2.2 and 2.3 provide a picture of the process of change in primary Change 4 Life School Sport Clubs. **Despite 85% of participants not achieving 60 active minutes every day at the start of the programme, children start with positive attitudes to sport and games**, with the

numbers who look forward to games, feel happy after games, like playing with others, and like to be active being high at the start of the programme. **Behavioural changes occur quite quickly**, with increases in those doing 30 minutes of physical activity and drinking water before, during and after games taking place early in the programme, whilst increases in those doing 60 minutes of physical activity and playing games where they get out of breath take place early and continue to increase throughout the programme. **Changes in self-esteem take a little longer**, with increases in the numbers that think they are good at playing games and those that help others improve (which might be taken as an indicator of self-esteem and confidence) not occurring until after week 6. Finally, **the programme has not yet had a substantive impact on the children's confidence to try new things**, with there being no statistically significant change in those who like trying new games and those who like learning new skills, and only a small overall change (which is not significant between weeks 1&6 and weeks 6&12, but is significant between weeks 1&12) in the numbers who make up new games to play. However, the small change in the latter element, and the non-significant increases of over 3,000 children in the former two elements do suggest that **changes in confidence to try new things may develop if the programme was to continue for a longer period**.

Change for Life School Sport Clubs were designed to cater for **children aged 7-9**, and **figure 2.1 shows that the majority of children in the programme (83%) were within that age range**. Analysis by age shows that **the impact of the programme appears to be greatest on 8 and 9 year olds**, with fewer significant changes in programme elements among younger and older children, although the lack of significant differences may be the result of the lower sample sizes when the analysis is performed by specific year on younger (5, 6, and 7) and older (10 and 11) children.

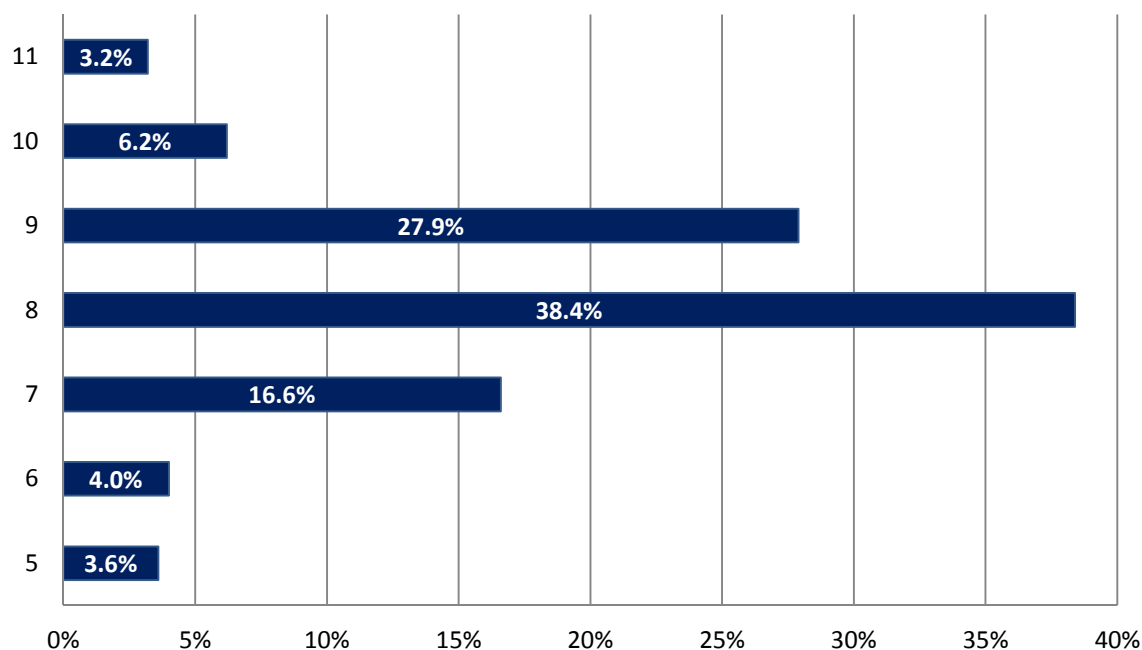


Figure 2.1) Ages of participants in primary Change 4 Life School Sport Clubs (n=2,482)

There was a relatively even split of boys and girls recruited to the programme, with **47% of programme participants being boys, and 53% being girls (n=2,482)**. **Analysis by gender shows no significant differences in the impact of the programme between boys and girls**.

3) WHAT DID THE PRIMARY CLUBS LOOK LIKE?

HEADLINES

- *For an average investment of £795 per club, the average Change 4 Life School Sport Club ran for 10 weeks and took place mostly immediately after school, but sometimes at lunchtimes, in a regular designated physical space with 15 members and one Young Leader. Five Club members increased the number of days on which they achieved 60 active minutes, of whom two or three are now newly achieving 60 active minutes every day.*
 - *Over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 51,000 sessions to over 62,000 participants and involved over 4,000 Young Leaders and over 2,000 coaches.*
 - *Target was the most popular theme (37%), whilst Creative was less popular (23%). Just under 600 schools (15%) offered a combination of Target, Adventure and/or Creative themes by exchanging or sharing resources with other schools in their area.*
 - *Most clubs (62%) started in April and May, with 26% starting before Easter 2012. At least one third of clubs would not have had time to deliver the full 12 week programme before the end of the school year, and half of clubs did not do so, although many appear to be intending to complete the 12 weeks at the start of the 2012/13 school year.*
 - *The majority of clubs (62%) ran immediately after school, although more than a quarter ran as lunchtime clubs. One in ten schools incorporated the Change 4 Life Clubs into lesson times.*
 - *84% of schools ran one Change 4 Life Club session per week, whilst 11% ran two sessions. A small minority of schools (4%) ran sessions everyday, largely to cater for a wider range of children than to have the same children participating five times a week.*
 - *88% of schools catered for the same children at each of their Change 4 Life Club sessions, thus indicating that the same children had progressed through the programme from start to finish.*
 - *Class teachers directly contributed to delivery in just over half of clubs, whilst teaching assistants were involved in over 40% of cases. One quarter of schools have used external paid coaches to deliver their clubs.*
 - *The involvement of external paid coaches in club delivery significantly reduces teacher and teaching assistant involvement, and excludes primary-aged Young Leaders.*
 - *Over 4,000 Young Leaders were involved in the delivery of Change 4 Life Clubs in primary schools, which is estimated to include roughly one third secondary-aged volunteers, and roughly two-thirds primary-aged volunteers.*
 - *Only around a quarter of teachers (27%) acted as mentors to other deliverers, largely Young Leaders, teaching assistants and other class teachers. Some teachers noted they worked alongside external coaches to ensure the aims and objectives of the clubs were achieved.*
-

Section 2 showed that the Change 4 Life School Sport Clubs delivered an impressive impact on primary children's physical activity. 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 possible themes were available to primary schools for their Change 4 Life Clubs, and figure 3.1 shows that **Target was the most popular theme (37%), whilst Creative was less popular (23%). Just under 600 schools (15%) offered a combination of Target, Adventure and/or Creative themes by exchanging or sharing resources with other schools in their area.** Whilst this was clearly seen as desirable by those schools who made the extra effort to organise their delivery in this way, it appears to have had little effect on the success or otherwise of club delivery (see section 4).

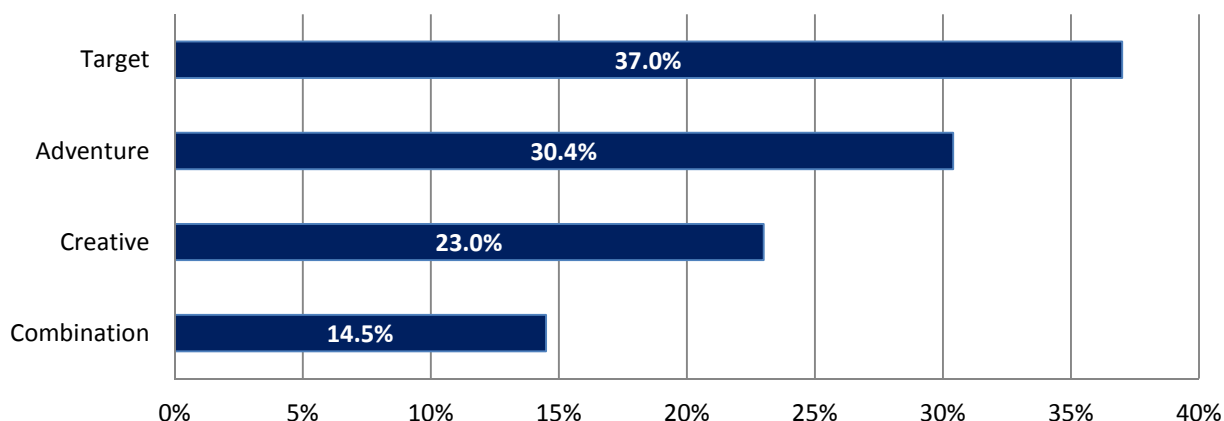


Figure 3.1) Change 4 Life Clubs Delivered by Primary Schools (n=437)

In the six site visit schools, the initial reason for wanting to run a Change 4 Life Club was to be part of the broader Change 4 Life programme. The aims of the programme appealed to the schools and in many cases, it filled a gap in the provision on offer. For instance, the Head Teacher of the East of England school running a Target Club acknowledged that although her personal passion for art and culture may have influenced the focus for many school activities, she was still aware that there was a need to develop sporting and physical activity. For this reason they had identified the Target theme as most appropriate (see appendix B2). In the East Midlands school running a Creative Club, there was a focus on 'healthy schools' and they had previously held health weeks in the school. Consequently, the broader aims of Change 4 Life corresponded with the school's aims (see appendix B4).

Across the site visit schools, the themes were not the central reason for signing up, although there were differing explanations why the themes were subsequently chosen. For example, the coordinator at the South East Target Club had specifically chosen Target as she felt that it would be the theme that the children in her school would most enjoy (see appendix B1), whereas the coordinator at the South West Creative Club, although selecting the Creative theme, was leading one of the 14% of clubs that wanted to have a broader approach which had elements of all three themes (see appendix B3).

The Interim Report noted that primary schools had been given an extended implementation window of up to Easter 2012 to plan their Change 4 Life School Sport Clubs, and that for a range of reasons around three quarters of schools were not able to commence their clubs in any meaningful way prior to the Easter break. The post-programme survey responses of teachers relating to when their clubs commenced (figure 3.2) reinforce those early insights.

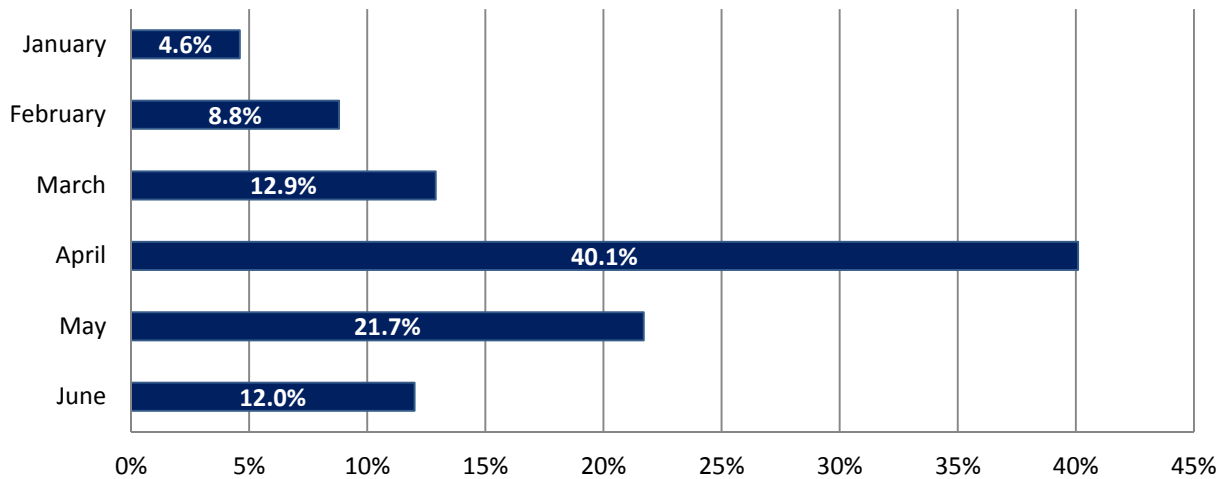


Figure 3.2) Month in which Primary Change 4 Life Clubs Commenced (n=434)

Figure 3.2 shows that **most clubs (62%) started in April and May, with 26% starting before Easter 2012**. Many of the clubs that started in January and February are likely to have got underway before they received the club resources and equipment, but the positive recruitment and impact data presented in section 2 suggests that this does not appear to have negatively affected outcomes. **One third of clubs started in May or June, and these clubs would not have been able to deliver the full 12 week programme before the end of the school year**. In fact, figure 3.3 shows that **over half of clubs delivered the programme for 10 weeks or less**.

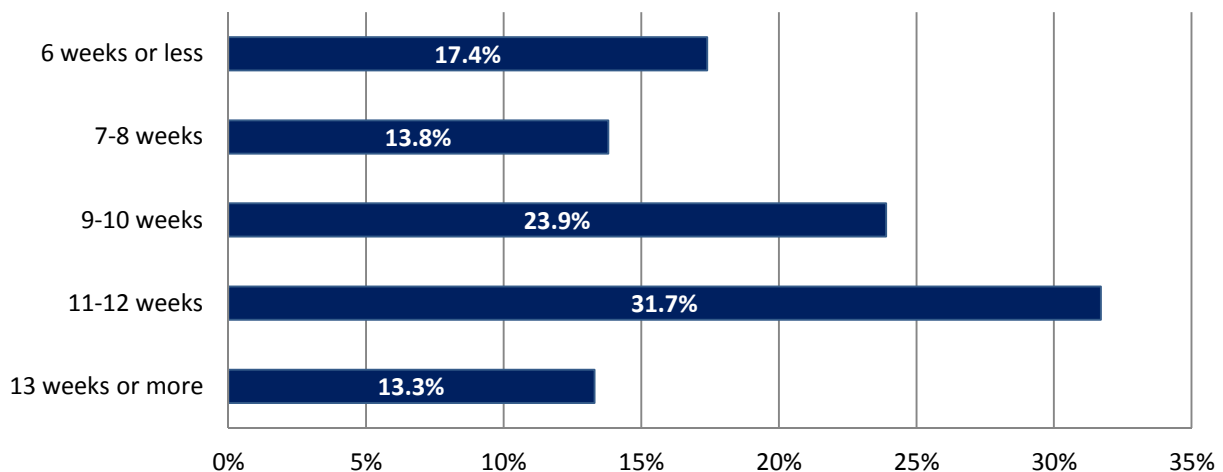


Figure 3.3) Number of weeks for which Primary Change 4 Life Clubs ran (n=436)

Although many primary schools that ran Change 4 Life Clubs for less than 10 weeks would have been constrained by not being able to get their clubs underway prior to the Easter break (the summer term had only 13 teaching weeks), some schools may have chosen to run their clubs for fewer than 12 weeks. Given that the programme impact data presented in section 2 shows that key changes in self-esteem do not occur until later in the 12 week period, and that it appears that increases in confidence to try new things may require longer than 12 weeks to take place, it is clearly important that schools run their clubs for at least 12 weeks in each school year, and longer if possible. Insights from ongoing contact with 269 panel schools did however suggest that **many**

schools that had not been able to run their clubs for 12 weeks in the 2011/12 school year were intending to complete the 12 week programme at the start of the 2012/13 school year.

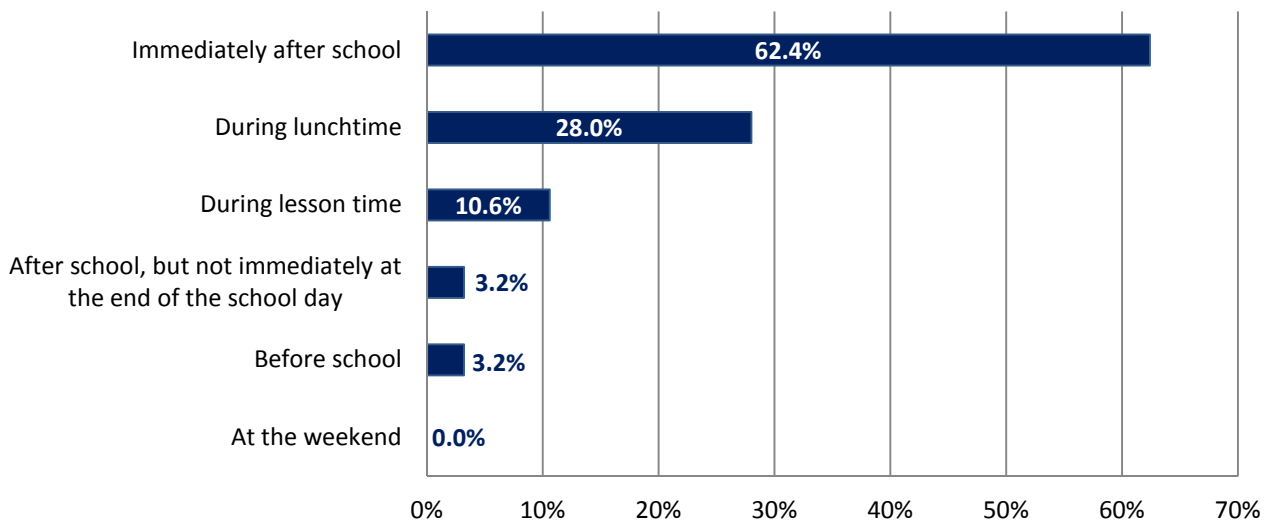


Figure 3.4) Time of Day at which Primary Change 4 Life Clubs ran (n=436)

Figure 3.4 shows that, as might be expected, ***the majority of clubs (62%) ran immediately after school. However, more than a quarter ran as lunchtime clubs, and one in ten schools incorporated the Change 4 Life Clubs into lesson times.*** While this is a clear endorsement by these schools of the perceived value of the club and its themes, it does of course mean that these clubs will be less clearly targeted at the less active because entire class groups will be participating (see section 4).

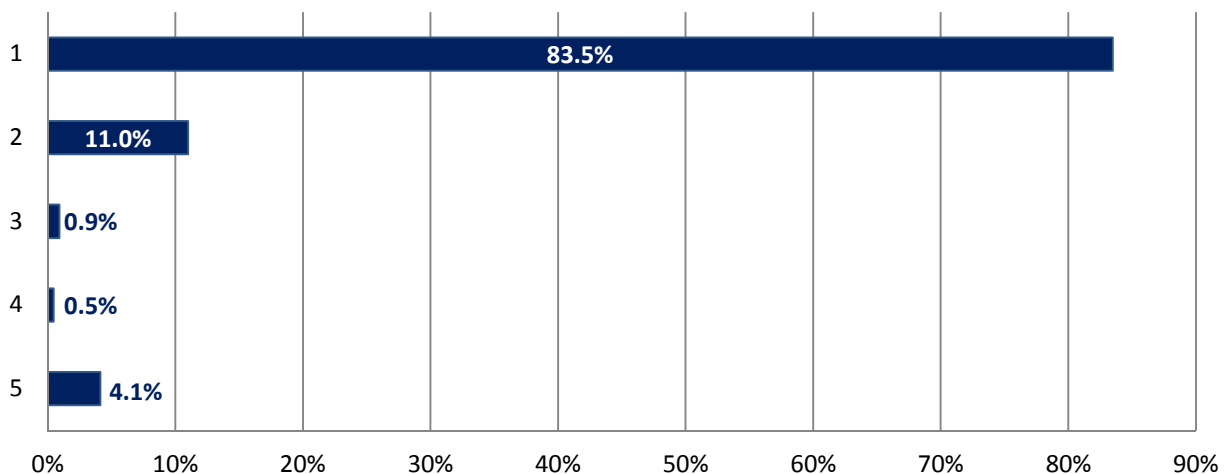


Figure 3.5) Numbers of Sessions per Week run by Primary Change 4 Life Clubs (n=436)

The vast majority of schools (84%) ran one Change 4 Life Club session per week (figure 3.5), whilst 11% ran two sessions. A small minority of schools (4%) ran sessions everyday, and although the sample is small, this appears to have been to cater for a wider range of children than to have the same children participating five times a week. However, some of those schools providing two sessions per week did so for the same children, and this appeared to be seen as a way to fit in 12 sessions before the end of the school year given the late start of the clubs in some schools. While circumstances in 2011/12 may have necessitated such an approach, the

programme impact data presented in section 2 does suggest that running the clubs weekly over a longer period of time may be a more effective mechanism to facilitate the self esteem changes that developed later in the programme.

Overall, 88% of schools catered for the same children at each of their Change 4 Life Club sessions, thus indicating that the same children had progressed through the programme from start to finish. A similar proportion (85%) said that their club had a regular designated physical space as suggested in the club resource pack, and this does appear to have helped develop a sense of belonging and to have increased confidence (see section 4).

Figure 3.6 shows who contributed to the delivery of Change 4 Life Clubs. ***Class teachers directly contributed to delivery in just over half of clubs, whilst teaching assistants were involved in over 40% of cases. One quarter of schools have used external paid coaches to deliver their clubs,*** and this appears to have been to the exclusion of other deliverers. In schools where external paid coaches are used as deliverers, only 25% of clubs involve class teachers and only 17% involve teaching assistants (compared to 51% and 42% across schools as a whole). While clubs involving external paid coaches do provide similar opportunities for secondary-aged Young Leaders, no clubs with paid external coaches have involved primary-aged volunteers in delivery. Consequently, ***the involvement of external paid coaches in club delivery significantly reduces teacher and teaching assistant involvement, and excludes primary-aged Young Leaders.*** As such, the use of external paid coaches appears to be an unsatisfactory, and ultimately unsustainable, delivery model.

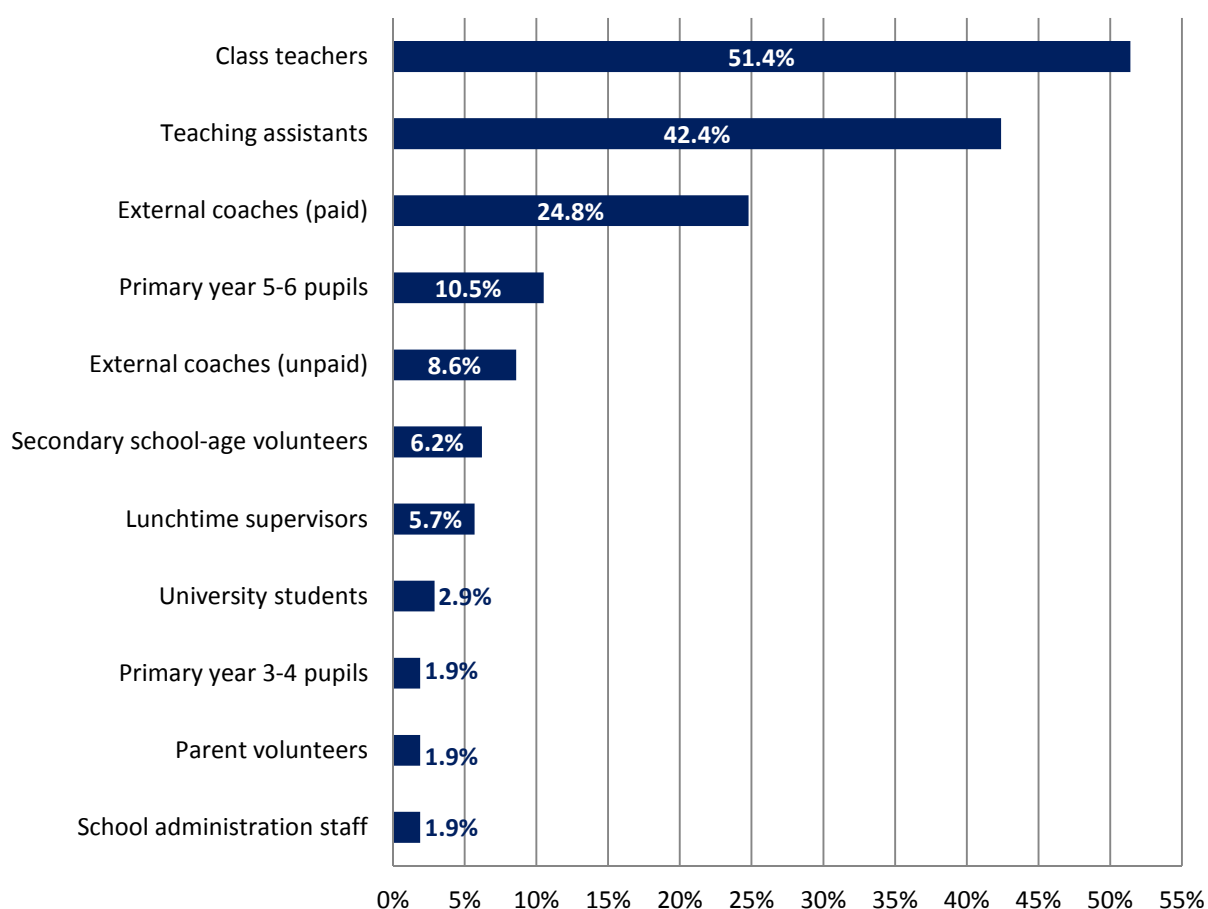


Figure 3.6 Primary Change 4 Life Clubs Deliverers (n=436)

Over 4,000 Young Leaders were involved in the delivery of Change 4 Life Clubs in primary schools, and figure 3.6 suggests that this figure is likely to include roughly one third secondary-aged volunteers, and roughly two-thirds primary-aged volunteers. Figure 3.6 also shows that in just under half of cases, class teachers were not involved in delivery; however, **only around a quarter of teachers (27%) said they acted as mentors to other members of the delivery team. In most cases such mentoring is of Young Leaders, teaching assistants and other class teachers. However, some teachers noted that they had worked alongside external coaches to ensure the aims and objectives of the clubs were achieved.**

Table 3.1 shows that **over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 51,000 sessions to over 62,000 participants and involved over 4,000 Young Leaders and over 2,000 coaches.** As noted earlier, around two-thirds of Young leaders are estimated to have been secondary-aged. The 2,058 coaches involved is likely to include school staff who have been on Change 4 Life training courses, but also potentially up to 1,000 paid external coaches that have been used to deliver clubs by around a quarter of schools.

Table 3.1) Primary Change 4 Life Club Delivery Outcomes during 2011/12

	Total
Number of clubs	4,074
Number of sessions delivered	51,514
Number of participants	62,598
Number of Young Leaders involved	4,136
Number of coaches involved	2,058

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 Primary Sport Club looked like, what it delivered, and for what investment (table 3.2, overleaf).

Table 3.2) The ‘average’ Change 4 Life Primary School Sport Club

For an average ***investment of £795 per club***, the average Change 4 Life School Sport Club:

Ran for ***10 weeks***

...and took place ***mostly immediately after school, but sometimes at lunchtime***

...in a ***regular designated physical space***

...with ***15 members***

...and ***1 Young Leader***

...of whom ***5 members increased the number of days on which they achieved 60 active minutes***

...and an additional ***2 or 3 members now achieve 60 active minutes every day.***

4) WHAT WORKED IN THE PRIMARY PROGRAMME?

HEADLINES

- *Increasing the extent to which children like learning new skills and helping others to improve appears to provide a stepping stone to achieving 60 active minutes every day for those children that have not yet done so, but this is likely to require that such children continue to have the opportunity to participate in Change 4 Life School Sport Clubs.*
 - *85% of teachers thought the clubs had added value to school PE and sport provision, whilst 75% thought they had benefitted School Games delivery, although the impact on delivery across the curriculum was more moderate.*
 - *90% of schools gave the equipment the highest possible rating, whilst support received from School Games Organisers and the training also scored highly. Less valued were the electronic and media resources.*
 - *Teacher ratings were overwhelmingly positive for the impact on improving positive attitudes to being active and to sport, increasing knowledge of healthy lifestyles, and for the development and improvement of physical skills.*
 - *The impact the teachers reported on the development of skills is likely to relate to the improvement of existing skills, which is not the same thing as liking to learn new skills, in which changes have not yet been shown to occur in the children.*
 - *Teachers' believe the Change 4 Life Clubs have had a very positive impact in terms of increasing confidence and developing a sense of belonging, which analysis shows are positively linked with the provision of a regular designated physical space for Change 4 Life Clubs within the school.*
 - *Increases in confidence observed by teachers are likely to relate to children becoming more confident about what they can already do, rather than in their confidence to try new things.*
 - *Teachers' believed that the activity ideas, the Spirit of the Games values and an element of competition were most effective in engaging children, although an element of competition was perceived to be significantly less engaging in Creative Clubs, where only 28% of teachers said it engaged the children a lot (compared to 52% in Target and Adventure Clubs).*
 - *The introduction of "an element of competition" within the safe and inclusive environment of Change 4 Life School Sport Clubs is not the same as exposing children who do not yet achieve 60 active minutes every day, and in whom self-esteem and confidence to try new things has not yet developed, to fully-fledged competitive sport settings.*
 - *Only 11% of schools specifically targeted ages outside the target range for the programme, whilst only 13% targeted no specific groups. This suggests that key messages about the importance of targeting Change 4 Life Clubs have been understood by schools.*
 - *The most significant factors in the decision not to run a club in 2011/12 were the long-standing issues that affect all school sport: lack of staff time, space and funding.*
 - *82% of those that did not run a club in 2011/12 said they would definitely or probably do so in 2012/13.*
-

This section adds to the general picture of what Change 4 Life Primary 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.

Section 2 showed that 85% of participants were not achieving 60 active minutes every day at the start of the programme, and that 69% were not achieving 30 active minutes every day. This suggests that the clubs were effectively targeted at the less active, and this is borne out by the responses to the teacher survey (figure 4.1).

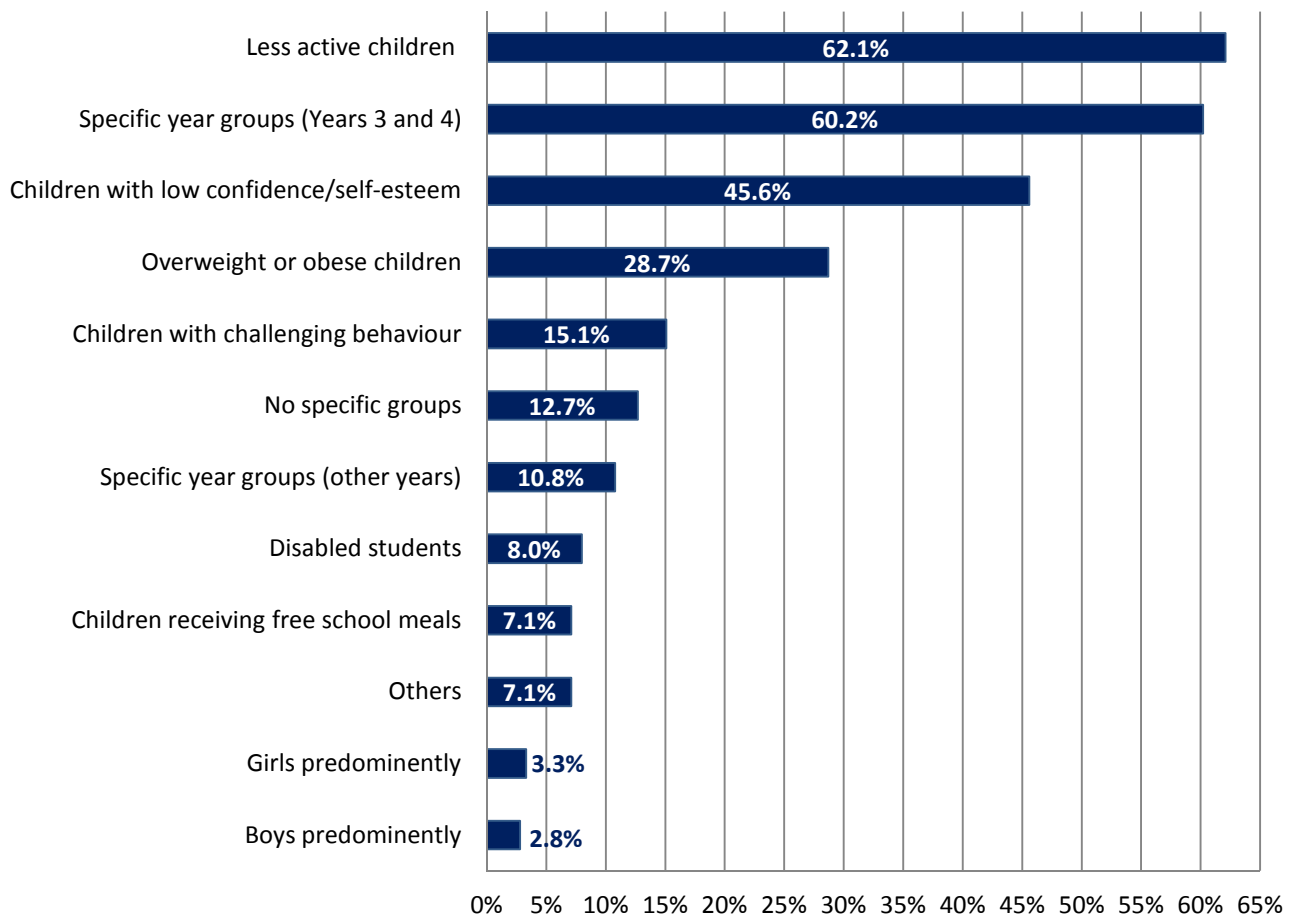


Figure 4.1) Children targeted to join Change 4 Life Clubs (n=425)

While there are a range of groups listed in figure 4.1 that might be considered ‘at risk’ of low activity, the most direct measures are the top three non-age related groups that were targeted, namely, the less active, overweight and obese, and low confidence and/or self-esteem. Taken together, approaching 70% of schools targeted at least one of these groups. Section 2 showed that 83% of programme participants were in the target age range for the programme of 7-9 years. This range largely relates to school years 3 and 4, and figure 4.1 shows that 60% of schools targeted those years. ***Only 11% of schools specifically targeted age ranges outside the target range for the programme, whilst only 13% targeted no specific groups. This suggests that key messages about the importance of targeting Change 4 Life Clubs have been understood by schools.***

All of the site visit schools set out to target specific children. In schools where levels of social deprivation were higher and children displayed social, emotional and/or behavioural problems, it

was felt that there was a clear need for a club exclusively targeted at these children (see, for example, appendices B1 and B5). In other schools, specific children with perceived potential health issues were targeted initially, with additional children selected to make up the numbers (see, for example, appendices B4 and B6).

At the South East Target Club, children were 'invited' to join and saw the Change 4 Life Club as a special club, but one that they were proud to have been asked to join (see appendix B1). In this particular case, the club size was deliberately kept small, limited to approximately 12 children. It was considered that this increased both the personal nature of the club and the feasibility of weekly sessions as it required only two adults to run it. The other site visit schools set targets of about 20 children for their clubs.

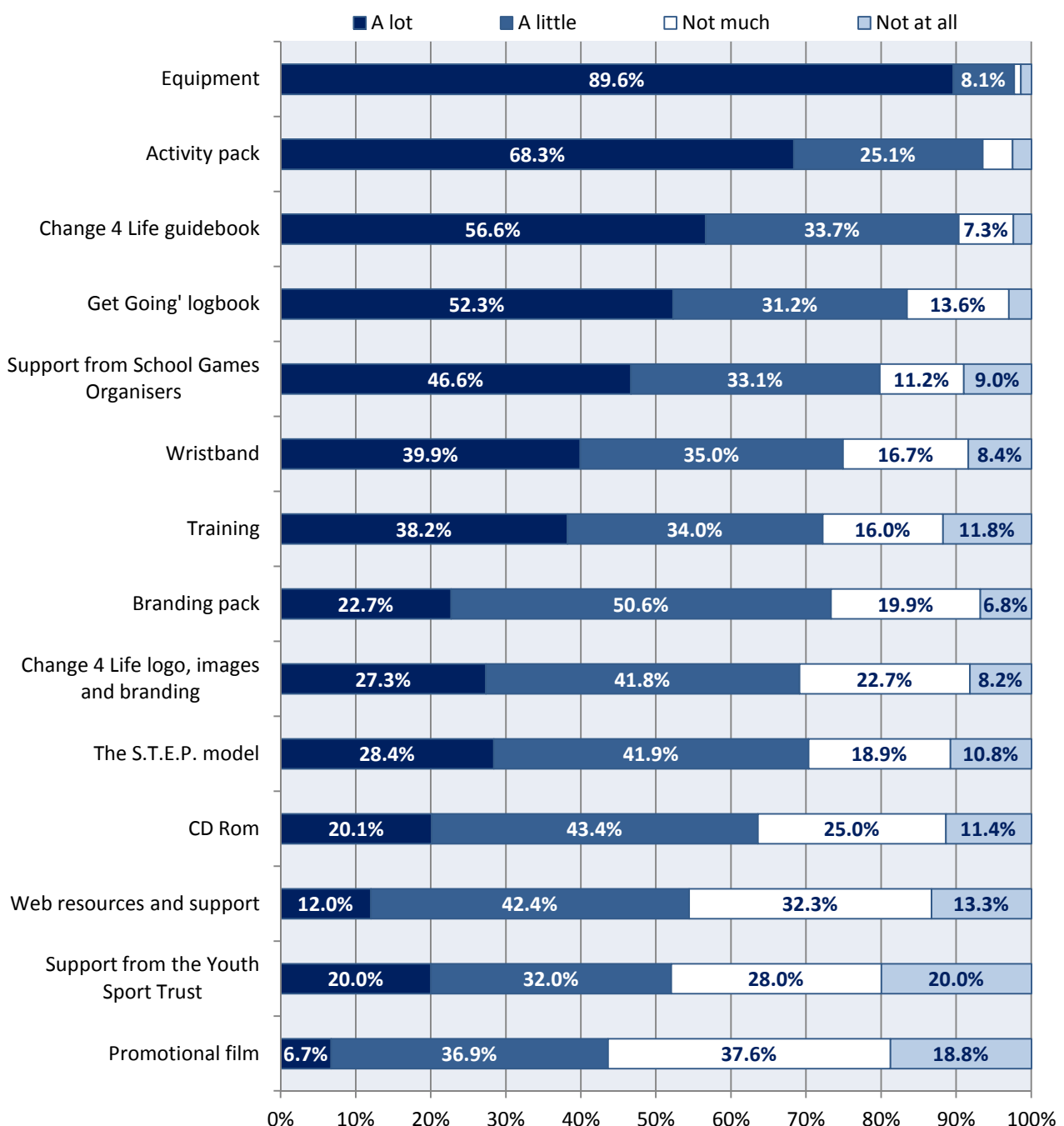


Figure 4.2) What teachers have found useful in organising and developing Change 4 Life School Sport Clubs (n=475)

From a delivery perspective, figure 4.2 shows what things teachers have found useful in delivering the Change 4 Life Clubs. All of the physical resources score highly, with the equipment receiving a positive rating of almost unprecedented proportions, with **90% of schools giving the equipment the highest possible rating. The support received from School Games Organisers and the training also scored highly. Less valued were the electronic and media resources**, and the relatively low ratings for web resources and support might be something that could be addressed at a relatively low cost as the primary programme moves into its second year.

In the six site visit schools, the equipment was also rated highly, particularly its quality and the amount and range provided, something that the London Adventure Club noted that the children had enthused about (see appendix B5). The South East Target Club commented that the log books were excellent and that the wristbands had been used and enjoyed by the children, so much so that many went home with the children and never came back (see appendix B1). Equipment identified as being particularly popular included; the Bocciashute (appendix B1), the balls (appendix B2) and the pompoms, with the South West Creative Club commenting that the children ‘loved the pompoms’ and that they had almost been overused (appendix B3).

All site visit schools reported positive impacts on the children. The London Adventure Club felt that the children showed more confident behaviour at the club, with children who would ‘shrink to the back in PE lessons’ now eagerly coming forward within the Change 4 Life Club setting (see appendix B5). From a health perspective, there were accounts not only from the coordinators but from parents who either attended the club or arrived early to collect their children. One mother, again at the London Adventure Club, reported enthusiastically that her son had particularly benefitted. She described how he lacked confidence because he was overweight, but that his self-esteem had ‘soared’ since joining the club and as a consequence the whole family had benefitted from his participation (see appendix B5). The coordinator at the South West Creative Club believed that the clubs had come along at the right time. He explained how the children in his school had previously seen adverts about Change 4 Life but did not really understand them. However, the club had helped them to understand the messages and they were now recognising the value of being more active (see appendix B3).

Figure 4.3 reinforces the programme impact data presented in section 2, with **teacher ratings for improving positive attitudes to being active and to sport, and for the development and improvement of physical skills being overwhelmingly positive**. In terms of wider outcomes, figure 4.4 reinforces the insights from the site visit schools, showing that **teachers believe the Change 4 Life Clubs have had a very positive impact in terms of increasing knowledge of healthy lifestyles, and in increasing confidence and developing a sense of belonging. These latter two outcomes are positively linked with the provision of a regular designated physical space for Change 4 Life Clubs within the school**, as only 27% of those schools that did not have a regular designated space reported that confidence had increased “a lot” (compared to 58% in those that did have a designated space), and only 36% of schools without a designated space reported that a sense of belonging had developed “a lot” (compared to 53% in those that had a designated space). Figure 4.4 also shows that clubs were less successful in creating wider support for learning among parents and in increasing attendance, and had only a moderate effect on improving behaviour and supporting cross-curricular learning. An analysis of the outcomes listed in figures 4.2 and 4.3 by the theme of the club showed that there are no meaningful differences in delivery outcomes across themes and, in particular, that there were no differences in outcomes between those schools that delivered a single theme and the 14% of schools who delivered combined themes.

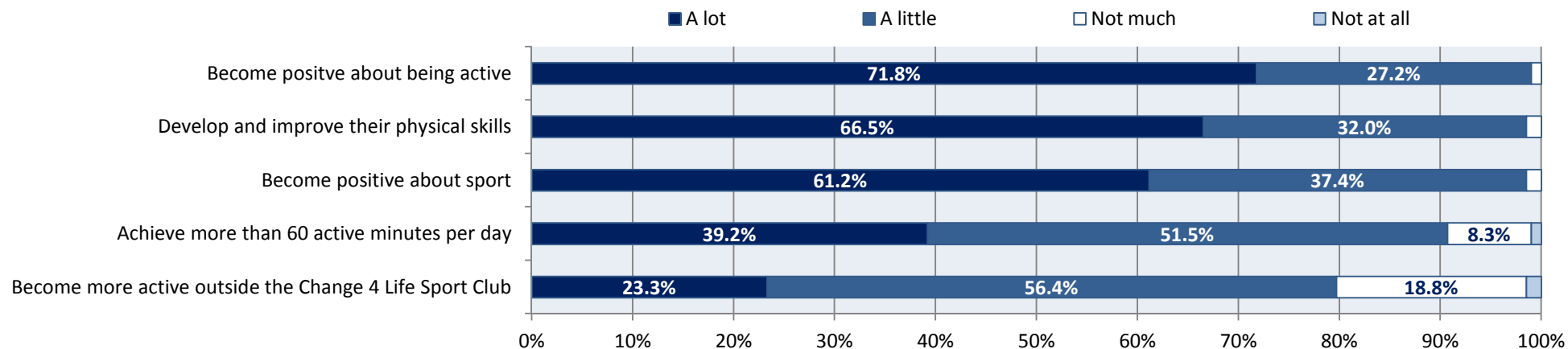


Figure 4.3) Teacher's perceptions of physical activity and sport outcomes for children in Change 4 Life School Sport Clubs (n=475)

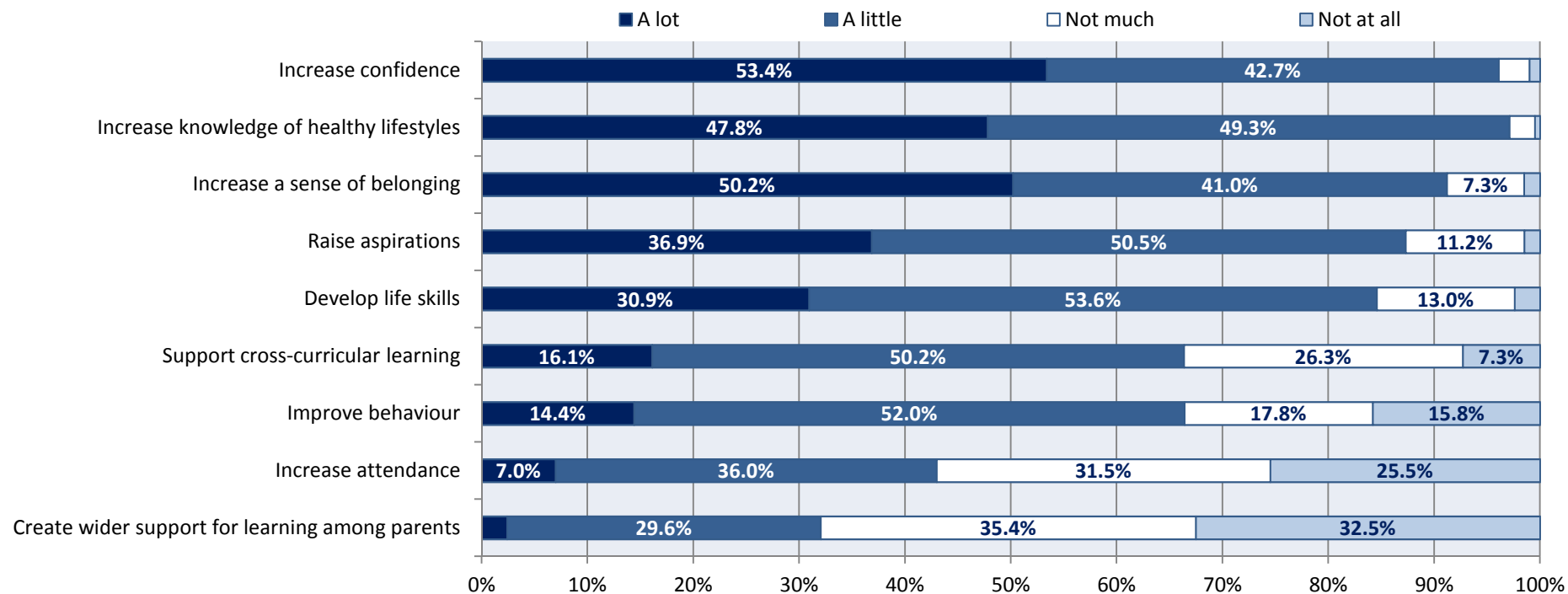


Figure 4.4) Teacher's perceptions of wider outcomes for children in Change 4 Life School Sport Clubs (n=475)

In considering what worked in Change 4 Life Clubs, it is useful to look at what elements of children's attitudes, perceptions and behaviours were associated with subsequent increases in physical activity. Table 4.1 shows what elements were rated highest at the start of the programme by those children who went on to achieve 60 active minutes every day after 12 weeks.

Table 4.1) Elements associated with a subsequent increase to 60 active minutes every day (n=660)

No Association with subsequent increase to 60 active minutes every day ($p>0.05$)	Moderate association with subsequent increase to 60 active minutes every day ($p<0.05$)	Strong Association with subsequent increase to 60 active minutes every day ($p<0.01$)	Very Strong Association with subsequent increase to 60 active minutes every day ($p<0.001$)
<i>I play games where I get out of breath</i>	<i>I drink water before, during and after games</i> <i>I think I am good at games</i> <i>I like trying new games</i> <i>I make up new games to play</i>	<i>I do more than 30 minutes of physical activity a day</i> <i>I like to be active</i> <i>I like playing with others</i>	<i>I look forward to games</i> <i>I feel happy after playing games</i> <i>I like learning new skills</i> <i>I like helping others improve</i>

Those elements that were strongly associated with a subsequent increase to 60 active minutes every day are those that might be expected – a positive attitude to being active and playing with others, and already achieving 30 active minutes every day. Furthermore, these are elements that were shown to already be high in most programme participants, or in which positive changes occurred in the early stages of the programme (see section 2). However, the elements with a very strong association with a subsequent increase to 60 active minutes every day are not so clear cut. While looking forward to and feeling happy after games were already high among participants at the start of the programme (see section 2), liking to help others improve was a self-esteem related increase that occurred later in the 12 week programme, whilst there had not yet been a statistically significant increase in liking to learn new skills after 12 weeks.

As increases in the numbers achieving 60 active minutes every day were statistically significant in both the first and the second six weeks of the programme, this shows that physical activity changes at this level are continuous (unlike at 30 active minutes, where the changes were only statistically significant in early part of the programme), and it would therefore appear likely that further increases in the number of participants achieving 60 active minutes every day might be possible were the programme to run for more than 12 weeks. Given that one of the key elements associated with a subsequent increase to 60 active minutes every day (helping others improve) develops later in the programme, and another (liking to learn new skills) appears to need longer than 12 weeks to develop, this suggests, firstly, that schools should run the programme for longer than 12 weeks in a school year and, secondly, that participants that have not yet achieved 60 active minutes every day at the end of one school year should be kept in the programme in the

following year. In summary, ***increasing the extent to which children like learning new skills and helping others to improve appears to provide a stepping stone to achieving 60 active minutes every day for those children that have not yet done so, but this is likely to require that such children continue to have the opportunity to participate in Change 4 Life School Sport Clubs.***

It is worth reflecting at this stage on the nuances in the questions asked and answers given by teachers and children. There is an apparent contradiction in that figure 4.3 shows that teachers rated the impact of the programme on the development and improvement of skills in children as very high; however, section 2 showed that there was no statistically significant change in the number of children who liked learning new skills (although there was a small non-significant change). One explanation may be that the ***impact the teachers have seen is likely to relate to the improvement of existing skills, which is not the same thing as liking to learn new skills (or, indeed, liking to try new games), in which changes have not yet occurred in the children.*** Similarly, ***increases in confidence observed by teachers (figure 4.4) are likely to be related to children becoming more confident about what they can already do*** (section 2 showed that increases in “I think I am good at games” occurred in the second half of the programme), ***rather than in their confidence to try new things*** (which section 2 showed had not yet developed after 12 weeks). However, as increases in confidence observed by teachers were greater where Clubs had a regular designated physical space, this does suggest that this may be an important element in children developing the further confidence to try new things and, in particular, to begin to like learning new skills, which is associated with a subsequent increase to 60 active minutes every day.

Figure 4.5 shows that ***teacher’s believed that the activity ideas, the Spirit of the Games values and an element of competition were most effective in engaging children, although an element of competition was perceived to be significantly less engaging in Creative Clubs, where only 28% of teachers said it engaged the children a lot (compared to 52% in Target and Adventure Clubs).*** The wristband, the logbook and the link to the Olympic and Paralympic Games were also perceived to be effective, and only the Change 4 Life logo, images and branding was perceived to have a more moderate effect on children (see section 8 for a wider discussion of the influence of the Change 4 Life brand). However, as with the discussion of teacher’s perceptions of impacts discussed earlier (figures 4.3 and 4.4) it is important to reflect on the nuances in the answers given. In particular, ***the introduction of “an element of competition” within the safe and inclusive environment of Change 4 Life School Sport Clubs is not the same as exposing children who do not yet achieve 60 active minutes every day, and in whom self-esteem and confidence to try new things has not yet developed, to fully-fledged competitive sport settings.*** In the six site visit schools competition was not highlighted as a key factor. Central to the children’s experiences in these schools were themes relating to personal choice (see, for example, appendices B3 and B4), simple enjoyment of the activities (see, for example, appendices B2 and B6), the informality and non-traditional nature of the activities (see, for example, appendices B1 and B5) and a growing awareness and engagement with health issues (see, for example, appendices B3 and B6).

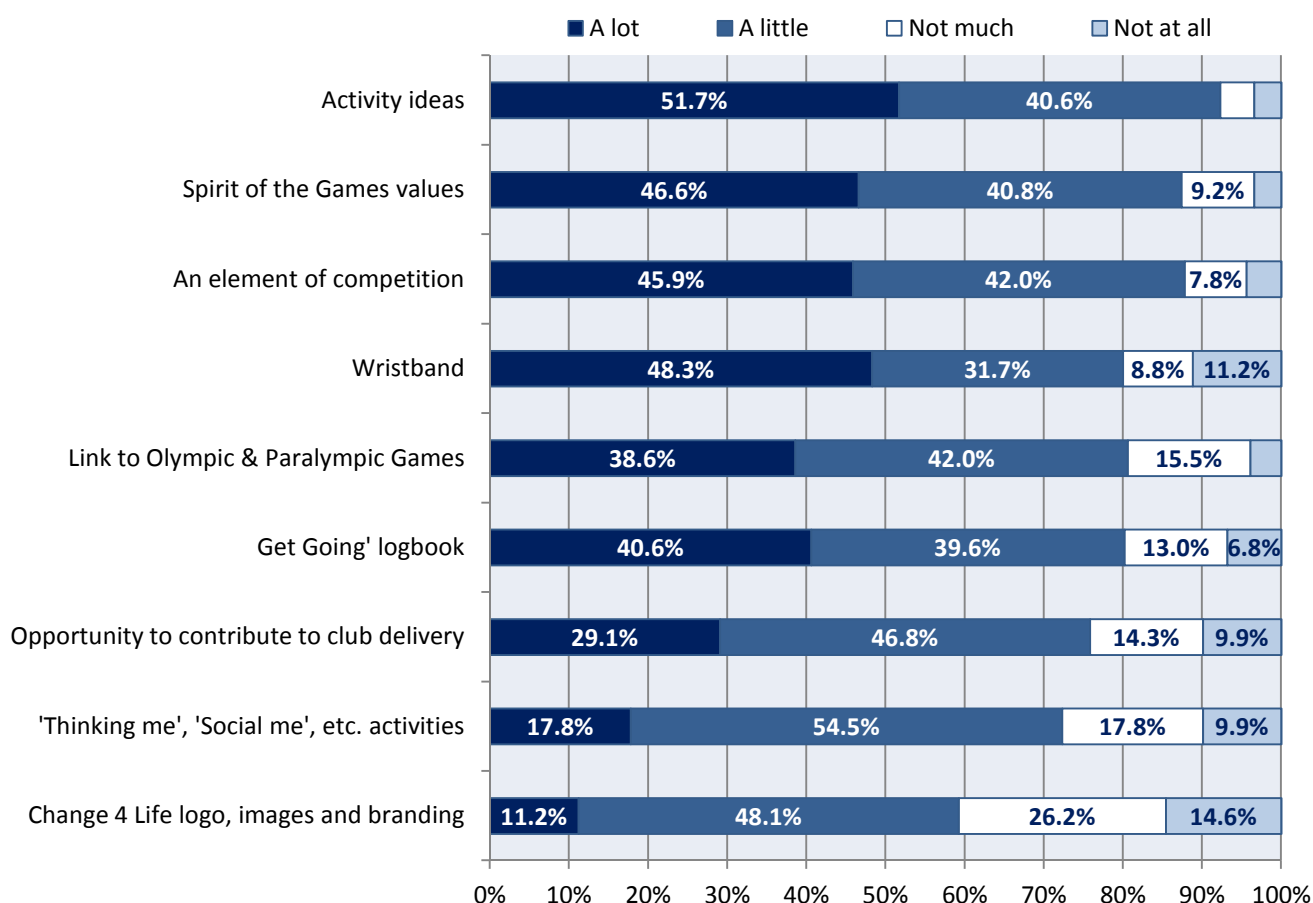


Figure 4.5) Teacher's perceptions of what engaged children (n=475)

Insights from the site visit schools show that clubs have been thinking about how they might develop next year. At the South East Target Club, the coordinator was planning to increase the size of the club slightly so that other children that she felt might benefit who had expressed an interest could also join (see appendix B1). The co-ordinator at the East of England Target Club felt that, having run the club successfully in 2011/12, she could seek to increase its impact through, for example, having assemblies with children who have already participated to promote the club and by offering taster sessions. This co-ordinator felt that because the support and funding provided by the former School Sport Partnership had been withdrawn, the contribution made by a programme such as the Change 4 Life School Sport Clubs was even more important (see appendix B2).

In terms of adding value to school provision more generally, figure 4.6 shows that around **85% of teachers thought the clubs had added a lot or a little to school PE and sport provision, whilst 75% thought they had benefitted School Games delivery, although the impact on delivery across the curriculum was more moderate.**

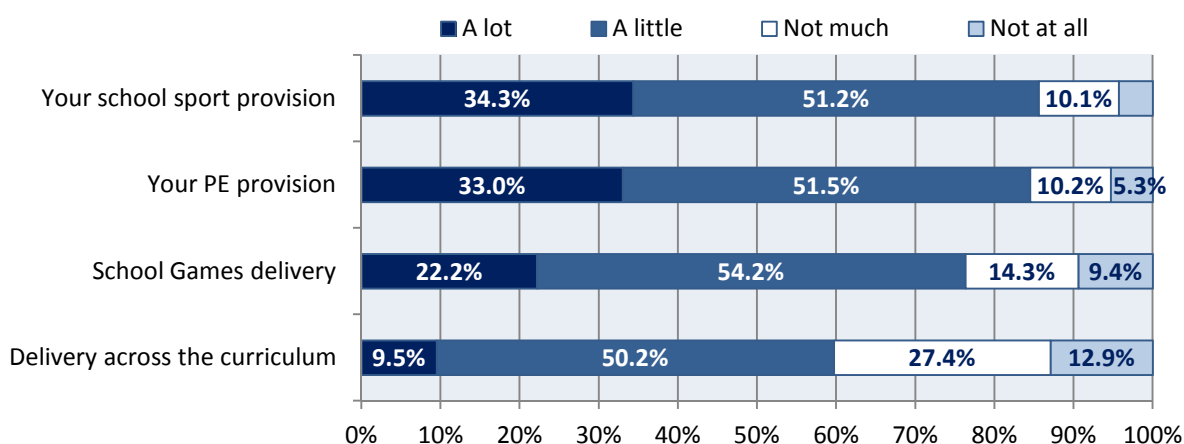


Figure 4.6) How Change 4 Life School Sport Clubs have added value to School provision (n=475)

Just over 10% of respondents to the teacher's survey (n=54) decided not to run Change 4 Life School Sport Clubs in 2011/12. While this sample is low, it is useful to look at their reasons for not running a club (see figure 4.7).

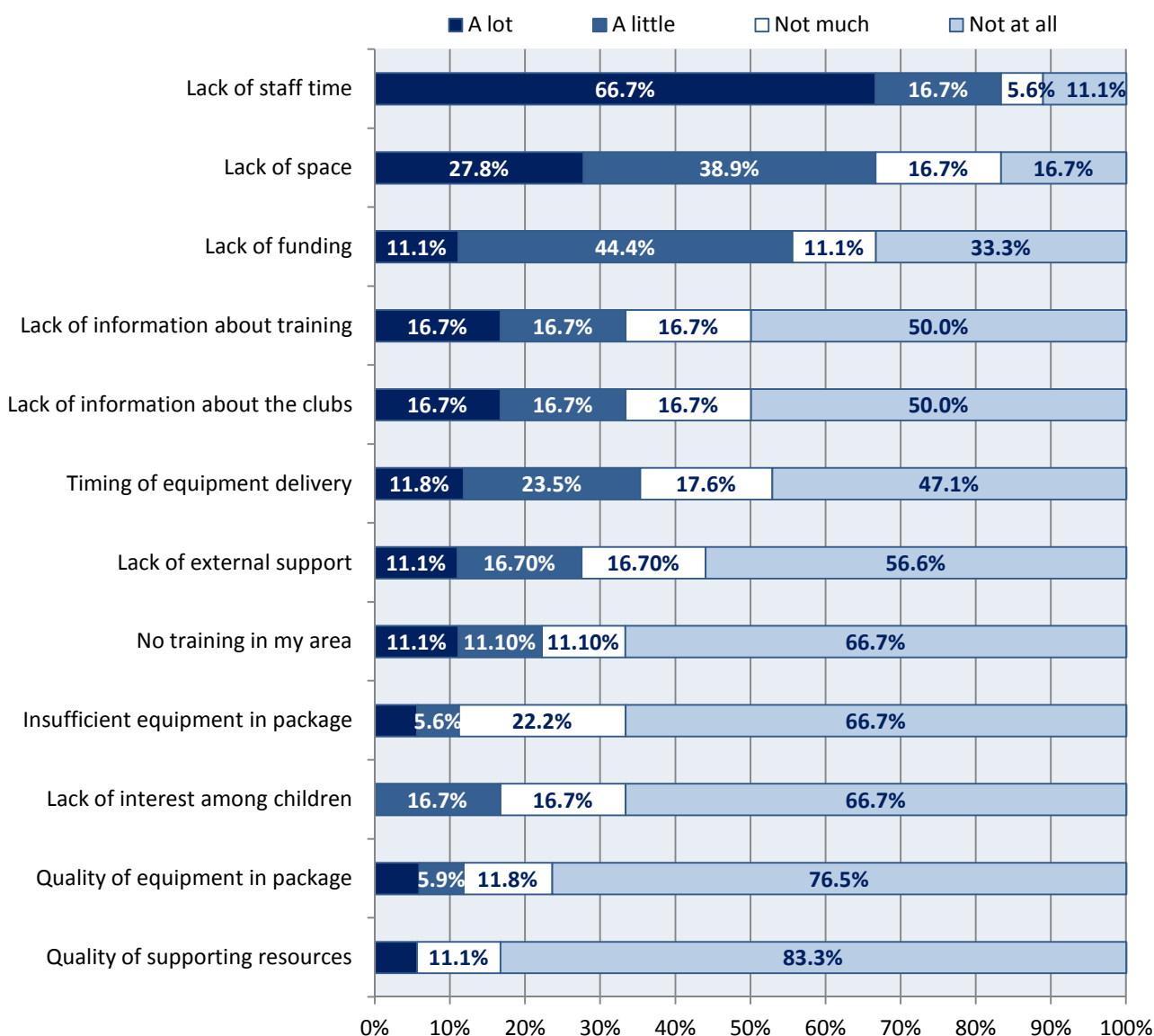


Figure 4.7) Reasons for not running a Change 4 Life Club in 2011/12 (n=54)

Figure 4.7 shows that ***the most significant factors in the decision not to run a club in 2011/12 were the long-standing issues that affect all school sport of lack of staff time, space and funding.*** At the other end of the scale, issues relating to the quality and extent of the equipment were negligible, whilst no schools cited a lack of interest among children as an important factor (ie, influencing the decision “a lot”) in not running a club. Furthermore, despite some of the issues highlighted in the interim report and in section 3 relating to the ability of schools to get clubs underway, only 12% of respondents cited the timing of equipment delivery as an important factor in their decision not to run a club in 2011/12. Despite some of the problems experienced by those who did not run a club in 2011/12, many were still positive about doing so in 2012/13 (see figure 4.8).

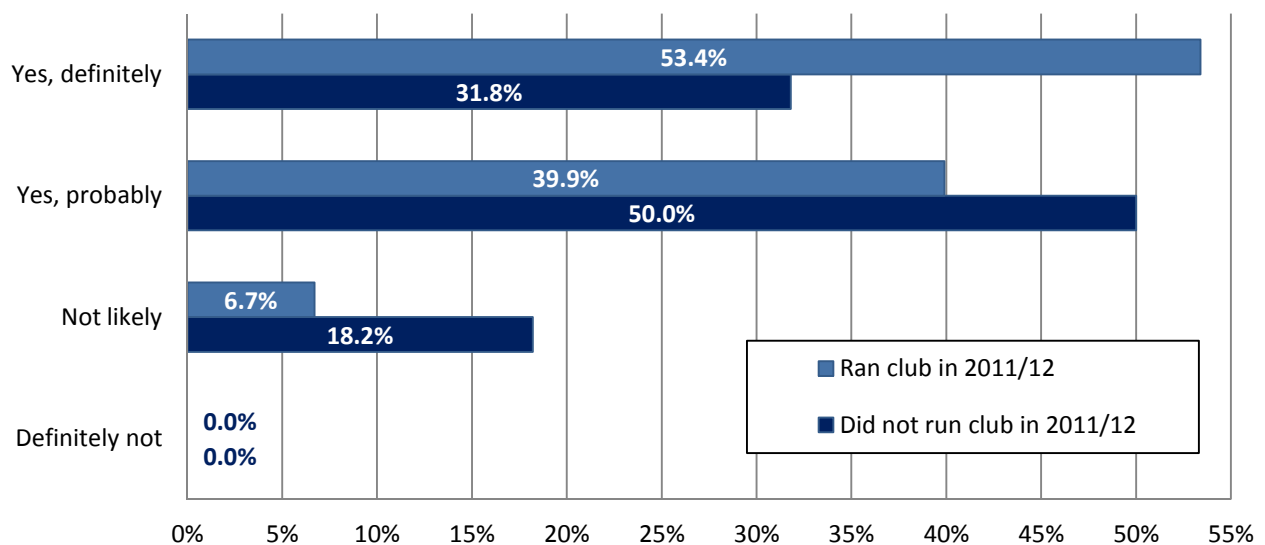


Figure 4.8) Likelihood of running a Change 4 Life Club in 2012/13 (n=460)

The positive experience of those schools that ran clubs in 2011/12 is reflected in the responses of the 93% who said they would definitely or probably run a club again in 2012/12. However, equally, if not more, encouraging is that ***82% of those that did not run a club in 2011/12 said they would definitely or probably do so in 2012/13.*** No respondents, regardless of whether they had ran a club in 2011/12, said they would definitely not run a club in 2012/13.

5) WHO PARTICIPATED IN THE SECONDARY PROGRAMME?

HEADLINES

- *Over the two years of the programme, almost 91,000 young people have joined Change 4 Life Secondary School Sport Clubs, of whom almost 36,000 young people (39%) were in the non-sporty target group.*
 - *Change 4 Secondary School Sport Clubs have achieved a highly impressive conversion rate of 74% of non-sporty target group participants (almost 26,500 young people) to being positive about sport and choosing to play at least once a week over the two years of the programme.*
 - *There were almost 47,000 participants in secondary clubs in 2011/12, of whom two-thirds (almost 30,000) were new members and 45% (over 13,000) were in the non-sporty target group. In addition, 77% of the 6,400 young people that remained in the non-sporty target group at the end of 2010/11 (almost 5,000 young people) were retained in the programme in 2011/12.*
 - *The profile of participants in 2011/12 means that the programme has had a much tougher task than in 2010/11. Firstly, 36% of the non-sporty target group recruited in 2011/12 started the year saying they hardly ever played sport (up from 26% in 2010/11). Secondly, 27% of those in the target group at the start of 2011/12 were the almost 5,000 participants that had not been affected by the programme in 2010/11.*
 - *It has proven particularly difficult to increase the number of participants positive about sport and choosing to play once a week among the almost 5,000 young people in the non-sporty target group who are in their second year of club membership. Only around a third of this group (over 1,600 young people) are now positive about sport and choosing to play once a week.*
 - *97% of those who left the clubs at the end of 2010/11 (over 42,500 young people) did so being positive about sport and choosing to play at least once a week.*
 - *For every non-sporty young person that left the programme at the end of 2010/11, nine non-sporty young people have joined clubs at the start of 2011/12.*
 - *Almost 5,000 young people who have moved out of the non-sporty target group have chosen to remain members of Change 4 Life School Sport Clubs. Seeking to move these participants out of Change 4 Life School Sport Clubs without a similarly supportive exit route in place risks reducing the positive impact of the programme on the non-sporty target group by up to 18%.*
 - *71% of participants were aged 12-15, and the average age of participants was 13.5. Twice as many schools (30%) targeted the lower school (11-13yrs) than targeted the upper school (14-16yrs).*
 - *In 2010/11, clubs were having a greater impact on girls, and on ages below the target ages of 13-19 years. However, data on the two-year impact of the programme shows that these gaps have closed, suggesting that the programme takes longer to impact upon non-sporty boys and older participants than on non-sporty girls and younger participants.*
-

In July 2012, School Games Organisers across England were asked to report on the number of participants, coaches and young leaders involved in Change 4 Life School Sport Clubs in secondary

schools in their area (details on young leaders and coaches are provided in section 6). Responses were received from 375 of the 450 School Games Organiser areas, and this allows total participation in the programme to be calculated with a maximum error of 1.2%. Matching this data with our own survey of secondary children in the programme, we are able to calculate the success and reach of the programme in 2011/12 with a maximum error of less than 4%.

However, the secondary Change 4 Life School Sport Club programme is more complex than its primary counterpart, as 2011/12 is the second year of the programme, and so some of the participants in the secondary clubs had also participated in 2010/11 (see figure 5.1).

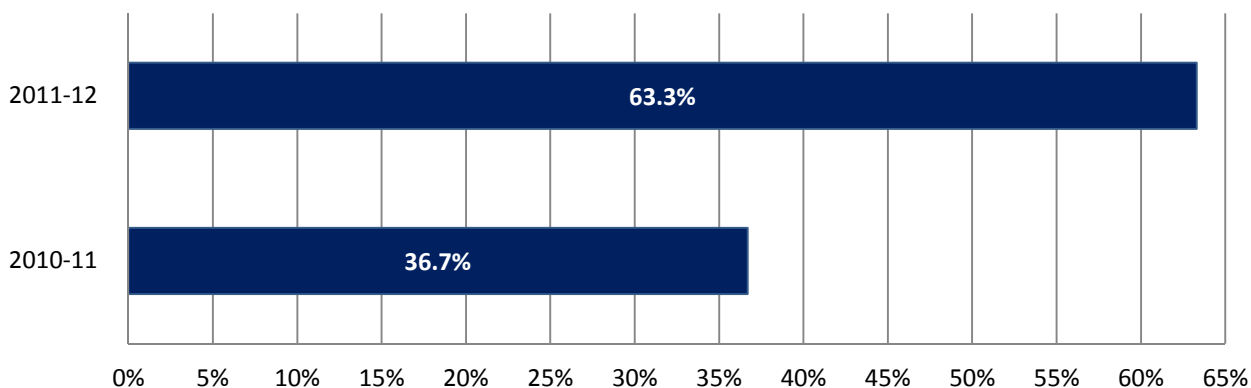


Figure 5.1) When 2011-12 Participants joined Change 4 Life Clubs (n=1,400)

If Change 4 Life Secondary School Sport Clubs are to have a continuing impact, then there must be a reasonable turnover in membership, and figure 5.1 shows that almost two-thirds of club members in 2011/12 have joined the club this year. ***There were almost 47,000 participants in secondary clubs in 2011/12, which means that the clubs recruited almost 30,000 new members this year.*** Given that clubs now contain members who joined in both 2010/11 and in 2011/12, the most appropriate way to evaluate the programme is to examine its two year impact (table 5.1 and figure 5.2).

Table 5.1) Summary Two year impact of Change 4 Life Secondary School Sport Clubs

Young people recruited to Change 4 Life School Sport Clubs in 2010/11 and 2011/12	90,905
Young people recruited in 2010/11 and 2011/12 who were in the non-sporty target group (not positive about sport and choosing to play at least once a week)	35,858
Additional young people newly positive about sport and choosing to play at least once a week following participation in Change for Life Sport Clubs in 2010/11 and/or 2011/12	26,492

Table 5.1 summarises the two year impact of Change 4 Life School Sport Clubs, whilst figure 5.2 provides more detail on how the clubs have impacted on different groups since the start of 2010/11. The impact of clubs in 2010/11 is shown in the area shaded light blue in figure 5.2, with participants that joined the clubs in 2010/11 shown in dark blue. The impact of the clubs in

2011/12 is shown in the area shaded light red, with participants that joined in 2011/12 shown in dark red. **Over the two years of the programme, almost 91,000 young people (A+C in figure 5.2) have joined Change 4 Life Secondary School Sport Clubs, of whom 39% - almost 36,000 young people (B+D in figure 5.2) - were in the non-sporty target group. Of these non-sporty young people 74% - almost 26,500 additional young people ([B+D]-E in figure 5.2) - are now positive about sport and choosing to play at least once a week.** These figures are summarised in table 5.1.

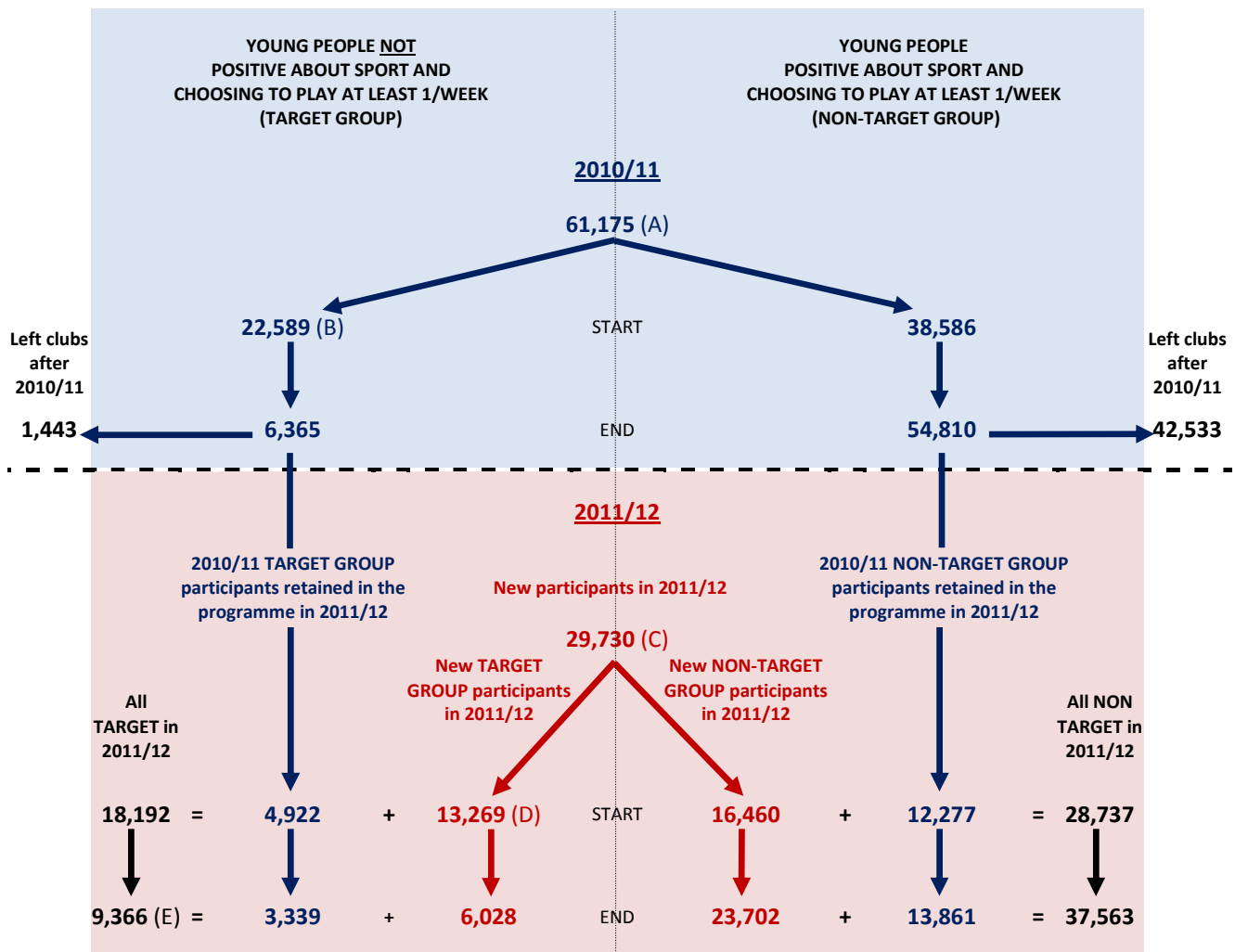


Figure 5.2) Two year impact of Change 4 Life Secondary School Sport Clubs

In 2010/11 the programme had a very positive impact on the more than 22,500 young people in the non-sporty target group (those who were not positive about sport and choosing to play at least once a week). Following the first year of the programme, more than 16,000 additional young people were positive about sport and choosing to play at least once a week, leaving less than 6,400 young people in the non-sporty target group at the end of 2011/12. Of those, 77% (almost 5,000 young people) were retained in the clubs in 2011/12. In 2011/12, almost 30,000 new participants were recruited, of whom 45% (over 13,000) were in the non-sporty target group. This compares favourably with the 37% recruitment rate of non-sporty target group participants in 2010/11.

The profile of participants in 2011/12 means that the programme has had a much tougher task than in 2010/11. Firstly, in 2010/11, only 26% of the non-sporty target group started the programme saying they hardly ever played sport, whereas in 2011/12 this proportion was 36%. Although this means that those newly recruited to the clubs in 2011/12 were more in need of the intervention, it also means that the task in 2011/12 was tougher. Secondly, 27% of those in the target group at the start of 2011/12 were the almost 5,000 participants that had not been affected by the programme in 2010/11. Thirdly, most of those newly recruited to the programme in 2011/12 were in schools that ran the programme in 2010/11 but were not recruited. This suggests that they were either less interested or more difficult to recruit than those that were recruited in 2010/11. These factors all contribute to the lower conversion rate of just under half (49%) of non-sporty target group members to being positive about sport and choosing to play at least once a week, compared to a conversion rate of 72% in 2010/11. However, to a certain extent this is an unfair comparison, because the almost 5,000 non-sporty target group participants retained in 2011/12 are counted twice. Consequently, it is the highly impressive conversion rate of 74% of non-sporty target group participants (almost 26,500 young people) to being positive about sport and choosing to play at least once a week over the two years of the programme that is the most appropriate way to judge the success of Change 4 Life Secondary School Sport Clubs.

It has proven particularly difficult to increase the number of participants positive about sport and choosing to play once a week among the almost 5,000 young people in the non-sporty target group who are in their second year of club membership. Only around a third of this group (over 1,600 young people) are now positive about sport and choosing to play once a week. As such, there are around 3,300 young people who have attended the clubs for two years, but that remain in the non-sporty target group.

As a result of the positive impact of the clubs in 2010/11, almost 55,000 young people in the programme ended 2010/11 positive about sport and choosing to play at least once a week, with over 42,500 of these (78%) leaving the clubs at the end of 2010/11. This means that over 12,000 non-target group participants (22%) were retained in the programme in 2011/12, and that ***over 42,500 young people left the clubs at the end of 2010/11 being positive about sport and choosing to play at least once a week (97% of those who left the programme)***. While data about the continued participation of these 42,500 young people is not available, the analysis does show that 59% of 2010/11 participants retained in the programme in 2011/12 who were positive about sport and choosing to play at least once a week had joined a new sport club outside of school. It would therefore seem reasonable to assume that *at least* this proportion of the 42,500 who left the clubs at the end of 2010/11 are continuing to play sport in community clubs, which would equate to over 25,000 young people. However, it might also be reasonable to assume that those positive about sport and choosing to play at least once a week that left the clubs at the end of 2010/11 were more likely to have joined a club outside school than those that were retained. As such, the number of former Change 4 Life School Sport Club participants continuing to play sport in community clubs is likely to be much higher than 25,000.

Figure 5.2 also shows that there are almost 14,000 participants at the end of 2011/12 who, despite being positive about sport and choosing to play at least once a week, have remained in the programme for two years. Of these, almost 5,000 were formerly in the non-sporty target group. These young people clearly see the Change 4 Life Clubs as a positive environment in which to play sport. While it is possible that they may continue to participate without the Change 4 Life environment, their continued membership suggests that these young people see Change 4 Life Clubs as a supportive participation destination, rather than a stepping stone to other sporting

environments. Consequently, ***seeking to move this group of almost 5,000 young people out of Change 4 Life School Sport Clubs without a similarly supportive exit route in place risks reducing the positive impact of the programme on the non-sporty target group to date by up to 18%.***

Overall participant numbers in Change 4 Life Clubs have fallen by 23% since 2010/11 (see table 5.2), although this varies considerably by sport. Badminton has had the lowest drop in participation of only 4%, and this may be attributable to the greater resources that already exist in schools for badminton.

Table 5.2) Participation Changes by Sport 2010/11 – 2011/12

	Number of Participants 2011/12	2010/11	Change from 2010/11
Badminton	15,784	16,522	-738 (-4%)
Boccia	2,531	2,957	-426 (-14%)
Fencing	2,380	4,267	-1,887 (-44%)
Handball	5,191	9,548	-4,357 (-46%)
Table-Tennis	14,246	18,419	-4,173 (-23%)
Volleyball	5,680	8,019	-2,339 (-29%)
Wheelchair Basketball	1,117	1,444	-327 (-23%)
TOTAL	46,929	61,176	-14,247 (-23%)

However, the drop in raw numbers of participants is not a particularly useful way to judge the success of the programme in 2011/12, as this does not show rate of turnover in the programme, or the proportion of club members in the non-sporty target group. The net fall in participation numbers of 14,247 is the result of 43,976 young people leaving the programme at the end of 2010/11, of whom only 1,443 (3%) remained in the non-sporty target group, and 29,730 young people joining the programme at the start of 2011/12, of whom 13,269 (45%) were in the non-sporty target group. In short, 1,433 young people in the non-sporty target group have left the programme, but 13,269 non-sporty young people have joined – ***for every non-sporty young person that left the programme at the end of 2010/11, nine non-sporty young people have joined clubs at the start of 2011/12.*** This represents an excellent rate of turnover. Consequently, despite a net fall in overall participant numbers of 23% (circa 14,000 young people) since 2010/11, at the start of 2011/12 the programme contained almost 12,000 more young people in the non-sporty target group than it did at the end of 2010/11, an increase of 186%.

Although the Change 4 Life Secondary School Sport Clubs are targeted at 13-19 year olds, the 2010/11 report noted that 37% of participants were younger than 13, and figure 5.2 shows that the age profile of participants in 2011/12 (which includes some recruited in 2010/11) has barely changed. In 2010/11 some secondary schools had opened up their clubs to children from local primary schools, and the data in figure 5.2 suggests that this has continued in 2011/12 with a small minority of participants being of primary school age. Overall, however, ***71% of participants were***

aged 12-15, and the average age of participants was 13.5. As in 2010/11, part of the explanation for the younger age profile than intended for the programme is that twice as many schools (30%) targeted the lower school (11-13yrs) than targeted the upper school (14-16yrs) (for more detail on how clubs were targeted within schools see section 7).

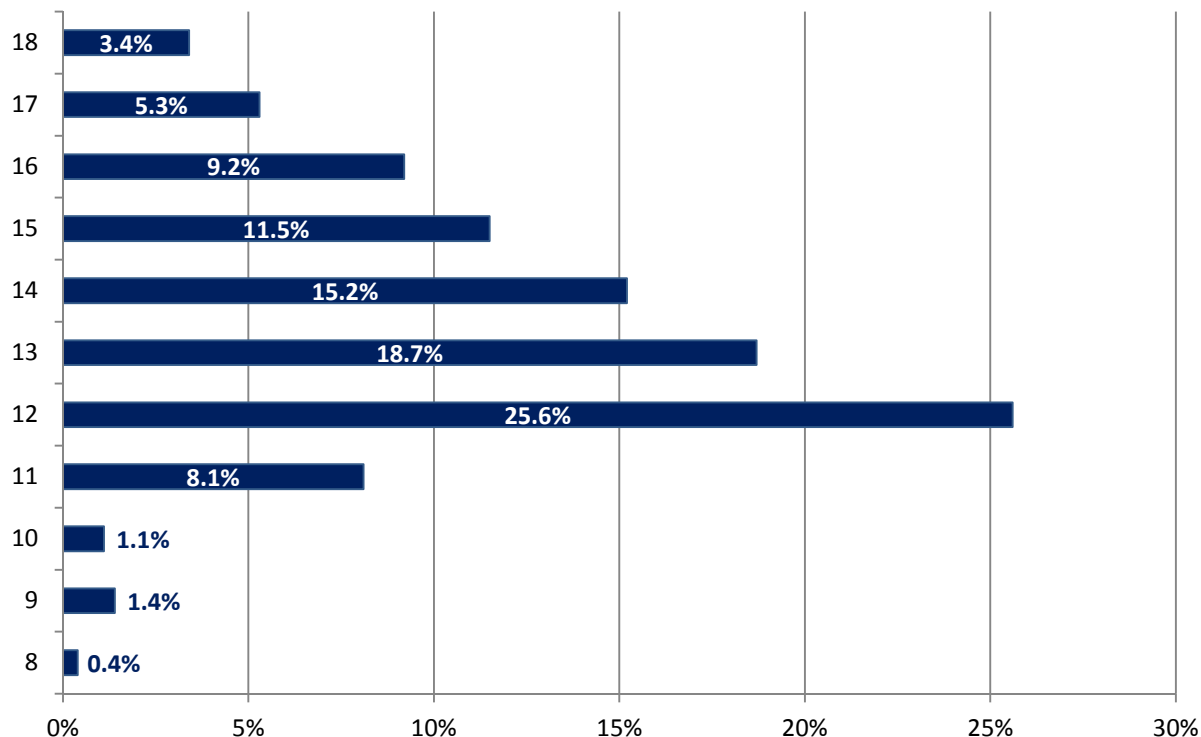


Figure 5.2) Age of Change 4 Life Secondary School Sport Club Participants (n=1,404)

Finally, *the 2010/11 report noted that Change 4 Life Secondary School Sport Clubs were having a greater impact on girls, and on ages below the target ages of 13-19 years. However, data on the two-year impact of the programme shows that this is no longer the case* (see table 5.4).

Table 5.4) Two year impact for boys and girls and for different age ranges

	ALL	Boys	Girls	8-12yrs	13-19yrs
Increase in young people positive about sport and choosing to play every week	48%	47%	49%	44%	50%

At the end of 2010/11, the increase in young people positive about sport and choosing to play sport every week was 42%, but once the further impact of the programme in 2011/12 has been added, the increase over two years becomes 48%. Table 5.4 shows that the two-year impact of the programme on boys is close to the impact on girls, and that the two-year impact on older participants is greater than its impact on younger participants. ***This suggests that the programme takes longer to impact upon non-sporty boys and older participants than on non-sporty girls and younger participants.***

6) WHAT DID THE SECONDARY CLUBS LOOK LIKE?

HEADLINES

- *For an average continuing investment of £297 per club, the average Change 4 Life Secondary School Sport Club ran for 2 or 3 terms delivering 33 sessions, and took place immediately after school and/or at lunchtime, with 20 members, of whom 8 began the year as 'non-sporty' and 4 became positive about sport and chose to play at least once a week during the year, supported by 3 Young Leaders and 1.5 relationships with community clubs.*
 - *The Change 4 Life Secondary School Sport Clubs programme in 2011/12 delivered over 78,000 sport sessions, involved 6,800 Young Leaders, and was supported by over 4,000 new school-club links.*
 - *As might be expected in the second year of the programme, clubs generally started earlier in the year and ran for longer, with more than half of clubs running for the full year.*
 - *The average number of sessions delivered by each Change 4 Life Club has risen by 10%, whilst the number of Young Leaders per club has remained the same as in 2010/11.*
 - *The average number of school-club links per club rose to 1.5 (from 1.3 in 2010/11), whilst the number of schools reporting that they had no links with community clubs has fallen from half of schools in 2010/11 to one third of schools in 2011/12, meaning that more schools have developed new links (as opposed to schools with existing links increasing the number of links).*
 - *138 new Change 4 Life Secondary School Sport Clubs commenced in 2011/12, although 519 clubs did not continue to deliver in 2011/12, resulting in a net fall in capacity across the Change 4 Life secondary programme of 381 clubs (14%).*
 - *The vast majority of schools continued to deliver Change 4 Life Secondary School Sport Clubs immediately after school (68%) and during lunchtimes (44%), although there is a marginal increase in the range of times at which schools deliver clubs, with a number of schools delivering in several time slots.*
 - *The percentage of schools that say that links with local clubs have been directly harnessed to deliver clubs in schools has risen to 35% (from 27% in 2010/11), whilst external voluntary coaches (presumably linked to local clubs) are now helping deliver 29% of clubs (up from 19% in 2010/11).*
 - *The proportion of schools paying external coaches to contribute to the delivery of their club has fallen to 40% in 2011/12 (from 46% in 2010/11), although this proportion is still equivalent to almost 1,000 clubs that are buying in deliverers rather than building their internal delivery capacity.*
 - *A more flexible delivery model might be necessary, even encouraged, where there are specific needs such as in the disability sports. However, care is needed to ensure that greater flexibility does not lead to schools overlooking key programme goals, such as the need to target the non-sporty.*
-

Section 5 showed that over two years the Change 4 Life Secondary School Sport Clubs have delivered an impressive impact on young people's attitudes to and participation in 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 in 2011/12, whilst section 7 examines in more detail what specific aspects of the programme worked well.

The 2011/12 Interim Report estimated that, as of March 2012, there were only 2,224 Change 4 Life Secondary School Sport Clubs operating. As table 6.1 shows, by the end of the year, this figure had risen to 2,405 as a result of a further 10 new clubs commencing and 171 clubs that ran in 2010/11 re-commencing since March 2012. In total, ***138 new Change 4 Life Secondary School Sport Clubs commenced in 2011/12, although 519 clubs did not continue to deliver in 2011/12, resulting in a net fall in capacity across the Change 4 Life secondary programme of 381 clubs (14%).***

Table 6.1) Estimated Number of Clubs Operating and Participants per Club During 2011-12

	Number of Clubs Operating (% change from 2010/11)	Participants per Club (% change from 2010/11)
Badminton	678 (-6%)	23 (+1%)
Boccia	199 (+4%)	13 (-18%)
Fencing	161 (-34%)	15 (-16%)
Handball	299 (-23%)	17 (-29%)
Table-Tennis	674 (-12%)	21 (-12%)
Volleyball	306 (-21%)	19 (-11%)
Wheelchair Basketball	89 (-4%)	13 (-20%)
TOTAL	2,405 (-14%)	20 (-11%)

The 2011/12 Interim Report also noted that there had been a 23% fall in the number of participants per club, from 22 in 2010/11 to 17 as of March 2012. As a result, the Interim Report recommended an immediate communication to SGO's to encourage clubs in their area to recruit "five more members" in the Summer Term. The data presented in table 6.1 suggests that this action was successful, with the average number of participants per club increasing from 17 to 20 between March and July 2012. Nevertheless, overall Change 4 Life Secondary School Sport Clubs have become slightly smaller than they were in 2010/11.

Figure 6.1 shows that in 2011/12, ***as might be expected in the second year of the programme, clubs generally started earlier in the year and ran for longer, with more than half of clubs running for the full year***, whilst only 12% of clubs ran for only one term.

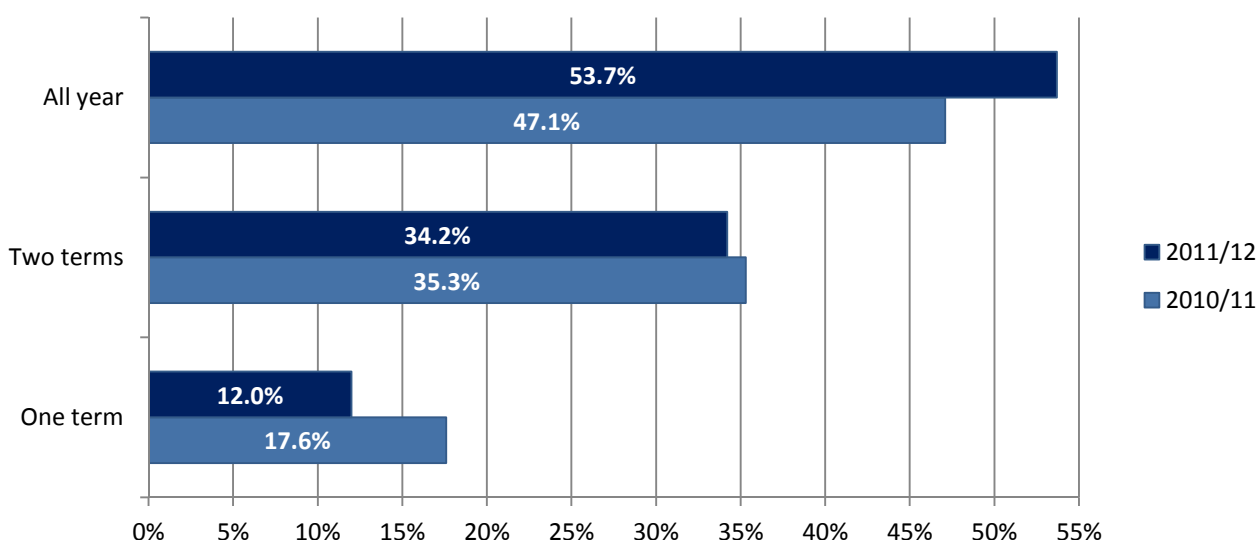


Figure 6.1) Length of time that Change 4 Life Clubs ran in 2011/12 and in 2010/11

Table 6.2 provides data for overall delivery outcomes. Of particular note is the number of sport sessions delivered. Because clubs generally started earlier and ran for longer as shown in figure 6.1, the number of sport sessions delivered in 2011/12 was 78,444, only 2% less than the 80,093 sessions delivered in 2010/11 despite the number of clubs falling by 14%. This means that ***the average number of sessions delivered by each Change 4 Life Club has risen by 10% to 33 (from 30 in 2010/11)***. However, the number of Young Leaders involved has fallen by a similar percentage to the number of clubs, meaning that ***the number of Young Leaders per club has remained at approximately 3 per club, the same as in 2010/11***.

Table 6.2) Delivery outcomes

	Number of Sport Sessions Delivered in 2011/12	Number of Young Leaders involved in 2011/12	Number of School-Club Links developed since programme started
Badminton	22,120	1,939	1,173
Boccia	6,493	943	255
Fencing	5,239	393	223
Handball	9,745	916	406
Table-Tennis	21,982	1,811	1,233
Volleyball	9,975	567	511
Wheelchair Basketball	2,891	234	229
TOTAL	78,444	6,802	4,031

In the first year of the programme, Change 4 Life Secondary School Sport Clubs had collectively developed just over 3,500 new school-club links, but table 6.1 shows that this number had risen to over 4,000 links by the end of 2011/12, with **the average number of links per club rising to 1.5 (from 1.3 in 2010/11)**. **More encouragingly, the number of schools reporting that they had no links with community clubs had fallen from half of schools in 2010/11 to one third of schools in 2011/12**. As such, the increases shown in table 6.2 are **the result of more schools developing new links rather than those schools that already have links increasing the number of links**. However, this data provides only a snapshot of school-club link activity, which has been supplemented in 2011/12 by the commencement of a specific initiative to deliver links between Change 4 Life Secondary School Sport Clubs and community sport clubs delivered by County Sport Partnerships. Unfortunately, data will not be available on this initiative until 2012/13.

Figure 6.2 shows that **the vast majority of schools continued to deliver Change 4 Life Secondary School Sport Clubs immediately after school (68%) and during lunchtimes (44%)**, although increases in the proportion of schools delivering at these times, later after school, and before school, together with some schools now also delivering Change 4 Life activities in lesson times shows that **there is marginal increase in the range of times at which schools deliver clubs, with a number of schools delivering in several time slots**.

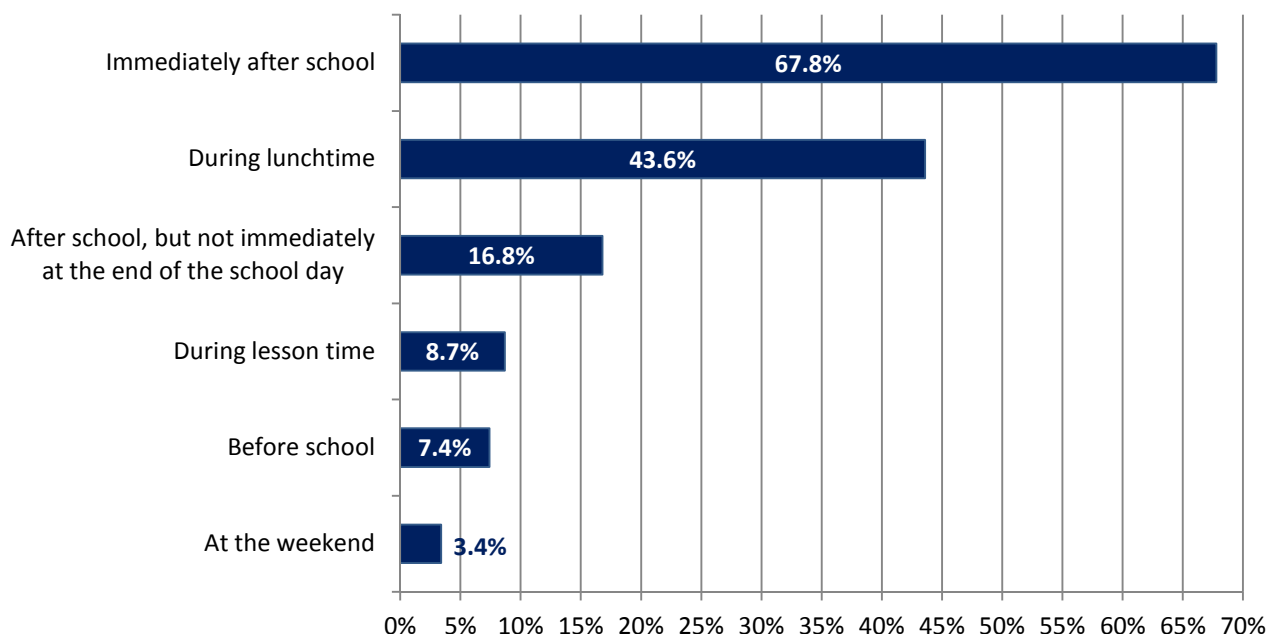


Figure 6.2) Time of Day that Change 4 Life Clubs were delivered (n=298)

One of the site visits was to a boccia club that started out as a Change 4 Life Club within a special school in London (see appendix C3), but the co-ordinator had noted that it was difficult to sustain a stand-alone boccia club within the school. Consequently, an opportunity was taken to use facilities at a local sport centre, and the club was developed into a more generic Special Olympics club which ran on a Saturday afternoon. This serves as a reminder that, **particularly for the disabled sports, a more flexible delivery model might be necessary, even encouraged**. However, **care is needed to ensure that greater flexibility does not lead to schools overlooking key programme goals, such as the need to target the non-sporty** (see section 7).

As in 2010/11, many schools continued to make use of existing resources to which they had access to help support and deliver the Change 4 Life programme, particularly sport equipment that the school already owned (figure 6.3). There is also some indication that schools are moving, albeit

slowly, towards becoming more sustainable in their delivery of Change 4 Life School Sport Clubs. Firstly, ***the proportion of schools paying external coaches to contribute to the delivery of their club has fallen to 40% in 2011/12 (from 46% in 2010/11), although this proportion is still equivalent to almost 1,000 clubs that are buying in deliverers rather than building their internal delivery capacity.*** Secondly, ***the percentage of schools that say that links with local clubs have been specifically harnessed to deliver clubs in schools has risen to 35% (from 27% in 2010/11), whilst external voluntary coaches (presumably linked to local clubs) are now helping deliver 29% of clubs (up from 19% in 2010/11).*** This shows that not only are the number of formal school-club links increasing (thus providing potential exit routes for young people), but that such links are directly supporting the delivery of Change 4 Life Clubs in Schools.

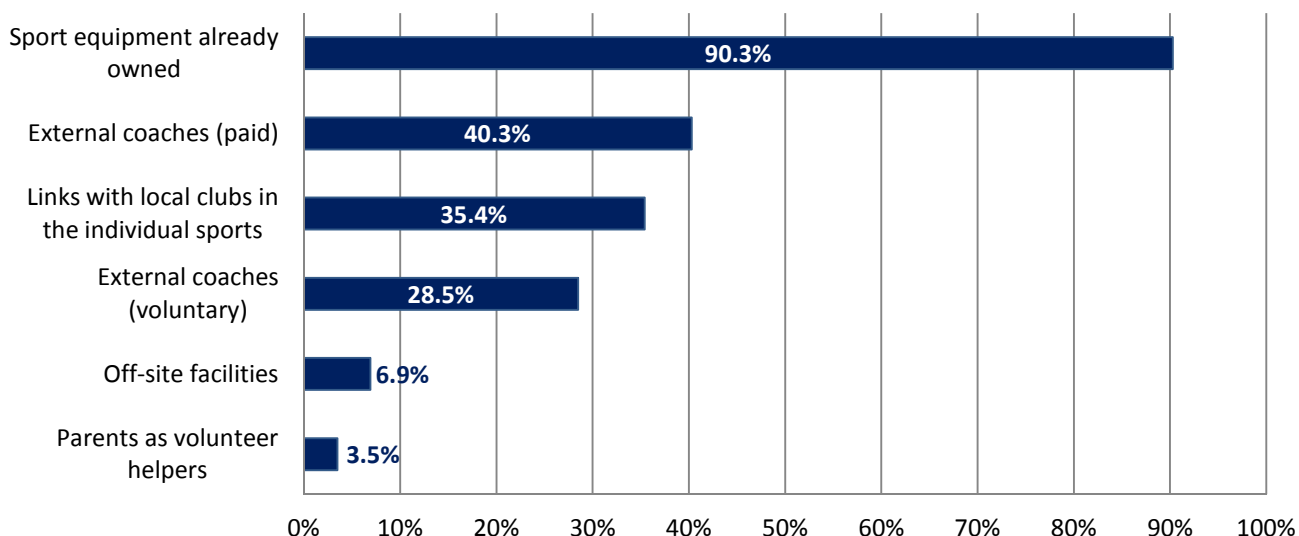


Figure 6.3) Existing resources used to deliver Change 4 Life Clubs (n=288)

Drawing together the data presented in this section with the participation data presented in section 5, it is possible to paint a picture of what the ‘average’ Change 4 Life Secondary School Sport Club looked like, what it delivered, and for what continuing investment (table 3.2, overleaf).

Table 3.2) The ‘average’ Change 4 Life Secondary School Sport Club

For an average ***continuing investment of £297 per club***, the average Change 4 Life Secondary School Sport Club:

Ran for ***2 or 3 terms***
...delivering ***33 sessions***
...and took place ***immediately after school and/or at lunchtime***
...with ***20 members***
...of whom ***8 began the year as ‘non-sporty’***
...and ***4 became positive about sport and chose to play at least once a week during the year***
...supported by ***3 Young Leaders***
...and ***1.5 relationships with community clubs***

7) WHAT WORKED IN THE SECONDARY PROGRAMME?

HEADLINES

- *Over 95% of young people say they have respected other people regardless of their ability, whilst over 90% have felt respected and, as in 2010/11, these percentages remain over 90% among those who were previously not choosing to play sport every week. Respect regardless of ability therefore continues to be a key factor in the success of Change 4 Life School Sport Clubs with previously non-sporty young people.*
 - *92% of young people have felt more confident doing sport and 89% have enjoyed PE more, suggesting that the positive impact on young people within Change 4 Life clubs sustains in other sport and PE contexts.*
 - *As in 2010/11, there remains potential to significantly enhance the reach of the impact of the Change 4 Life School Sport Clubs programme among non-sporty young people through greater targeting of clubs within schools. Targeting non-sporty young people need not necessarily mean that clubs cater exclusively for the non-sporty target group.*
 - *The proportion of schools targeting non-sporty students has risen, albeit to only 39% (from 23% in 2010/11), and the proportion of schools that have not targeted any specific groups has fallen to 37% (from 50% in 2010/11).*
 - *30% of schools now say they are targeting 11-13 year olds (up from 23% in 2010/11), the majority of whom are outside the target age range for Change 4 Life clubs of 13-19 year olds.*
 - *Some site visit clubs did not appear to realise that they were largely, if not entirely, catering for young people who fell outside the target groups for the Change 4 Life programme.*
 - *There has been little change in what teachers regarded as priorities for Change 4 Life Clubs. The top six priorities, which relate to encouraging participation, leadership, health and respect, remain the same as in 2010/11.*
 - *Providing competitive games and sport was perceived to be the second most successful outcome in 2011/12 (up from 8th in 2010/11), despite being ranked only seventh in the list of priorities. While this creates a route into School Games competition, care will be needed that the pursuit of competitive sport outcomes do not eclipse key programme priorities.*
 - *A quarter of teachers rated providing sport opportunities for disabled students as highly successful in 2011/12, up from only 17% in 2010/11.*
 - *As in 2010/11, equipment and funding were most valued by schools. Support from the newly established School Games Organiser Network was also valued highly.*
 - *Over 20,000 young people say they have contributed to the leadership of their clubs, and 82% of teachers say that young people have been involved in some way in running the Change 4 Life School Sport Club at their school.*
 - *Over 30% of formal Young Leaders were new to the sport they were leading (up from 17% in 2010/11), suggesting that the programme in 2011/12 has increased the extent to which Young Leaders have been developed from within the membership of clubs.*
 - *Lack of staff time, lack of funding and having no community club with which to link were the top three reasons for clubs not delivering in 2011/12.*
-

This section adds to the general picture of what Change 4 Life Secondary School Sport Clubs looked like as a delivery mechanism provided in section 6. In particular, it examines what specific elements of the Change 4 Life School Sport Clubs programme worked well, and reflects on those few elements that may not have been quite so successful.

Figure 7.1 shows what teachers have found useful in delivering Change 4 Life Clubs. **As in 2010/11, equipment and funding were most valued**, although the rating for funding has dropped somewhat, with only 60% valuing it “a lot” in 2011/12, compared to 79% in 2010/11. This is perhaps because there has been little funding directly available to schools in 2011/12, whereas in 2010/11 each school received a start-up grant of circa £800.

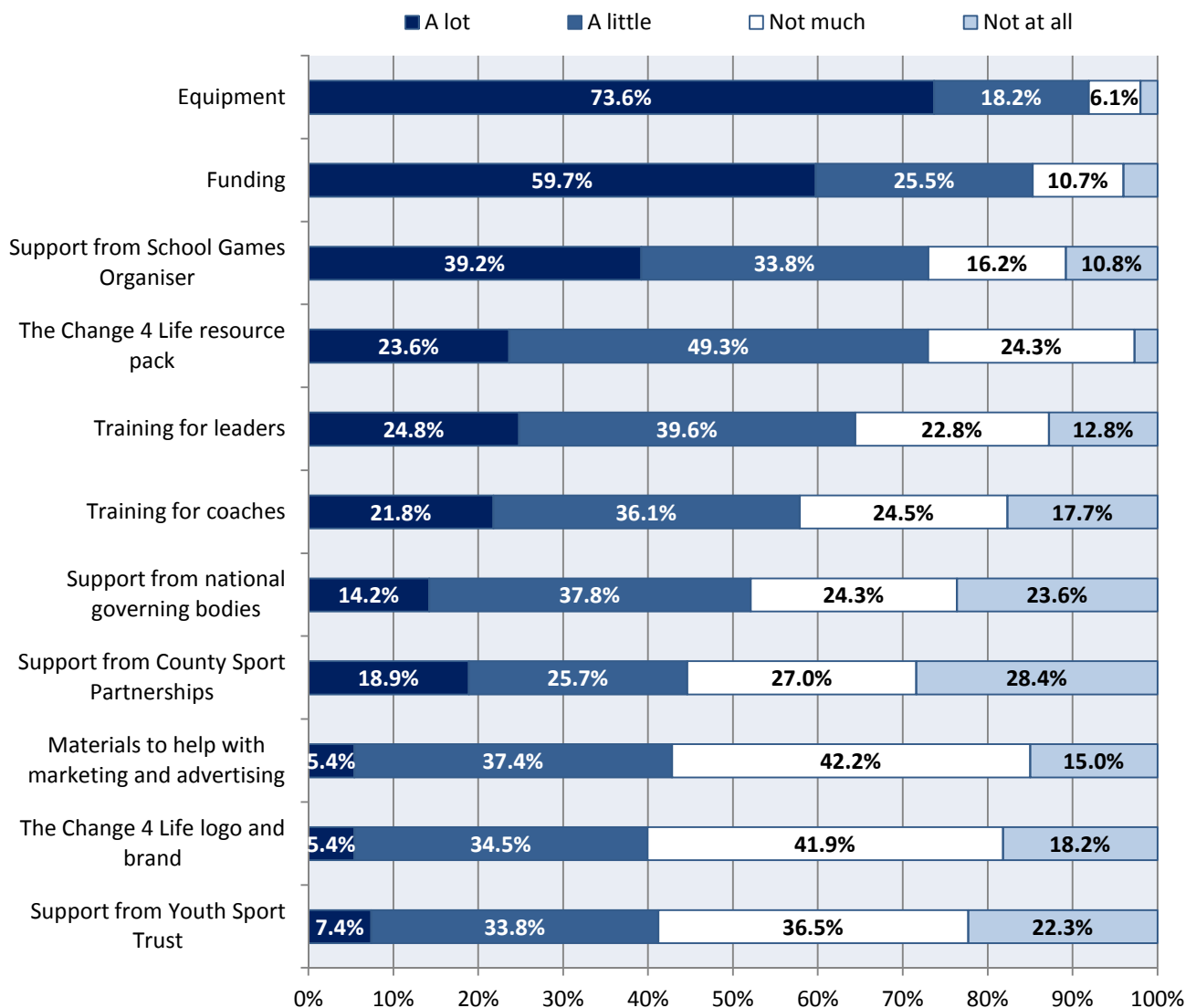


Figure 7.1) What teachers have found useful in organising and developing Change 4 Life School Sport Clubs (n=298)

Support from the newly established School Games Organiser Network was also valued highly by schools, although support from the Youth Sport Trust was ranked lowest. This is perhaps because support from School Games Organisers is more immediate to schools, whereas the support provided by the Youth Sport Trust is more ephemeral and less obvious to teachers. Ratings for support from the sport national governing bodies, each of which have a dedicated Change 4 Life support post, remain at a similar level to 2010/11. However, the ratings for support from County

Sport Partnerships, which have received funding to develop a school-club links support initiative for the Change 4 Life programme, are relatively low, perhaps reflecting the embryonic stage of this initiative in 2011/12. Once this initiative becomes more visible in 2012/13, ratings for County Sport Partnership support might be expected to rise. Finally, as in 2010/11, the Change 4 Life logo and brand is not perceived to be particularly useful in organising and delivering clubs (see section 8 for more detail on the influence of the Change 4 Life brand).

It is perhaps worth emphasising the rather obvious point that a key success factor for the development of Change 4 Life School Sport Clubs is the enthusiasm of the teachers leading clubs, and their understanding of, and buy-in to, the aims and ethos of the Change 4 Life programme (see, also, section 8). Across the four site visits, the club leads were either experienced teachers who had been in-post at the school or college for some time (see appendices C1, C2 and C3) or, in the case of the boccia club in London (see appendix C4), an individual who was plugged into local networks as the area disability development officer. While these characteristics cannot always be built into programme requirements at a strategic level, across the site visits the contribution and enthusiasm of the club lead was central to the young people's enjoyment and continued engagement with the clubs. Key attributes were the confidence and ability of the leads in the specific sport, as well as the skill and understanding to lead groups with varying abilities whilst maintaining variety and progression.

Details on what secondary 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 7.2 and 7.3 respectively. A comparison of figures 7.2 and 7.3 shows the extent to which the highest priorities within Change 4 Life Clubs have led to the most successful outcomes

There has been little change in what teachers regarded as priorities for Change 4 Life Clubs since 2010/11. The top six priorities, which relate to encouraging participation, leadership, health and respect, remain the same as in 2010/11 (figure 7.2) and all continue to score over 80% positive ratings ("a lot" and "a little" combined). However, in 2010/11, the top six priorities were also the top six most successful outcomes, whereas figure 7.3 shows that the second most successful outcome for Change 4 Life Clubs in 2011/12 was providing competitive games and sport, which ranked only seventh in terms of priorities for the clubs, and ranked as the eighth most successful outcome in 2010/11. While the success of the clubs in providing competitive games and competition is positive in terms of creating a route into School Games competition, care will be needed that outcomes focused on providing competitive sport do not eclipse the key priorities for the clubs relating to encouraging participation, leadership, health and respect.

Of further note in figure 7.3 is the growing success of the clubs in ***providing sport opportunities for disabled students. While this is the lowest ranked outcome (perhaps because many clubs do not have disabled students as members), a quarter (24%) of teachers rated this outcome as highly successful in 2011/12, up from only 17% in 2010/11.***

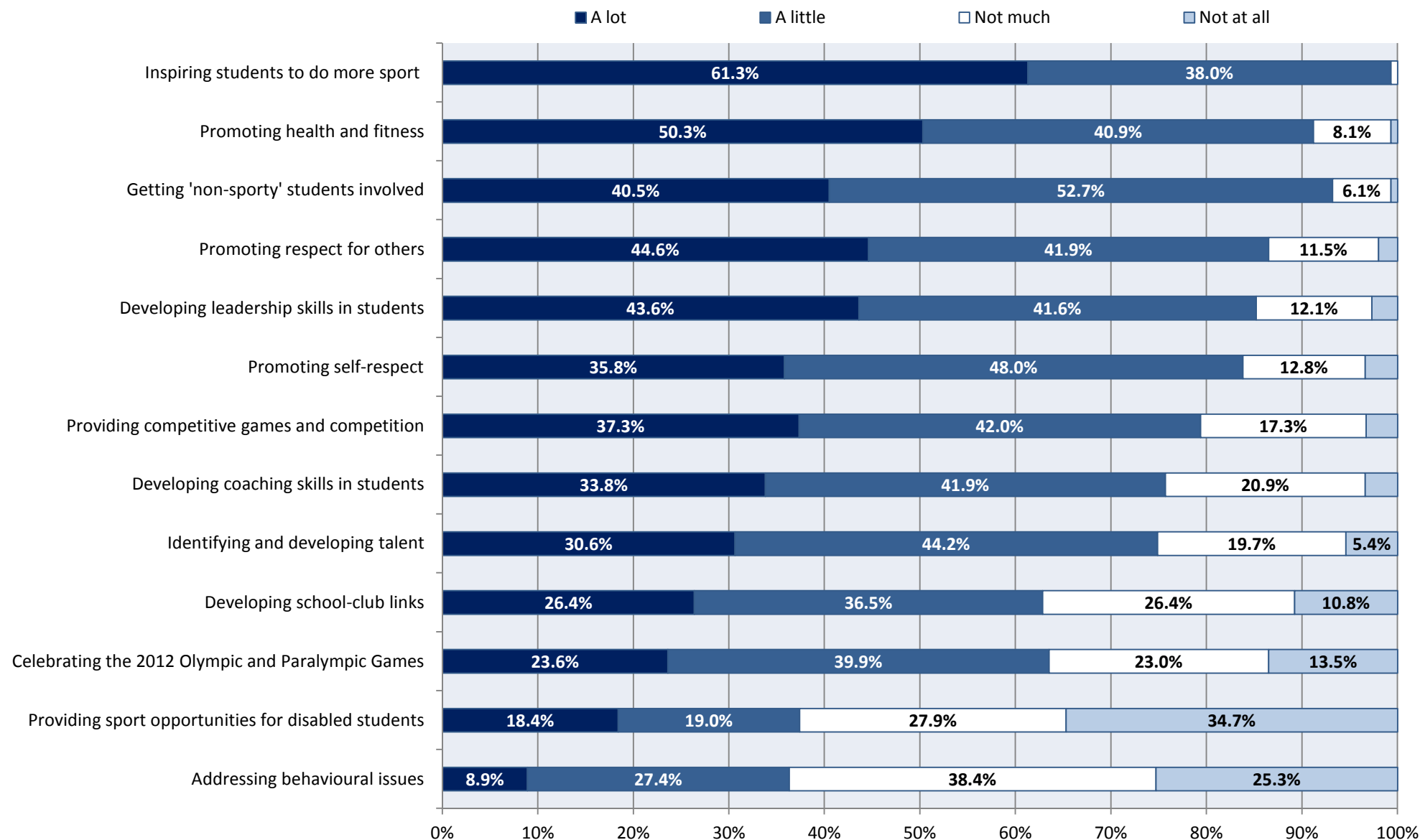


Figure 7.2) What teachers regarded as PRIORITIES in their Change 4 Life School Sport Clubs (n=301)

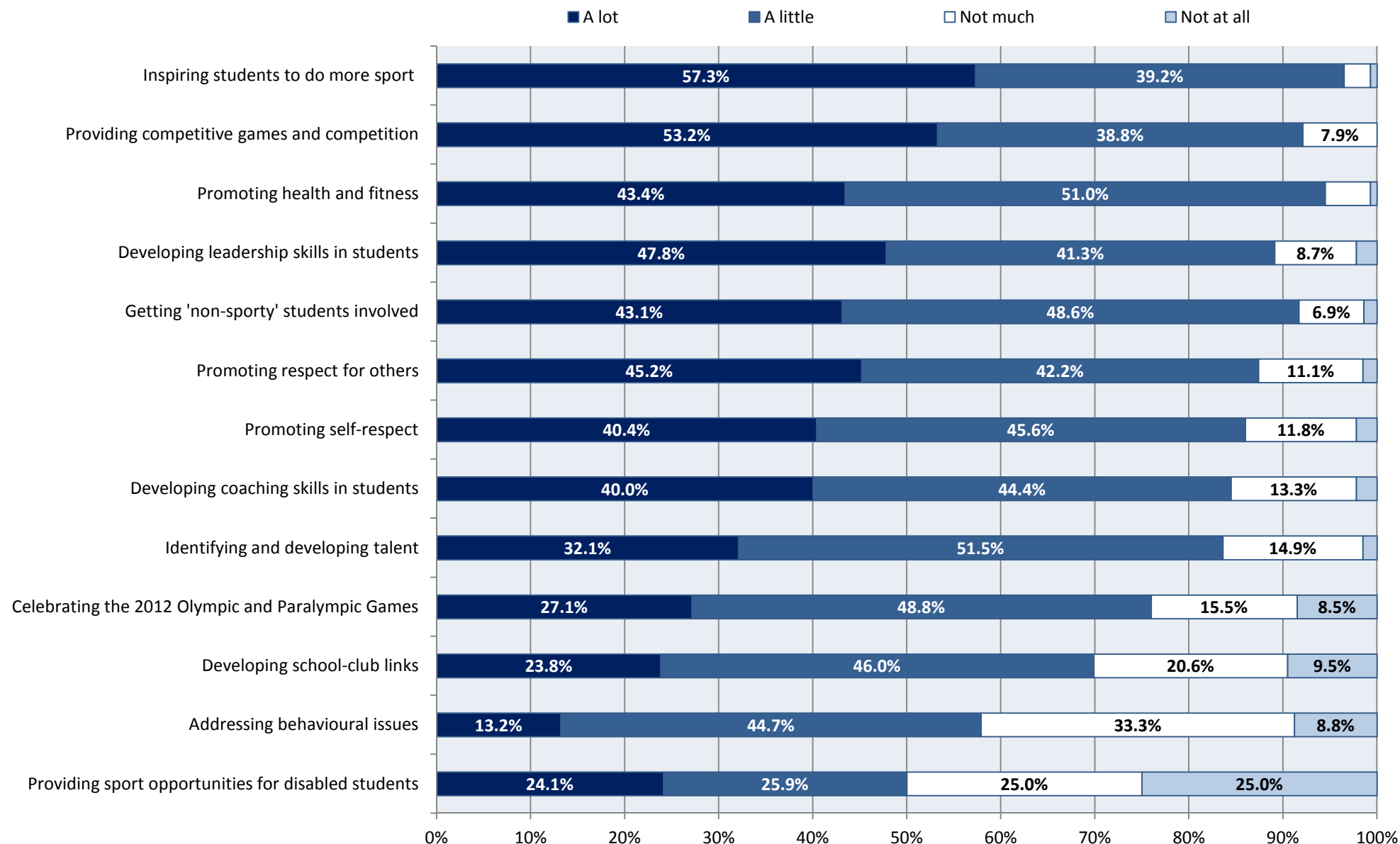


Figure 7.3) What priorities teachers regarded as SUCCESSFUL in their Change 4 Life School Sport Clubs (n=297)

While figures 7.2 and 7.3 show that getting non-sporty students involved has a positive rating of over 90% as both a priority and a success within Change 4 Life Secondary School Clubs, the extent to which this success relates to a minority or a majority of children within clubs depends on how far schools have targeted their clubs at non-sporty young people (see figure 7.4)

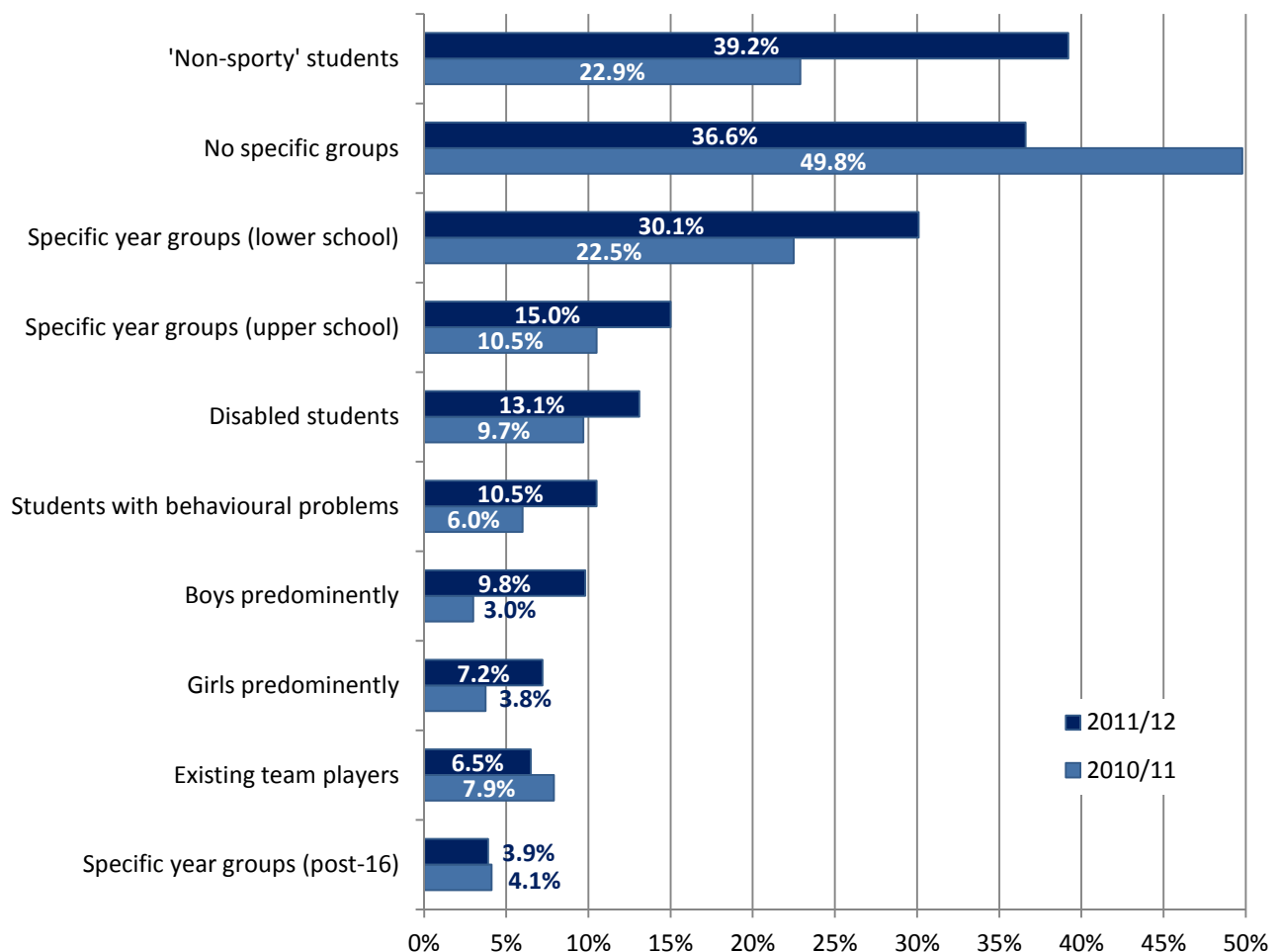


Figure 7.4) Groups targeted by schools for Change 4 Life Sport Clubs (n=306)

Figure 7.4 shows that ***the proportion of schools targeting non-sporty students has risen, albeit to only 39% (from 23% in 2010/11), and the proportion of schools that have not targeted any specific groups has fallen to 37% (from 50% in 2010/11).*** There have also been increases in the number of schools that are targeting specific year groups, either boys or girls, students with behavioural problems and disabled students. In particular, ***30% of schools now say they are targeting the lower school (11-13 year olds) (up from 23% in 2010/11), the majority of whom are outside the target age range for Change 4 Life Clubs of 13-19 year olds,*** which helps to explain why more than a third of programme participants were aged 12 or under (see section 5).

The increased targeting of non-sporty young people is reflected in the recruitment figures for 2011/12 (see section 5), where 45% of newly recruited participants were in the non sporty target group (up from 37% in 2010/11). However, given that the Change 4 Life programme is specifically intended to reach the non-sporty, there is still considerable potential to enhance the impact of the programme if schools were to focus more clearly on recruiting young people in the non-sporty target group. There were mixed examples of recruiting the non-sporty across the site visits. In the boccia club at the London special school, the goal was to engage more young people with significant special educational needs in sport (see appendix C4), whereas the fencing club in the

South West secondary school targeted young people in the upper school who were not engaged with sport. However, the handball club in the North West secondary school was established to provide for students who had been introduced to handball in PE and wanted to play more (see appendix C2). There was no specific targeting of this club at the non-sporty, although the lower school, the majority of whom are outside the programme's target age range, were targeted. Finally, the volleyball club in the further education college in the East of England was largely attended by students who were studying sport courses (see appendix C3). In these latter two cases, ***there did not seem to be any understanding that the clubs were largely, if not entirely, catering for young people who fell outside the target groups for the Change 4 Life programme.***

While there has been an increase in the number of schools that have targeted non-sporty young people, 5% of schools commented that they had widened the focus of their clubs from an initial focus on the non-sporty (see table 7.1 for illustrative comments). With the exception of the first comment at the top left of table 7.1, which notes that the focus of the club was changed from being on the inactive to being on those that were already active, table 7.1 includes comments from teachers that have needed to broaden the focus of their Change 4 Life Club in order to make the provision viable. This emphasises an important point: that ***targeting non-sporty young people need not necessarily mean that the each Change 4 Life Club caters exclusively for the non-sporty target group***, particularly in smaller schools where numbers may be low.

Table 7.1) Illustrative Teachers' comments on approaches to targeting

<i>Initially, the club was set up to target inactive young people, but students didn't attend so I targeted active students who I knew would enjoy the club and attend on a regular basis</i>	<i>Non-sporties couldn't be attracted in sufficient numbers so it was moved to a wider audience</i>
<i>A low uptake caused us to open up sessions to all students</i>	<i>Original priority was to get the non-sporty students involved, but we've now opened up the club to all students</i>
<i>There were not enough students from the target group to run the club</i>	<i>We targeted the non-sporty, but had very low numbers</i>

However, there remain almost 1,500 Change 4 Life Secondary School Sport Clubs (more than 60%) that have not specifically tried to recruit non-sporty young people to participate in their clubs. It is worth noting here that this figure does not refer to clubs that have tried but not succeeded in recruiting non-sporty young people; it refers to clubs that say they have not targeted the non-sporty as members. Consequently, despite the increase in the proportion of schools that have targeted the non-sporty, and the increased proportion of the non-sporty target group in newly recruited participants in 2011/12, ***as recommended in 2010/11 there remains the potential to significantly enhance the reach of the impact of the Change 4 Life School Sport Clubs programme among non-sporty young people through a greater targeting of clubs within schools.***

Figure 7.5 provides an insight into the experiences of young people within the Change 4 Life School Sport Clubs. Reinforcing the value placed by teachers on the equipment (see figure 7.1), enjoyment of the equipment ranks highest among young people for the second year. Ranking second, with ratings virtually equal to those for the equipment, **70% of young people say they have respected other people regardless of their ability “a lot” (up from 54% in 2010/11), whilst the combined positive score (“a lot” and “a little” combined) is over 95%. Similarly, 58% of participants have felt respected “a lot” (up from 46% in 2010/11), with a combined positive score of over 90%. As in 2010/11, these percentages remain over 90% among those who were previously not choosing to play sport every week, and therefore the promotion of respect within clubs continues to be a key factor in the success of Change 4 Life School Sport Clubs with previously non-sporty young people.**

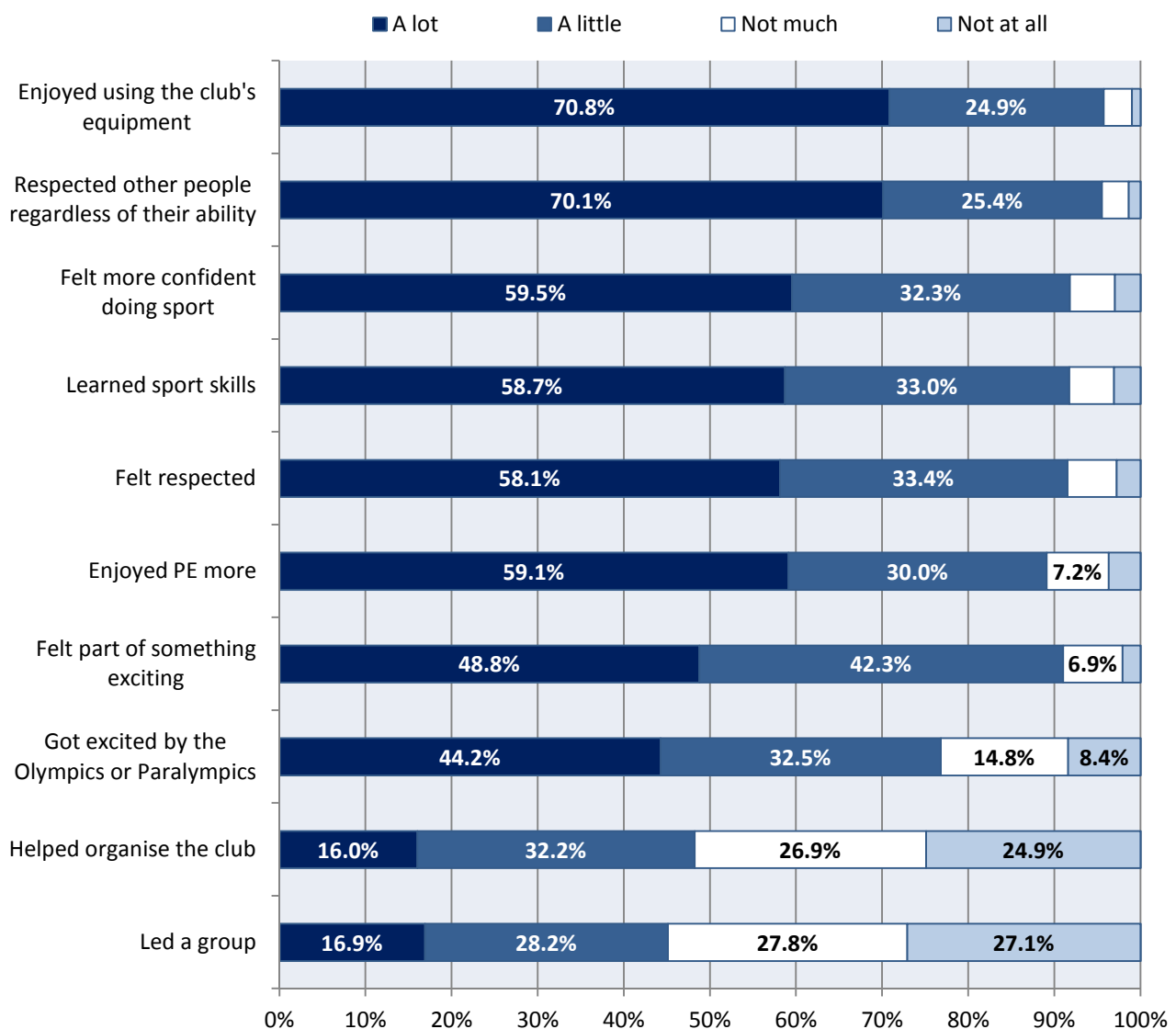


Figure 7.5) Young people's statements about their experiences of the Change 4 Life School Sport Clubs (n=1,409)

Also achieving combined positive scores of around 90% are that **young people have felt more confident doing sport (92%), and that they have enjoyed PE more (89%), suggesting that the positive impact on young people within Change 4 Life Clubs sustains in other sport and PE contexts.**

Some very brief examples of comments from the site visits are provided in table 7.2. At the top of the table, the four comments from appendices C1 and C2 each suggest that the young people have found something novel in the club that has engaged them, be that the technical nature of the activity, the ability to play with a group of friends who may not necessarily be traditionally sporty where they can all get involved and score goals, or the opportunity to stay involved in the activity rather than get bored on the sidelines. However, the three comments at the bottom of table 7.2 illustrate the extent to which the further education volleyball club (appendix C3) is failing to cater for the non-sporty target group, as each of the participants talk about their existing love for sport and the range of sports that they have played in the past.

Table 7.2) Young People’s comments on their experiences of Change 4 Life Clubs

<i>I like it because it is something you can get involved in, it’s technical and needs skills</i> (Year 10 Boy – appendix C1)	<i>I like being able to come along with my friends</i> (Year 8 Girl – appendix C2)
<i>I like handball because we can all score goals</i> (Year 7 Girl – appendix C2)	<i>We get to move around a lot so you don’t get the chance to get bored</i> (Year 8 Boy – appendix C2)
<i>I love playing any sport. I have enjoyed doing this club as I hadn’t really played volleyball before. It was good having the others come along as it meant I could get involved in competitions but also have fun during the lunchtime sessions.</i> (Year 2 female FE student – appendix C3)	
<i>I like coming down here with my friends. It’s a good laugh. I have played a lot of netball in the past but I enjoy this just as much</i> (Year 2 female FE student – appendix C3)	
<i>I’ve played football all my life and even though I still love it, it is good to come to this club and play volleyball. I’d never done it before but I really like it. Its good doing something different and I like that it is relaxed here.</i> (Year 1 male FE student – appendix C3)	

Although ranked lowest in figure 7.5, over 45% of young people say they have helped organise their club or that they have led a group. This equates to **over 20,000 young people that have contributed to the leadership of their clubs, which is in addition to the 6,800 young people formally designated as Young Leaders**. These more informal contributions are also recognised by teachers (figure 7.6).

Figure 7.6 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 7.6 suggests that young people have been involved in leading club sessions in 65% of Change 4 Life Clubs (this does not mean that 65% of young people have been involved in leading sessions). Taking all the leadership functions listed in figure 7.6 together, **82% of teachers say that young people have been involved in some way in running the Change 4 Life School Sport Club at their school**, the same as in 2010/11.

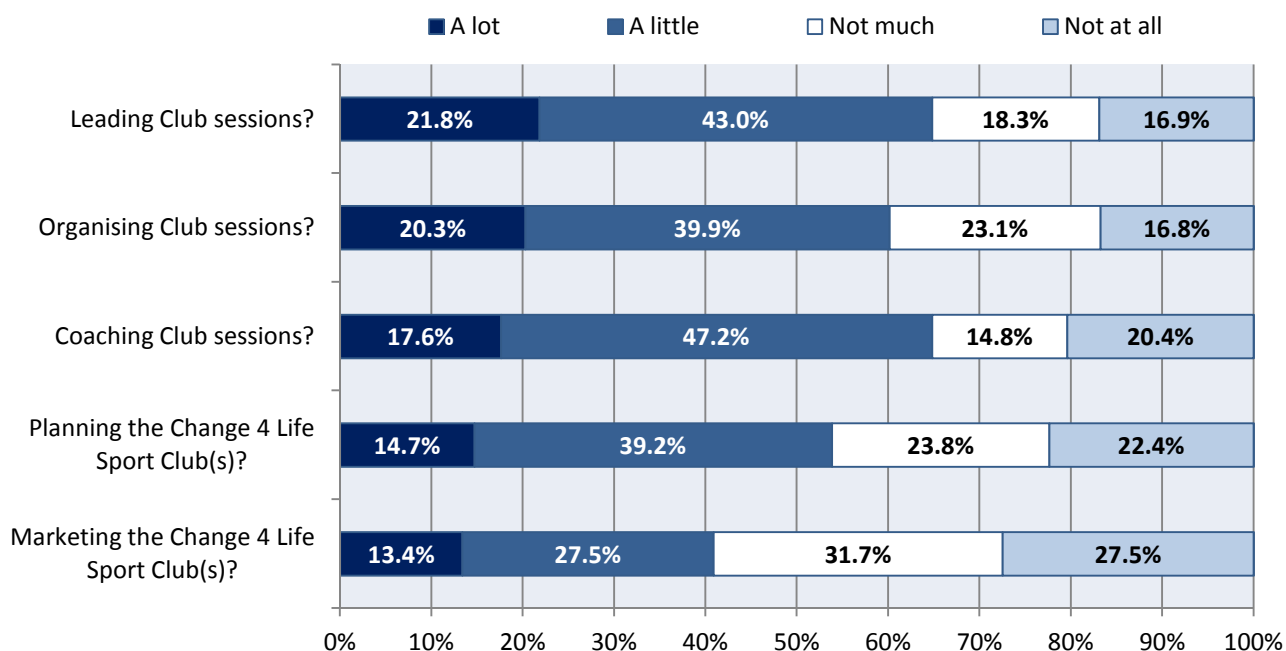


Figure 7.6) Teachers statements about young people's involvement in running the Change 4 Life School Sport Clubs (n=286)

Turning to the almost 6,800 young people formally recognised as Young Leaders, figure 7.7 shows (albeit with a relatively small sample size) what activities Young Leaders have had the opportunity to undertake at their club. Significantly more Young Leaders are acting as session leaders (87%) and coaches (84%) than are involved in organising the club (57%). However, all these percentages have fallen since 2010/11, most notably the percentage involved in organising the club which has fallen from 74%. This data suggests that Young Leaders are now focusing on particular leadership roles rather than contributing across a range of roles.

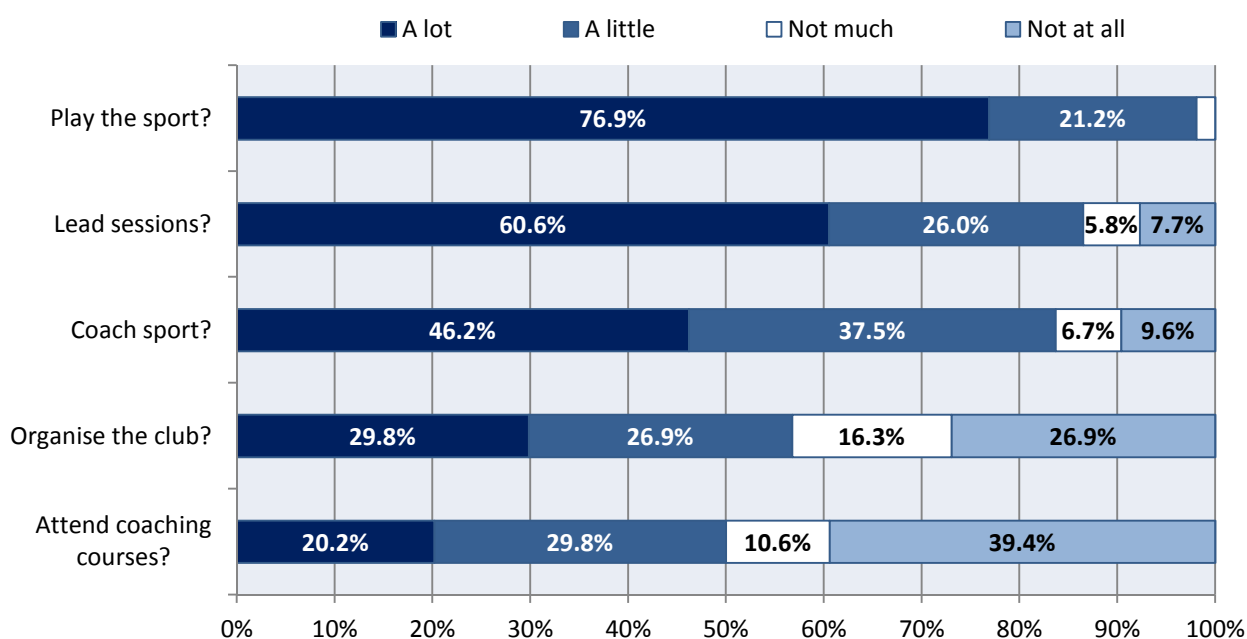


Figure 7.7) Activities Young Leaders said they had the opportunity to do in Change 4 Life School Sport Clubs (n=104)

Figure 7.7 also shows that only 50% of Young Leaders have attended coaching courses, compared to 72% in 2010/11. Of course, there was a much greater investment in training provision for Young Leaders in 2010/11, and that 50% have continued to have access to coaching courses suggests that schools themselves are supporting the development of Young Leaders from their own resources.

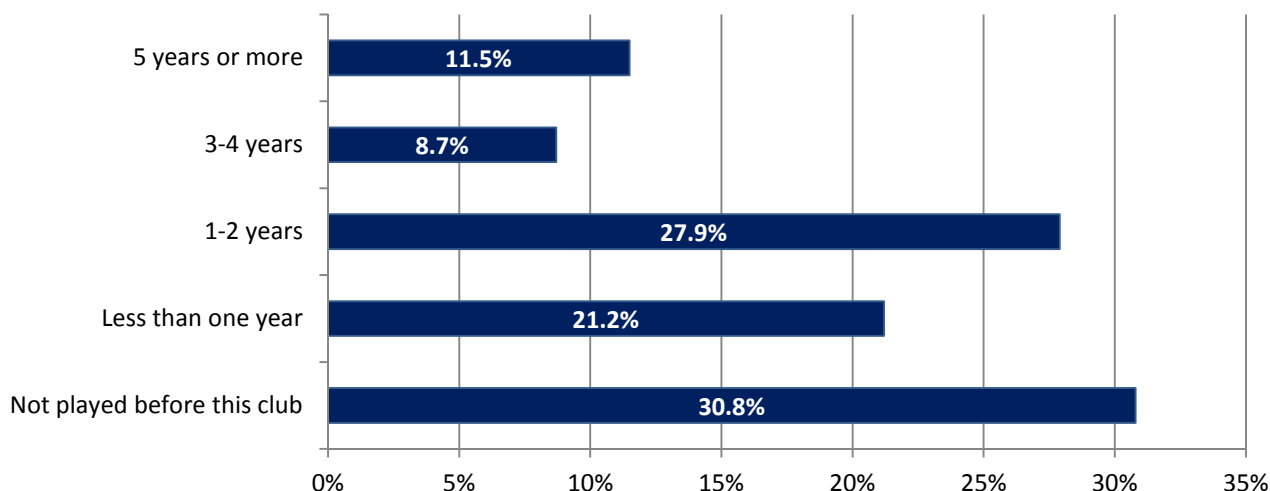


Figure 7.8) Length of time Young Leaders have been playing the sport (n=104)

Of particular interest in figure 7.7 is that 77% of Young Leaders say they have had “a lot” of opportunities to play the sport within the club, suggesting that a large majority of Young Leaders are also club members, rather than attending the club solely in a leadership role. This is something that is also supported by figure 7.8, which shows that **over 30% of Young Leaders were new to the sport they were leading, a substantial increase from the first year of the programme when 17% of Young Leaders were new to the sport. This suggests that the programme in 2011/12 has increased the extent to which Young Leaders have been developed from within the membership of clubs.**

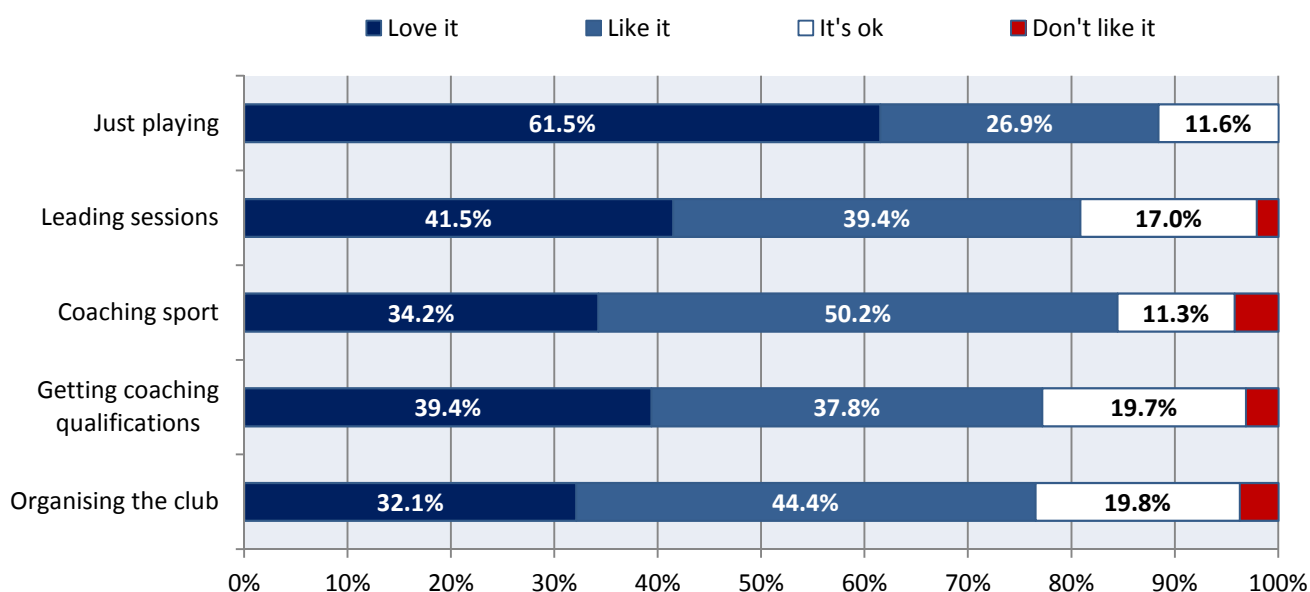


Figure 7.9) Activities Young Leaders said they liked in Change 4 Life School Sport Clubs (n=104)

Figure 7.9 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"). As in 2010/11, 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 7.9 score highly with Young Leaders, with positive scores of over 75%, although it should be noted that Young Leaders have only rated those activities they have had a chance to undertake.

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 519 Change 4 Life School Sport Clubs did not continue to deliver in 2011/12. Figure 7.10 provides some insights into the reasons for this, although it should be noted that this is based on a very small sample of only 25 schools.

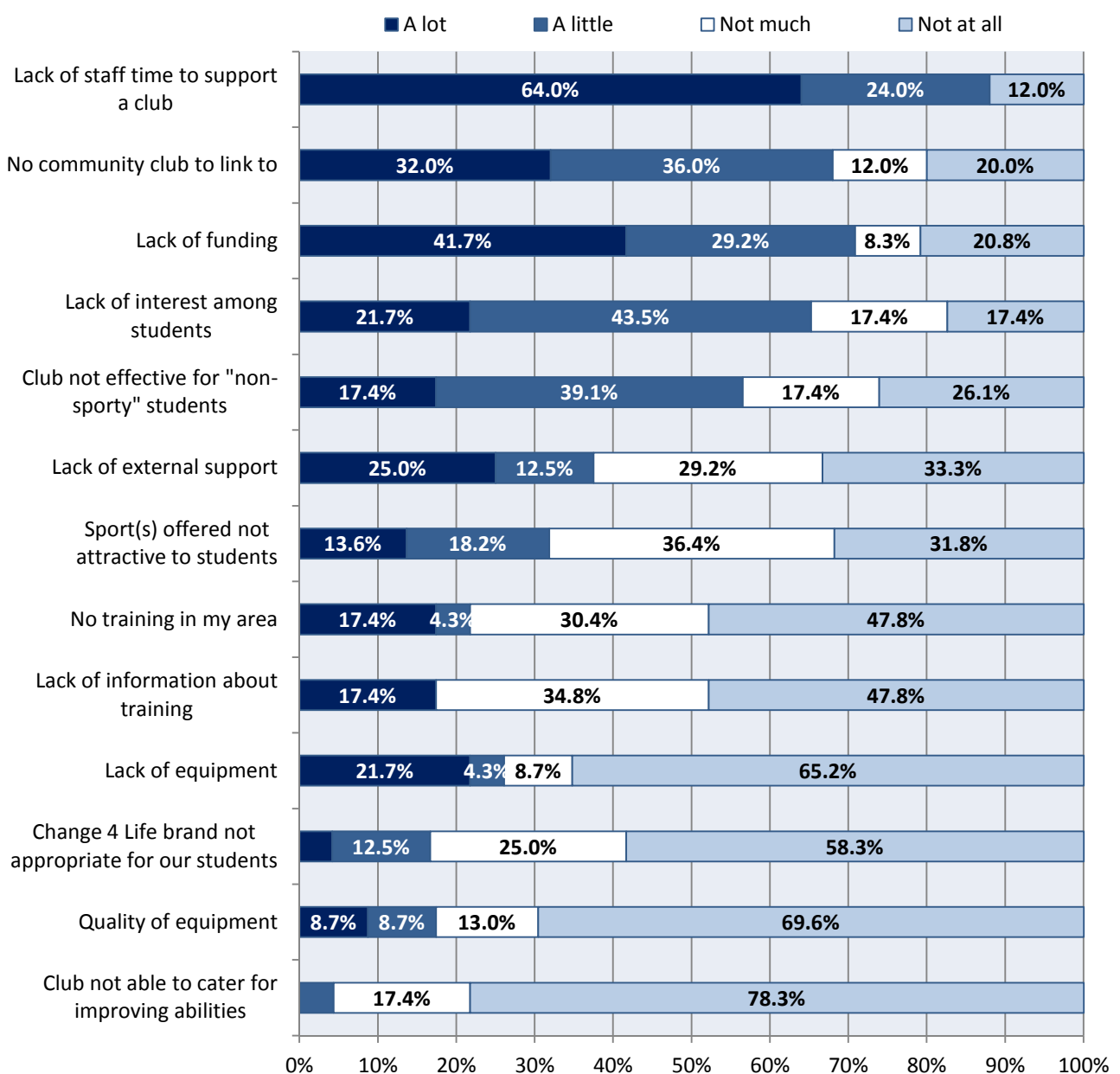


Figure 7.10) Reasons for not continuing to deliver a Change 4 Life School Sport Club in 2011/12 (n=25)

Unsurprisingly, ***lack of staff time and lack of funding are the first and third highest ranked reason for not continuing to run clubs, whilst having no community club to link to was cited as problematic by 78% of respondents.*** Given that half of clubs in 2010/11 did not have a link to a community club (a situation that has improved considerably in 2011/12 – see section 5), this is also perhaps not surprising. However, it would be worrying if the fall in the number of clubs without a link to a community club was attributable to those clubs without links leaving the programme. Given that there are now over 500 more links across the programme despite a 14% fall in the number of clubs, this is unlikely.

More worryingly, almost two-thirds of clubs (65%) cite a lack of interest among students as a reason for discontinuing, whilst a lack of effectiveness among non-sporty students is cited by 57%. Given the programme wide conversion rate across the two years of the programme of 74% of non-sporty students becoming positive about sport and choosing to play at least once a week (see section 5), the view that the programme is not effective with non-sporty young people (which is held by 14 respondents) is somewhat anomalous. It may be that these respondents are suggesting that the clubs are not attractive to non-sporty young people (rather than that they do not work with non-sporty young people who join), which would be supported by the responses that there has been a lack of interest among students in the clubs. If the suggestion is that there has been a lack of interest among non-sporty young people in the clubs, there does appear to be some support for this view among some of the clubs that have delivered in 2011/12 (see table 7.1 earlier in this section). However, as noted earlier, targeting non-sporty young people need not necessarily mean that clubs cater exclusively for the non-sporty target group, particularly in smaller schools where overall numbers are low.

On the positive side, figure 7.10 suggests that there are few complaints about the equipment or the training. Also, only 16% (4 respondents) felt that the appropriateness of the Change 4 Life brand was a problem (see section 8 for more on the Change 4 Life brand and logo).

8) WHAT WAS THE INFLUENCE OF THE CHANGE 4 LIFE BRAND?

HEADLINES

- *There is a considerable difference between primary and secondary schools in how useful the Change 4 Life brand has been seen to be in organising and delivering the clubs, with 70% of primary teachers rating the brand as useful, whilst only 40% of secondary teachers felt the brand had been useful in delivery.*
- *60% of primary teachers believe the Change 4 Life brand and logo engages primary children.*
- *Just over half of teachers in secondary and further education believe the Change 4 Life brand is relevant to the non-sporty target group, and just under half believe it is relevant to a secondary or further education sport club.*
- *Primary teachers focus on the way in which the Change 4 Life brand engages the children, whilst secondary and further education teachers appeared to see the brand as being valuable as a form of quality mark.*
- *The Change 4 Life brand has not been actively promoted in at least half of secondary clubs, and this appears to be because teachers feel it does not resonate with secondary-aged young people, and that it is more suited to primary children.*
- *Secondary teachers appear to have become slightly more ambivalent and unsure about the relevance of the brand to the secondary programme, although the association with a nationally recognised campaign continues to be valued.*
- *There may be some value in refreshing the way the Change 4 Life brand is used in the secondary programme.*

To varying degrees across both the primary and secondary programme evaluations, comments have been offered and data has been specifically collected on the Change 4 Life brand and logo. This section collates this information in order to understand the influence the Change 4 Life brand has had on the programmes.

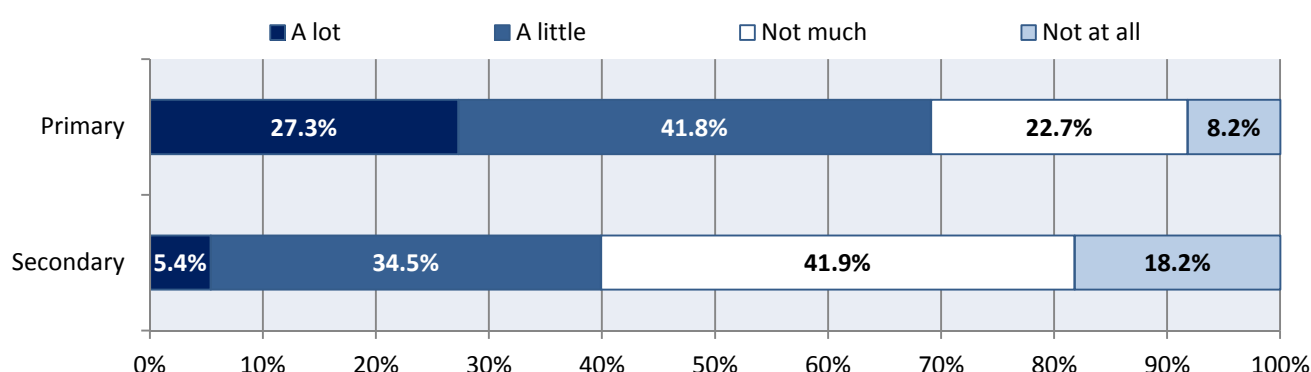


Figure 8.1) Usefulness of Change for Life Brand and Logo in Club Delivery

In terms of how useful the Change 4 Life brand has been in organising and delivering the clubs, figure 8.1 shows that there is a considerable difference between primary and secondary schools,

with 70% of primary teachers rating the brand as useful, whilst only 40% of secondary teachers felt the brand had been useful in delivery. However, the largest group of secondary teachers (42%) are those who appear to be ambivalent towards the usefulness of the brand, saying it had not been of much use in delivery, whereas only 18% said it had not been at all useful.

Various questions were also asked about the impact of the brand, and these are summarised in figure 8.2, which shows that teachers feel there is a general decline in the relevance of the brand with age, from **60% of primary teachers believing it engages primary children**, to only 30% of secondary and further education teachers believing the brand is relevant to further education students. However, **just over half of teachers in secondary and further education believe the brand is relevant to the non-sporty target group, and just under half believe it is relevant to a secondary or further education sport club.** With the exception of the brand's relevance to further education students, across all ages the percentage of teachers who believe the brand is not at all relevant or engaging is steady at around 15%. As such, the variation is between those teachers who believe the brand has an impact, and those who are ambivalent or unsure about its impact.

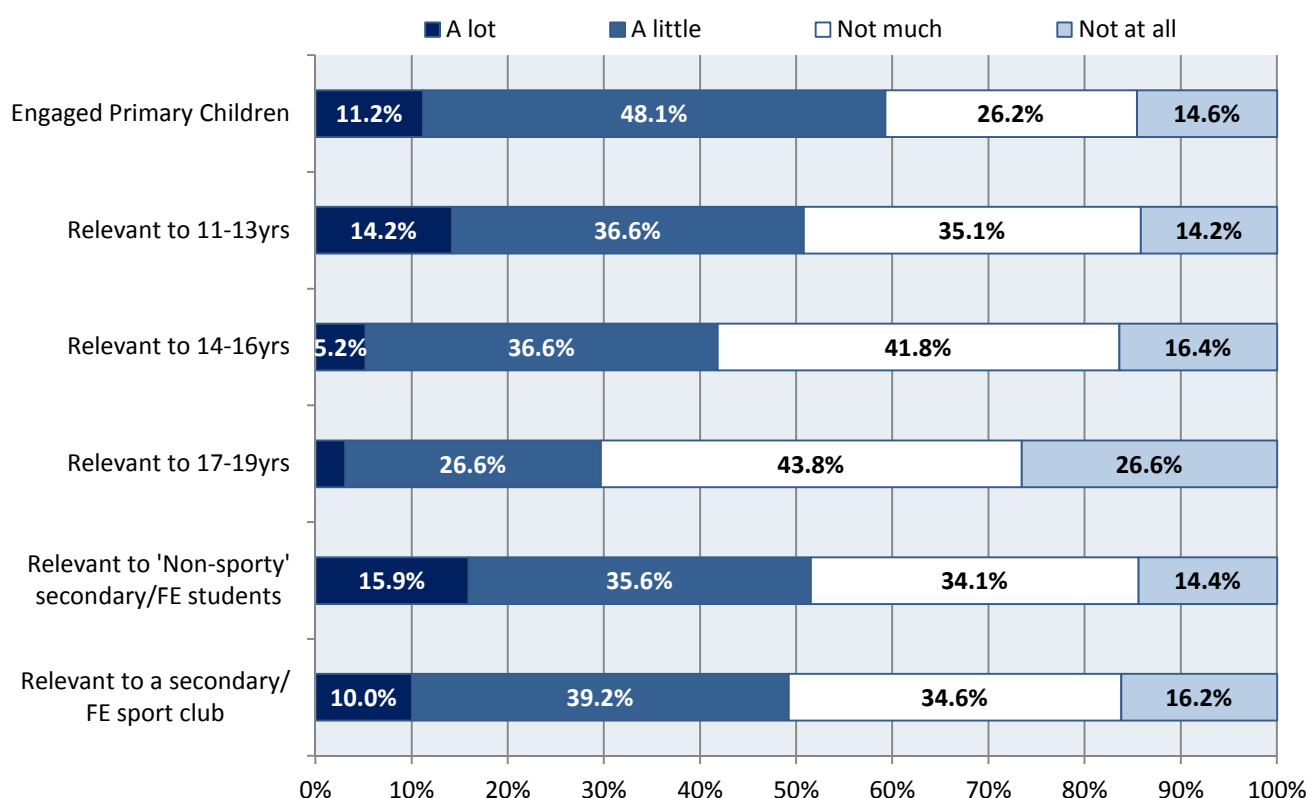


Figure 8.2) Impact of Change for Life Brand and Logo on Young People

There appears to be some qualitative differences between the primary and secondary/FE sectors in the ways in which the brand is seen as having an impact. Table 8.1 provides some illustrative comments from teachers in primary and in secondary/further education. The comments from **primary teachers focus on the way in which the Change 4 Life brand engages the children**, something that was also highlighted by the lead at the Target Club in the South East school during one of the site visits. The lead here felt that the branding was excellent, appropriate, and really resonated with the children. She said that the children were all familiar with Change for Life as they had seen the adverts on television, so they recognised the logo on their resources and were proud to be members of the recognisable Change 4 Life Club (see appendix B1).

However, **secondary and further education teachers appeared to see the brand as being valuable as a form of quality mark**, particularly given its national recognition and its association with a wider campaign. In the 2010/11 report, it was noted that the greatest value of the Change 4 Life brand in the secondary programme was 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. However, in 2010/11 there was some concern that the brand did not resonate with secondary-aged young people, and this concern is again apparent in 2011/12, both in the quantitative data presented in figure 8.2, and in the illustrative qualitative comments in table 8.1, with the comments that **the brand is not inspiring for the secondary age group and that it is more suited to primary children** being representative of a range of similar comments offered. The comment that most young people are not aware that the club is linked to Change 4 Life reinforces the quantitative data presented in figure 8.1 that only 40% of secondary and further education teachers had found the brand and logo useful in club delivery. In fact, only 50% of secondary and further education teachers said they had used the brand to any great extent. As such, **the Change 4 Life brand has not been actively promoted in at least half of secondary clubs, and this appears to be because teachers feel it does not resonate with secondary-aged young people.**

Table 8.1) Illustrative Teachers' comments on the Change 4 Life Logo and Brand

PRIMARY	SECONDARY/FE
<i>Seeing the Change4 Life adverts on the TV and the logo advertised outside school made the children keen to become involved.</i>	<i>It's a good public brand associated with the NHS and general fitness</i>
<i>The children are very enthusiastic about Change 4 Life and are all eager to join in the activities.</i>	<i>Working under a nationally recognise branding is great</i>
<i>The branding adds to the excellent concept of the Change 4 Life Club to make it one of the most inspiring initiatives for the children that the school has participated in</i>	<i>Change 4 Life offers a brand of sport that distinguishes clear outcomes and priorities that can benefit the kids' lifestyle.</i>
<i>The next school year I will get all school staff involved, including midday assistants. I will spend an inset day explaining the activities and the value of 'Change 4 Life' explaining how versatile it is.</i>	<i>I fully buy-in to the Change 4 Life values, but it's not a cool brand which could inspire our youngsters</i>
	<i>Most of our young people aren't aware of it being a Change 4 Life Club</i>
	<i>The style of Change 4 Life is more suited to primary children</i>

In 2010/11, positive ratings for the usefulness and impact of the Change 4 Life brand were slightly higher among secondary and further education teachers, with 59% saying it was relevant to a secondary or further education sport club (compared to 49% in 2011/12). However, across the various dimensions illustrated in figure 8.2, the percentage of teachers in 2010/11 that felt the brand and logo was not at all relevant was similar to 2011/12 at around 15%. Consequently,

teachers have not moved from seeing the brand as valuable to feeling it has no value, rather they have become more ambivalent or unsure about its use and impact.

Undoubtedly, the Change 4 Life brand and logo has added value to the primary programme and played a role in engaging primary children. However, the impact of the brand in the secondary programme is more equivocal, and its impact may be fading slightly following an initial enthusiasm in the first year. The 2010/11 report noted that secondary and further education teachers generally saw the introduction of the Change 4 Life brand to school sport as a positive thing, and that there appeared to be an appetite to promote the brand more widely among young people in 2011/12. However, the data in this section shows that this wider promotion has not materialised in secondary clubs, and that ***teachers appear to have become slightly more ambivalent and unsure about the relevance of the brand to the secondary programme, although the association with a nationally recognised campaign continues to be valued.*** Consequently, ***there may be some value in refreshing the way the Change 4 Life brand is used in the secondary programme.***

7) RECOMMENDATIONS

HEADLINES

9. *Primary schools should be strongly encouraged to run Change 4 Life School Sport Clubs with the same group of children for AT LEAST twelve weeks, and longer if possible, because attitudinal changes associated with a subsequent increase to 60 active minutes every day have been shown to occur later in the programme.*
 10. *Primary schools should be encouraged to run their Change 4 Life School Sport Clubs in a regular designated physical space every week because this has been shown to enhance programme outcomes. The space should include Change 4 Life School Sport Club branding and materials as this has been shown to engage and inspire primary children to get involved.*
 11. *The Youth Sport Trust and School Games Organiser Network should provide specific support and advice to help and encourage primary schools that were signed up to the programme but did not deliver a club in 2011/12 to start a Change 4 Life School Sport Club in 2012/13. Doing so has the potential to add a further 350 or more clubs to the programme at little additional cost.*
 12. *Secondary schools should be strongly encouraged to clearly target their Change 4 Life School Sport Clubs at the non-sporty target group, which should be operationalised as those young people not regularly choosing to participate at least once a week outside of PE lessons. Clubs need not be exclusively for this target group, but the Clubs should be driven by the needs of this group.*
 13. *Secondary schools should be encouraged to recognise that some previously non-sporty young people will see the Change 4 Life School Sport Club as a supportive participation destination, rather than a stepping stone to other competitive sport environments. Change 4 Life School Sport Clubs should continue to cater for the ongoing participation of these young people.*
 14. *Consideration should be given to ‘refreshing’ the way in which the Change 4 Life brand is used in secondary schools in order to more effectively engage secondary-aged children and to re-enthuse teachers. The development of a specific sub-brand for Change 4 Life School Sport Clubs, along similar lines to Games 4 Life, should be considered.*
 15. *Across both the primary and the secondary programme care must be taken to ensure that an element of competition is delivered in a way that most effectively enhances programme outcomes. To be effective, it must be delivered alongside and in tandem with those programme themes that have been shown to be associated with increased physical activity and sport participation, namely building self-esteem, confidence and respect.*
 16. *Both primary and secondary schools should be encouraged to develop their own internal delivery capacity, including a mentoring programme for young leaders, teachers and coaches, in order to ensure that Change 4 Life School Sport Clubs can be sustained and that programme outcomes can be most effectively achieved, in the future.*
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1. ***Primary schools should be strongly encouraged to run Change 4 Life School Sport Clubs with the same group of children for AT LEAST twelve weeks, and longer if possible, because attitudinal changes associated with a subsequent increase to 60 active minutes every day have been shown to occur later in the programme.***

Section 4 shows that children who liked to learn new things and liked helping others improve were more likely to go on to achieve 60 active minutes every day. However, section 2 showed that positive changes in the extent to which children liked helping others occurred later in the programme, and increases in the extent to which children like to learn new things appear to need longer than 12 weeks to develop. This suggests that those children that had not achieved 60 active minutes every day after 12 weeks may not have done so because pre-requisite changes in self-esteem and confidence to try new things may still be developing.

Consequently, schools should run the programme for longer than 12 weeks if possible, and schools should try to retain children that have not yet achieved 60 active minutes every day within the clubs next year.

2. ***Primary schools should be encouraged to run their Change 4 Life School Sport Clubs in a regular designated physical space every week because this has been shown to enhance programme outcomes. The space should include Change 4 Life School Sport Club branding and materials as this has been shown to engage and inspire primary children to get involved.***

Section 4 shows that those clubs that took place in a regular designated physical space had more than twice the impact on improved confidence and were 50% more likely to develop a sense of belonging among the children than those that did not do so. Furthermore, as noted in section 4 and in recommendation 1, increased confidence to try new things has been shown to be associated with going on to achieve 60 active minutes every day. Section 8 shows, through both quantitative and qualitative data, that the Change 4 Life brand engaged the majority of primary children, and enthuses and inspires them to become involved in club activities.

3. ***The Youth Sport Trust and School Games Organiser Network should provide specific support and advice to help and encourage primary schools that were signed up to the programme but did not deliver a club in 2011/12 to start a Change 4 Life School Sport Club in 2012/13. Doing so has the potential to add a further 350 or more clubs to the programme at little additional cost.***

Section 2 shows that there were 426 schools that were signed up to the programme at the start of 2011/12 that did not go on to deliver a club. However, section 4 showed that 82% of these schools (circa 350 schools) would like to run a club in 2012/13. As these schools should already have received resources and equipment, there is considerable potential to expand the number of clubs in the programme with little additional investment other than the time needed to identify these schools, and to help and support them to get started.

4. ***Secondary schools should be strongly encouraged to clearly target their Change 4 Life School Sport Clubs at the non-sporty target group, which should be operationalised as those young people not regularly choosing to participate at least once a week outside of PE lessons. Clubs need not be exclusively for this target group, but the Clubs should be driven by the needs of this group.***

Despite an increase in the numbers of non-sporty young people recruited to Change 4 Life School Sport Clubs in 2011/12, those who are already positive about sport and choosing to play at least once a week still comprise more than half of club members (see section 5).

Furthermore, section 7 shows that less than 40% of schools are specifically seeking to recruit the non-sporty. Given that over two years the programme has been highly successful in

moving 74% of the non-sporty target group to being positive about sport and choosing to play at least once a week, a more effective recruitment of the non-sporty target group is the single most significant factor that could enhance the impact of the secondary programme in future years. Communications with schools to this effect should emphasise, firstly, that 'non-sporty' does not mean the completely sedentary, rather those that do not regularly choose to participate in sport at least once a week outside PE lessons. Secondly, it should be emphasised to schools that targeting the non-sporty does not necessarily mean that clubs should cater exclusively for the non-sporty, although the needs of this group, particularly the need to encourage respect for others regardless of their ability, should drive provision. Finally, while flexibility in the mode of programme delivery (such as the times at which clubs run) has been increasingly encouraged, it should be emphasised to schools that flexibility does not extend to the core programme goal of targeting the less active.

5. *Secondary schools should be encouraged to recognise that some previously non-sporty young people will see the Change 4 Life School Sport Club as a supportive participation destination, rather than a stepping stone to other competitive sport environments. Change 4 Life School Sport Clubs should continue to cater for the ongoing participation of these young people.*

Section 5 showed that just over 10% of Change 4 Life School Sport Club members are those that were previously in the non-sporty target group but have chosen to remain as club members despite becoming positive about sport and choosing to play at least once a week. These young people comprise a relatively small proportion of club members and they have shown little inclination to move on to other competitive sport environments. Section 6 suggests that the development of an extensive network of similarly supportive sport participation destinations in the community is still at the embryonic stage, therefore Change 4 Life School Sport Clubs should continue to cater for the ongoing participation of this relatively small group. As noted in section 5, not doing so risks reducing the impact of the programme to date on the non-sporty target group by up to 18%.

6. *Consideration should be given to 'refreshing' the way in which the Change 4 Life brand is used in secondary schools in order to more effectively engage secondary-aged children and to re-enthuse teachers. The development of a specific sub-brand for Change 4 Life School Sport Clubs, along similar lines to Games 4 Life, should be considered.*

Section 8 showed that the Change 4 Life brand was seen as being considerably less effective in engaging secondary-aged children than it was among primary-aged children. Furthermore, secondary and further education teachers have become more ambivalent towards the use of the brand with secondary-aged children during the last year, and the brand is not actively promoted in at least half of secondary clubs. Section 6 shows that over 500 clubs that ran in 2010/11 have not been delivered in 2011/12, and as there are no plans for new clubs in 2012/13 there is a need to ensure that the number of clubs is sustained at around 2,400 if programme impact is to be maintained in future years. One relatively cost-effective way to do this would be to re-refresh the way in which the Change 4 Life brand is used in secondary schools, perhaps through the development of a specific sub-brand along similar lines to Games 4 Life, with the aim of engaging and inspiring secondary-aged young people, and thus re-enthusing teachers to deliver Change 4 Life branded activity.

7. *Across both the primary and the secondary programme care must be taken to ensure that an element of competition is delivered in a way that most effectively enhances programme outcomes. To be effective, it must be delivered alongside and in tandem with those*

programme themes that have been shown to be associated with increased physical activity and sport participation, namely building self-esteem, confidence and respect.

Section 7 shows that despite being a relatively low priority for most secondary schools, providing competitive games and competition was seen to be a successful outcome of the Change 4 Life Secondary programme, whilst section 4 shows that in the primary programme, an element of competition was seen by teachers to be effective in engaging the children. However, the most important success mechanisms in increasing physical activity and sport participation were shown to be the promotion of respect for others regardless of ability within the secondary programme (section 7), and the development of self-esteem and confidence to try new things in the primary programme (section 6). As such, the evidence shows that an element of competition can engage less active young people if it is delivered within the supportive environment of Change 4 Life School Sport Clubs, not that competition itself is a driver of increased physical activity and sport participation among the less active.

8. Both primary and secondary schools should be encouraged to develop their own internal delivery capacity, including a mentoring programme for young leaders, teachers and coaches, in order to ensure that Change 4 Life School Sport Clubs can be sustained and that programme outcomes can be most effectively achieved, in the future.

Over 1,000 primary clubs (see section 3) and almost 1,000 secondary clubs (see section 6) have used external paid coaches to deliver at least part of their programme in 2011/12.

Furthermore, section 3 shows that where external coaches have been used in the primary programme, there is a significant reduction in teacher involvement and there is no involvement of primary aged young leaders. This suggests that not only is there a financial cost in terms of paying external deliverers, but there is also a programme outcome cost in terms of restricting the development of Young Leaders. Section 3 shows that only around a quarter of lead teachers in primary schools acted as mentors to other deliverers, and although some did mentor external coaches, there is a need to ensure that lead teachers more extensively mentor other deliverers in order to ensure that programme goals and outcomes are delivered. In particular, schools should not completely outsource the delivery of clubs to external delivery agents, even where they use their own resources to do so, as this has been shown to have a detrimental effect on the development of leadership outcomes among the young people.

APPENDIX A – METHODOLOGICAL NOTE

Monitoring data reported by SGOs

For the primary programme, monitoring returns were received from 393 SGO areas for 3,574 schools. This response rate allows responses to be generalised to the 4,074 schools that ran Change 4 Life Primary Sport Clubs with a negligible maximum error of less than 1%. In practice, there would have to be a systematic response bias in which there were around 4,000 less participants than had been estimated in the 12% of non-reporting schools (equivalent to 8 per club) in order to reduce the average club size by one participant. In short, clubs in non-reporting schools would have to be less than half the size of those in reporting schools to change the average size of primary Change 4 Life Clubs.

For the secondary programme, monitoring returns were received from 375 SGO areas for 2,005 schools. This response rate allows responses to be generalised to the 2,405 schools that ran Change 4 Life Secondary Sport Clubs with a negligible maximum error of less than 1%. In practice, there would have to be a systematic response bias in which there were around 2,400 less participants than had been estimated in the 16% of non-reporting schools (equivalent to 6 per club) in order to reduce the average club size by one participant. In short, clubs in non-reporting schools would have to be less than three-quarters the size of those in reporting schools to change the average size of secondary Change 4 Life Clubs.

Primary Children Repeated Measures Survey

In order to track participation changes over the twelve weeks of the primary Change 4 Life Clubs, a repeated measures survey was designed in which children completed the same survey at week one, week six and week twelve of their club membership. Surveys were included in the children's log books, and schools were issued with guidance regarding the individual completion of the surveys within a teacher-led group exercise. Schools were asked to return the completed surveys to SPEAR after week one, week six and week twelve.

In order to ensure a robust sample size, SPEAR directly contacted 347 primary schools to join a survey panel, and 269 schools agreed to do so. Following initial recruitment, SPEAR implemented a relationship management strategy to support schools and to ensure, as far as possible, that schools completed and returned surveys at all three time points. Schools were randomly recruited to the panel, and the cohort of 269 panel schools did not structurally differ geographically or socio-economically from the population of 4,074 schools. The final sample included returns from 190 schools, of which 101 schools were on the SPEAR survey panel. The responses from schools in the survey panel sub-sample did not structurally differ from those that were not on the survey panel.

Where changes in children's attitudes, perceptions or behaviours are reported, they are significant with $p < 0.001$. This means that there is a less than one in a thousand chance that the changes reported are not real changes that might be expected in the wider population beyond the sample. Where no change is reported, changes are insignificant with $p > 0.05$, which means there is more than a 5% chance that the changes are not real changes that may not be found in the wider population beyond the sample. There were no changes that fell between $p < 0.001$ and $p > 0.05$.

Where grossed up participation figures relating to attitudes, perceptions and behaviours are provided, they are derived from the sample of children for which repeated measures are available (n=1,217) and the monitoring data from 3,574 primary schools. Together, this results in a maximum error of less than +/- 3.5%. Grossed up demographic data is derived from the responses from 2,842 unique children, and this data has a maximum error of less than +/- 2.5%.

Secondary Young Person's Feedback Card Survey

As in 2010/11, SPEAR used a 'direction of travel' young person's feedback card to track participation changes since young people had joined the Change 4 Life Club. Hard copy surveys were distributed by SPEAR to a survey panel of 159 schools between April and June 2012, of which 146 schools returned 1,453 feedback cards.

Schools were randomly recruited to join the secondary survey panel between January and April 2012. 231 schools were directly contacted, and 159 agreed to join the secondary survey panel. The cohort of 159 panel schools did not structurally differ geographically or socio-economically from the population of 2,405 schools

Where grossed up participation figures relating to attitudes, perceptions and behaviours are provided, they are derived from the full sample (n=1,453) and the monitoring data from 2,005 secondary schools. Together, this results in a maximum error of less than +/- 3.5%.

Primary Teacher Survey

Responses were received from 476 teachers, which represents 12% of the 4,074 primary Change 4 Life Clubs. A sample of this size for this population has a maximum error of +/-4.2%.

Secondary Teacher Survey

Responses were received from 333 teachers, which represents 14% of the 2,405 secondary Change 4 Life Clubs. A sample of this size for this population has a maximum error of +/-5%.

APPENDIX B – PRIMARY SITE VISITS

APPENDIX B1	SOUTH EAST	TARGET
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School context

The school is situated in a small town on the South Coast of England. The school building has spacious and well equipped facilities and the internal areas are clean, bright and welcoming. There are two hard surface playgrounds and a large playing field. The school catchment area is relatively deprived with unemployment amongst parents high and more than 50% of children entitled to free school meals; staff experience child protection issues on a daily basis; and parental involvement in the school is low. Subsequently the school has a high number of children experiencing socio-economic, social, emotional and/or behavioural problems.

The contact for the visit, Carly, was a class teacher and the Club Lead for the school's Change 4 Life Sport Club. She was very enthusiastic about the club but noted that when the programme was introduced by the SSCo, many teachers from other schools expressed the concern that it would be too time-consuming, and would require too much effort to run. Most wanted to use their funding to employ an external coach to deliver the club, however, Carly was very keen to run the club herself. She felt that it was an excellent opportunity for the school, and particularly for the more 'vulnerable' children, to benefit from a well-designed programme and good quality, free, resources. She also explained that these children were unlikely to be members of existing clubs, particularly sports clubs. However, Carly did feel that the name Change 4 Life *Sports* Club would be likely to put off some of the targeted children, so adapted the marketing accordingly by removing the 'sports' reference.

The programme was introduced to Carly and other teachers at a meeting organised and led by the area's SCO. Those who expressed an interest in the Club registered their school and were asked to choose their preferred theme; Target, Creative or Adventure. Carly chose (and received) Target for the school as she felt that this would be most enjoyed by the children. It was explained that those who had registered their schools would receive their resources in January 2012, with the aim of starting the club between January and March 2012. However, the equipment was delivered in March, delaying the club start date until after the Easter holidays. At the time of the visit the club had been running for approximately 6 weeks, and would continue until the end of the Summer term. Because the club had proved so successful and children were often asking if they too could join, it was anticipated that the club would restart again in September and be offered to a slightly wider, more inclusive group of children.

Reason for taking on the Change 4 Life Club

Given the high levels of social deprivation in the catchment area and the propensity of children with socio-economic, social, emotional and/or behavioural problems, Carly felt that there was a clear need for a club exclusively targeted at these children.

Targeting

Carly had identified children in Years 3 and 4 that she felt would benefit from the Change 4 Life Club. These children were subsequently 'invited' to join the club. All were delighted to have been invited and saw the Change 4 Life Club as a 'special' club, one that they were proud to have been

asked to join. The club size was deliberately kept small, limited to approximately 12 children. This increased both the personal nature of the club and the feasibility of weekly sessions as it required only two adults to run it.

The Change 4 Life Club

Unlike many of her peers who expressed the desire to use their funding on external coaches that would release them from responsibility for running the clubs, Carly was keen to run the club herself, and to use the funding provided for treats for participating children, e.g. a swimming trip at the end of the term.

The Change 4 Life Club was held from 3.15-4pm every Wednesday. In fine weather it was held outside, in wet weather it was held in one of the larger classrooms. Although this did not happen on the visit day, it was common for the children to help choose the activities for the session, something they liked doing and which helped to make them feel involved with the club. On the day of the visit, once all the children had arrived they went out to the playground for a warm-up. All children stood in a large circle and took turns to throw a Frisbee across the circle. The children were then divided into two groups, one supervised by Carly, the other by two members of the SPEAR visit team. Two activities from the target activity pack were selected; Hot Shots, which involved throwing bean bags to move buckets; and Bulls Eye, throwing beanbags at a target created by a parachute. The two groups swapped after approximately five minutes and the overall activity part of the session last approximately 25 minutes.

Each activity session was followed by a “Chat Zone” where Carly and the children discussed items from the logbooks. They also discussed issues based around the ‘Thinking me, Social me, Healthy me, Physical me, Creative me’ suggestions on the activity cards. The “Healthy me” topics were most widely discussed, Carly supporting this by bringing fresh fruit into the classroom for the children to try at the end of each session. Trying fruit, e.g. strawberries, which many of the children had never tried before, proved to be the most popular part of the session for nearly all the children.

The Club sessions were very popular, the children’s enjoyment of the Club reflected in their consistent attendance.

Resources

Carly and the children enthused about the resources, particularly the equipment pack. They really appreciated the quality of the equipment, and the amount and range of different equipment. In fact the equipment was so sought after that Carly had decided to keep the equipment bag in her classroom so that she could ensure that any borrowed items were safely returned. She did comment, however, that it would have been helpful to have a list of the equipment accompanied by a picture of each piece of equipment as many of the pieces were unfamiliar and it was not always clear which piece of equipment the suggested activities in the activity pack were referring to. Carly felt that the logbooks were excellent, and that the wristband had been used, and enjoyed, by the children – although many went home and didn’t come back!

The children relished the opportunity to play with ‘new’ equipment, and equipment that was different from that they generally played with in school. The Boccia-shute was particularly popular.

Carly felt that the branding was excellent, appropriate, and really resonated with the children. The children were all familiar with Change for Life as they had seen the adverts on television. They recognised the logo on 'their' resources and were proud to be members of the recognisable Change 4 Life club.

Impact

All the children spoken to on the visit day thoroughly enjoyed the club. They felt it was different from any other club the school offered or any other club outside of school that they had participated in previously. Few of the children participated in other school clubs, and none participated in school sports clubs. Their attendance at the Change 4 Life club reflected their delight at being specially invited to join; the informal nature of the games played at the club; their resonance with the Change 4 Life branding; and the Chat Zone at the end where they got to eat fruit that Carly provided for them. All expressed the desire to continue coming to the club.

Future

The club had proved so popular with the children that Carly had decided to continue it in the next school year. She had already identified children that had not been invited to participate this year, but that she felt would benefit from the club, so had planned to increase the size of the club slightly and make it more inclusive so that other children who had expressed an interest could also join.

While Carly felt that the club was enjoyed by the children and, through the selection of games, offered them the chance to participate in sport-related activities, she did not feel that it had given the children enough confidence to engage in the traditional sports clubs. However, she felt that, given time, this may increase.

As the funding for this year had not been used to run the club, but to 'treat' the children that participated, Carly stated that there were no resource implications with continuing the club into the next school year.

KEY SUCCESS FACTORS

- De-emphasising the sports dimension of the club to make it more attractive to the target group.
- The quality, quantity and range of resources provided. The children respond really well to new and novel equipment and like the opportunity to play games. These factors also help to position the club as different to other school and non-school clubs.
- Inviting targeted members and keeping the group size small to increase pride and attachment to membership. The Change 4 Life Brand also supported the creation of a club identity as children recognised it and were proud to be part of something more widely known.
- Allowing the children to have ownership of activities to promote engagement
- Use of a 'chat zone' to explore themes in the log book.

School context

The school is a small village school located in a rural setting with approximately 60 children on the roll. The school is in close partnership with another small primary in the nearby village, sharing the same headteacher. Almost all pupils are from White British backgrounds and none of the small number from minority ethnic communities are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is well below the national average. The number with special educational needs and/or disabilities is relatively low, but varies between year groups. The school has been awarded national Healthy Schools and International School status and the Activemark for physical education, with the physical education subject coordinator being given a special award for her 'outstanding contribution'.

There were three key 'players' in the coordination of the club:

- **Judy** was the coordinator for the C4L club and also the School Games Coordinator for the area. She was responsible for 6 High Schools and 47 Primary schools. When the Partnership finished it was rebuilt here. It is one of the only 8 SSP which was retained in the county.
- **Avril** was the Head Teacher and was also responsible for leading the local partner primary school. She acknowledged that in her own activities she had prioritised art and culture leaving the provision for sport and PE to Judy and Ellen.
- **Ellen** was the project lead within the school and ran the sessions. She was a class teacher and had a background in PE and sport related activities.

Reason for taking on the Change 4 Life club

The school found out about the project through Judy's involvement with the wider sports partnership. The aims reflected those of the school with their healthy schools status and they felt that some of the equipment and the books would be a welcome addition to the school's resources. As the school also has a limited budget, it was always willing to supplement through projects such as these.

The Change 4 Life Club

Although initially scheduled to be an after school club, the club had to change to the lunch hour in order to accommodate it. The club was taken up by 18 of the 20 pupils invited. After each session the children that take part "come bouncing in" so it is perceived to be well enjoyed. The Junior Leaders that lead the club love it, because it is "so real and proper".

The C4L resources were very well regarded, particularly as they were free, Judith felt that the key thing is that the resources provided are easy to use, colourful and attractive. They had not been used in other areas of the curriculum, mainly because, as Carolyn readily admitted, she was protective of them. If the club does not run next year then it is likely that they will be used in PE and the suggestion will be made that teachers plan one or two lessons around them.

The C4L initiative provided "added value" because it contributes to an all-round health help for kids and encourages them to think about being healthy beyond the 5-a-day. The school had few

students with health or weight concerns and so they approached the initiative (as they do with all activities) from the point of view / expectation that all will join in. For example, they ran country dancing and everyone took part. There was also a country tea hosted as part of the activity and this was considered to promote a community aspect which Avril regarded as key to sport. Consequently, this is why the school adopted an approach where all should take part. The intention being that children taking part in a range of activities would have a greater chance of finding activities they really like.

Leaders were incorporated into the running of the clubs. They were able to run the games and activities and warm-ups. Although they were told what they are to do by Ellen they had opportunities to change aspects of the session if they want to. For example, they could change the warm-up. The leaders that we spoke to reported that, 'the teacher says what to do but is then not involved. The leaders tell the younger children and sort out the equipment for them'.

Experiences of the club

Two girls, Jenny and Lizzy (aged 8), reported that it is their favourite club "because it is fun and you get to play games, in some clubs you just have to listen to what they say". The fact that it was a sporty club made it different to the other school clubs they were members of. Jenny stated that it was such a good club that "this club is so good that if I died I'd pass on the club so that other could continue doing it".

Holly and Anna (aged 8) commented how they did "target things" and enjoyed it because it is "fun and good for your health". Both girls participated in a range of activities both inside and outside of school which included biking, swimming and tennis club, dancing, cheerleading and rounders. The range of activities that the club provided was the feature that made it stand out from other clubs, but it could be improved by allowing pets to be brought in.

The way in which the club brought the students together made it enjoyable. Beth and Primrose (aged 8) reflected that they liked the activities they had taken part in; According to Beth, 'the best thing about it is the throwing and catching'. Similarly both girls felt that it was the range of the activities on offer that made it different to, and better than, the others that they had experienced. Beth reported that as a result of the practice in throwing, 'I am now much better at it'. She appeared very proud of this achievement.

Resources

According to Ellen, the children got very excited about the wristbands and books. On Wednesdays the children had a C4L book session where they were able to fill in their books for that week. They evaluate what qualities they should gain a sticker for – self-evaluation.

The booklets and progress tracker were considered good and the participants use them. Ellen reported how the children liked them because they look so much fun and that they were packed with games and information. Consequently, they felt that there were no changes needed for the booklet as 'they are fun as they are'. One boy said the booklets could have more sports in and could be more challenging. Most of the equipment was used so that was definitely good. They loved the balls and they are used most of the time, you can play everything with them. They don't have much equipment already so the equipment was good. One boy said that improvements could be made to the equipment – it could be sturdier and more challenging.

Impact/Future

The club had been considered a success and has been helpful in addressing the acknowledged gap in sport provision. According to Avril, having a project lead like Ellen was important. 'You really need somebody to take charge of sport, someone with the expertise and the interest. In the past, I have always prioritised art and culture.'

However, the future of the club is uncertain, not because of lack of success, but because Ellen is retiring. The Head Teacher explained that she would be approaching other teachers to see if they want to take it on, but it will not be pushed at them as she was very concerned about the variety of commitments that teachers are asked to make and reluctant to "chip away" at the time they have for teaching planning. She reflected how important planning is to ensuring a high quality of teaching and felt that the government and parents may not always appreciate this. If there is no member of the current teaching staff willing to take the programme on there might still be a way forward as next year the school is taking part in a graduate teaching programme and will therefore benefit from having Teaching Assistants and the C4L club could be something that they take on. There may also be the potential to develop it into an afterschool club as all the resources are there.

Judy maintained that C4L at the school is sustainable in future years, whilst Avril has doubts, mainly because Ellen is retiring at the end of this year and has been responsible for sports. Judy suggested that the kids can run it though, but Avril argues that she would not let a Teaching Assistant run it alone as it takes teachers' time up. She was worried about asking teachers to do too much. It appeared that there were conflicting opinions about the sustainability, with Judy presenting a more optimistic perspective, whereas Avril appeared less convinced.

Judy explained that the schools in her remit have mainly included an adult delivery, however she suggested that there was potential to incorporate older pupils to lead. She had offered the C4L club to 9 of her schools and had tried to cherry pick to some extent because she only had 9 to run in the partnership. Some people who said yes to take it on have not really bothered. Not all have taken responsibility and have had as much enthusiasm as Ellen at this school – which may reflect the concerns that Avril expressed about additional staffing requirements. However, Judy was keen to point out that as there is currently little funding available through SSP it is even more important to support projects such as C4L.

KEY SUCCESS FACTORS

- Using junior leaders to run activities in the club had been successful. The children had enjoyed the opportunity to lead a credible activity and take on responsible roles.
- The variety of activities on offer and the resources available helped the children taking part enjoy the games. They were considered 'fun'.
- The resources were considered attractive and appealing to the children. The log books were also well received by the children.
- Those involved in coordinating and running the club were supportive of the central aims of the C4L initiative.

School context

The school is a large junior with approximately 500 pupils on the roll. The school has ethnic groups larger than average, and could be considered reasonably affluent (<10% free school meals). It is the largest school for the town and has a large catchment area which expands for 4 miles in different directions.

The Project Lead for the club, Jason, is a teaching assistant and also doing a PGCE. He contributes to a variety of sport coordinating roles and helps the formal sports coordinators. He had been at the school for 18 months and was initially attracted to the school because there were so many projects going on.

The school was very active and, according to Jason, the Head was very keen on 'Every Child Matters' and promoted value of letting all children have the opportunity to do what they are best at. It was a very sporty school, with good facilities to do activities inside and outside. The school had a good reputation academically and for sport. Within PE lessons activities are vast including less mainstream activities like cheerleading and disability badminton and football etc. with blindfolds. One pupil in the club has recently had a partial hip replacement and takes part each week to help with his rehabilitation. The pupils' awareness of the less able is high and therefore the need to educate re: disability sport is high.

The idea of Olympic legacy is very topical at the moment due to publicity on TV and media and now all the pupils look at the Paralympics and Olympics on Google to find out more [off their own backs and interests]. Pupils do not see the Paralympics as separate games now. Due to the Olympic sailing being in the South a lot of pupils are now interested in sailing – pupils have taken it up.

Reason for taking on the Change 4 Life Club / Targeting

The school provides clubs and uses external companies as well as a lot of teachers' time (there were currently 28 sports clubs operating musical equivalents for more musically minded pupils). Lunchtime clubs were free although fees are often charged for the ones after school. The clubs are very popular and the school regularly evaluates the responses to and attendance at the clubs. During this process, it was noticed that there was a group of about 35 pupils who were not engaging in any activities, many of whom were pupils with speech and language issues. Consequently, it was decided to aim C4L at them – that's our demographic. The intention was to encourage these particular children and get them to challenge their thought process about their lives and, in particular, their attitudes to health and fitness.

According to Jason, as the school already had in place a general fruit and veg policy it made life easier for introducing the C4L programme. Pupils were not allowed chocolate in school and were encouraged to eat healthier food such as fruit bars or fruit.

The Change 4 Life Club

The club runs for 1 hour per week on Tuesdays after school. A number of year 6 pupils were selected to run the club each week. For them, it is like a project in year 6 where they learn organisational skills and planning. About 6 of the year 6 pupils lead sessions and help with life skills, such as standing in front of group and leading a warm up. According to Jason, the participants responded better to their peers and found it more fun because their friends were teaching the activity. The year 6 six pupils were also selected because they were not involved in other clubs and were chosen so that they could learn new skills and also that sport can be fun! The year 6 six pupils involved could not be considered necessarily sporty. Academically they performed very well, but were not in the top part of the group and were sometimes over looked. Jason reported that there were two of the year 6 sports leaders that were attending on time every week who have younger siblings at club too. He explained how the year 6 six pupils were really keen and willing to take leadership. Sports leaders contributed significantly whilst Jason said that he was merely 'the ogre that stands in the corner and maintains safety'.

During the observations of the session it was noted that the younger pupils listened intently to the leaders and, in turn, the leaders encouraged the pupils and appeared to thrive off the responsibility given to them. There were demonstrations of empathy for others and the pupils actively sought to get everyone else involved.

In general, all the pupils were enthusiastic during the session and appeared to take ownership of the group as their own. Indeed, the perception was that taking part in the club was a 'privilege'.

Jason described how the pupils were still often competitive within the group and some have not developed social skills so they have a reluctance to share. However, as the club has progressed they have realised the reasoning behind the rules that operate within the club. A popular part of the club is a Show and Tell section at end of each session. If they have invented a new game they can share it with the group. Competition is only encouraged to a certain level.

Jason made a conscious effort to speak to the parents at the end of every session so they know what their children have done in the club. For instance,

'I showed the pupils a recipe for cauliflower cheese and they said it was horrible, so I asked them to show me a better recipe. I ask them to bring in one of mum's recipes, and we discuss what we can change from that to make it healthier. Little things, like if they are having a MacDonald's, maybe they will walk to MacDonald's rather than drive through the drive through – they have changed their parents habits too so that is great.'

Resources

Jason and the Head Teacher explained that Olympic values were incorporated into school practice and work well with their general philosophies for school. According to Jason, the pupils reading age is often not high so some take the books and want to do word searches etc., some do not want to. However, he felt that the resources are targeted at the 'average' child, with only word search and colouring in relevant for the less able.

The ideas in the booklet initiated further ideas and were used as discussion topics for the children to think about how the club could develop. There was also consistent use of the website. Children were encouraged to access the website at home as well as during school time.

Much use was made of the creativity bag. Jason described:

'we used everything that has been given'. I used blank paper with a heading and asked them to design a poster for the club – I got them prizes. Prizes usually mean Haribo sweets but I pulled out a Frisbee or badminton set, or a skipping rope... The top 3 posters got a prize – I put my hand in my own pocket for the prizes though. Lots of people see the posters now. They were designed by the kids for their own club.'

Mention was made that the colour used in the materials and for the equipment was appealing, especially for children with SEN.

Impact

The C4L club has been considered a success according to both Jason and the Head Teacher. However, as it has only been running for one year, the school tends to adopt a more longitudinal approach and feels that it will be able to consider whether the clubs has had impact in broader terms after a longer period.

According to the Head Teacher, one specific area in which the club is able to make an impact is in the general aims of the C4L programme. He believed that it was important that there were other ways in which young people could learn about achieving a healthy and creative body. For him, it was important that PE teachers, specialists and coaches to dispel some of the set ideas they have learnt through sport. Jason had been vital in the programme as he had been open to the ideas presented in C4L.

In terms of the impact on the children, according to Jason, those attending have made the club their own and see C4L separately to other clubs.

'There is no such thing as a stupid question, if you want to try something... pick up a ball and hoop and invent a game. I lead the club and try to encourage fun. I try to be the jokey teacher. They all look forward to it. There are links with creativity. The pompoms were over used – they love the pompoms (the school does a lot of cheerleading). Personally I very much value the C4L scheme. It was slow getting message across that it would not be me lecturing them about fruit and veg.'

Consequently, Jason reported how he had seen changes in behaviour out on playground:

'Pupils will say 'I've got an apple today', to make a point, or a fruit bar. They are obviously going home with a changed mind slightly. They think 'I don't want chocolate'. This is based on the school policy but is also discussed in the club. I ask 'what did you have for dinner and what would you change?'

The intention at the start of the club to eliminate the sporty and able dominating the club and to focus upon the target pupils had been successful. Two from the C4L club had developed confidence enough to be able to represent the school in athletics. As Jason explained:

'It is a confidence thing, they wouldn't have done it before. These are little children with great personalities that sit at the back because they can't spell and won't put their hands up. They have changed, have gained personal confidence. They are happy to

say I go to the C4L club, it is our club, and they are louder now in playground. There is definitely a creative freedom and no such thing as a bad game unless someone gets hurt, as long as no one is in danger, they try all sorts – they have freedom to express themselves. I talk to every child during the club, how day has been etc. take an interest with them.'

Future

The club started in February and ran beyond the 12 weeks specified. Jason reported that the club would continue until the end of term. He intends to continue with the club with or without the support packs being provided. According to both Jason and the Head Teacher, the club is just what these children needed and 'came along at the right time'. Consequently, the school was keen for it to progress further. Jason explained how the children 'had seen adverts about C4L but didn't understand them. The club really helped them understand a few things and they all say they are more active now'.

Interestingly, Jason reported that the club would have been just as effective without the Olympics. Whereas the school had only introduced the Olympics as a theme in the summer term, the C4L club had started before that.

KEY SUCCESS FACTORS

- The club lead's knowledge of the broader aims of C4L was important combined with an understanding of the needs of the participants
- Specific children were identified and targeted as both participants and leaders.
- The pupils were able to take ownership of the activities
- Being a member of the club was communicated as a privilege
- The year 6 leaders thrived from the responsibility given to them and were able to facilitate activities with the younger participants
- The participants clearly differentiated between school curriculum subjects and the C4L club. The club was seen as fun, creative and relevant to them
- The resources were considered attractive and appealing. In particular, the bright colours were appealing to children with SEN

School context

There are 270 pupils on the school roll and they will be shortly moving to a two class intake. The school has a broad mix of languages and of EAL. There are approximately 27-28 languages spoken among the children in the school and these are now predominantly Eastern European whereas before they had been of Asian origin. There are not that many children with English as a first language in the school and these are generally from the deprived areas. The catchment area for the school covers some of the poorest wards in the country. The club is led by Louise, who has been teaching for 12 years and now is the assistant head teacher. She is also the lead for KS2 and the co-ordinator for maths and PE.

Reason for taking on the Change 4 Life Club

The focus of the school is 'healthy schools'. They held a health week previously as part of a re-occurring activity which has a different focus each year, health, safety etc. They are part of the school sports partnership and this is how Louise found out about C4L, she had been contacted by the partnership asking if she wanted to join.

The Creative theme was not deliberately selected, but rather Louise had been happy to have any of the themes. The context for the school's engagement is that they are always looking for sports things to participate in, partly because they are working with such a high level of second languages and sport is a means of engaging low achievers and breaks down language barriers. So participation in the C4L initiative is part of a wider aim to improve achievements. Students were targeted based on a perceived need for healthy eating support and the club ran in the afternoon. Prior to establishing the club, Louise took part in a training workshop which took place at an upper school and was (she thought) organised by the SSP. The resource kit was provided after the training by the School Sports Partnership.

Targeting

In terms of targeting students, Louise had asked staff to identify children that they felt would benefit from a greater focus on active lifestyles. They had encouraged the idea of bringing a friend to give the targeted student confidence. Teachers from years 1, 2, 3 and 4 recommended pupils and so there was a whole school approach. The targeted pupils had been invited to take part in the club through letters sent to their parents and had also been approached by their class teacher. The club was perceived to have been successful with the targeted students, they appear to have enjoyed it and have chosen circus activities for their last week. The circus activities actually fall outside of the resources provided by C4L.

The Change 4 Life Club

Attendance at the club ranged from 17 at the start to 12 at the end. Some children had dropped out because the club was not what they thought it would be. The sport aspect had not been emphasised to pupils initially. There was not a high level of parental engagement generally, so they had not supported attendance. The school has tried to encourage the students but have not pushed them as the idea is that participation is voluntary.

The children seemed very excited about the club. One walked in proclaiming “Yes! Change 4 Life” and waved his hands in the air. The majority of the children appeared to be at least a little overweight. This club session was an additional to that scheduled and held to facilitate the site visit. When Louise took the register, some children were commended for 100% attendance and at the end of the session were given an award and prize for this achievement. All club members were given a bouncy ball and a medal which they were all visibly pleased with.

The session took place in the school hall and began with a warm up to music which consisted of martial arts moves whilst holding a hoop with another child. The children had been shown some YouTube clips of this previously. Following the warm up the participants were invited to explore the bag and use what they wanted to from it.

Experiences

Gracie, aged 7, reported how she liked the club because the exercise makes “muscles stronger” and the club was perceived as different to other clubs because there was more exercise in it. For her, the dancing was the best part. She liked the club because she relished learning new things and the activities helped to improve skills like juggling. Outside of school she liked to do activities such as running.

John, James and Dan, (3 Boys aged 6) described how in the club they do different activities like skipping, the captain game and Simon says. They agreed that the best thing about the club was ‘circus games and being able to do the log book because you can write in it and there are activities in it like the questionnaires’. In addition to this club, John participated in a football and a science club. He liked them all but for different reasons, the C4L club and science because he did “fun stuff” and the football because he could play matches. James also went to a football club whilst Dan did not do any other club. There wasn’t any way in which they would change the club and agreed that they liked dancing with the pom-poms.

Toby (8) reported that in the club they provided opportunities to do different sports and skills like juggling, balance and cheerleading. He liked the club because it ‘is fun and sporty’. Outside of school he played football and basketball. The club was different to other clubs because they did different activities and learnt new skills. He thought ‘circus’ was the best activity but if he could change it they would also do basketball and tennis.

Missy (9) explained that in the club they do dances and get to do the things they want to do. They also ‘got to play with things in the bag, like the pom-poms’. For her, the best thing about the club is that ‘you get to do the things that you want to do’. The circus activities were her favourite and as she does not go to any other club, she appreciated it even more. Missy told us that if she could change anything she would make it so that they could choose the things they wanted to do more. She felt like she did more sport as a result of going to the club.

Josie (7) told us that in the club they do juggling, pom poms, and cheerleading which is her favourite activity. She liked having the opportunity to get to play with different things like juggling and learn new skills, particularly in things that she hadn’t tried before like juggling and kung-fu. Outside of this club she does drawing in a club that is linked to religious studies, but doesn’t do any other school club. She said that she enjoyed the club more than PE as it is more creative and would not change anything.

Resources

The resources had been used both inside and outside of the club by children in year 2. According to Louise, they were “wowed” by the kit. The positive response to the equipment was considered really helpful as it meant that when the club is run again next year, the children they will be familiar with it and will enhance enthusiasm about taking part again.

Louise felt that the lesson guide was very clear, the children had been able to take ownership and it had provided very good ideas for activities. This guidance was a key factor for Louise.

Participants have enjoyed the variety of activities and the music, both boys and girls. The martial arts and circus activities have been particularly enjoyed. It was believed that the club had made the children think about lifestyles and had raised awareness about healthy lifestyles, especially when completing the log. Some are wearing the wristbands. The log book is very good, the children enjoy filling it in and Louise reflected that she has actively tried to avoid influencing how the children complete it. However, she also felt that tracking the participants’ development with the club is hard as you are relying on their memories.

Impact

Practically, the club runs for 45 minutes and if they focus on the log book it means they can’t do everything else. As a result generally the book loses out, though they have looked at it and the children enjoyed doing the word searches. Overall, however, the log book contributed to the children’s general awareness of the programme aims.

The majority of the children that attend the club are keen and like the variety of activities. A couple of the children targeted for participation are apparently very active and so it is unclear why they are overweight. Weight was a reason for targeting, generally the children at the school are good at engaging in sports, in the main they all enjoy it and take part in the swimming etc. If they had more time they would explore the healthy eating aspect more with the children, Louise felt that the weight issues had to be attributable to something even if it was genetics.

In terms of the wider curriculum, the initiative has some linkage through the values on the stickers. The school focuses on a value each half term and at the moment they are using the Olympic Values. This is across the whole school. A focus on values is deemed to be important as students may not get this type of input at home. It is also linked to PE.

The club initiative differs from others mainly because it is provided as a complete package, everything is there, the ideas, the resources etc. It is not teacher led and there is no need to spend time preparing.

Overall Louise felt that the initiative is a good one and highlighted that it was good to have something that had a talking element as well as a practical. The structure of the club is very good, particularly because it is all set out. This is really helpful because it means that on a busy day it’s all there and you just pick it up and run with it. In terms of the overall impact, as it was run initially, the impact was probably comparable to other clubs Louise has run. She felt that this was probably because the booklets were not used to their full capacity and this would be an area for development. In the future they could potentially give more time to talk about diet and look at other ways of recording levels of activity as the wristband is not very effective. An ‘at home’ log book could be a good way forward as would resources that help students to link the exercise they

do outside school to the exercise they do in school. She cautioned the need to remain cognisant of the fact that there is a fine line between fun and information and stated that this has to be pitched appropriately so that the children want to do it.

Future

In terms of improving, the next time they would market the club more effectively, but because of the delayed start it was all a bit rushed. The intention would be to “big it up” in assembly and use the knowledge gained first time around to develop the next club. They haven’t got the space to set aside a bespoke area as is suggested in the pack.

The things that have worked well include the creative aspect of the club, for example in the dances. Louise has used the basis of what was set out in the book in terms of learning the moves and then allowed the pupils to be more creative and develop them. The best thing about the club is that it has given pupils the opportunity to do something they wouldn’t normally do, it has opened their eyes to new ways of exercising, like skipping. It has also given them new experiences like the circus activities. Louise would like to keep some of participants from the first club to help with the second with the idea that they could lead.

In terms of developing the initiative to better effect, the training could be improved. What was given at the workshop attended was an overview. Louise had thought initially that the idea was that they were to train others, but this did not appear to be the case. It would have been good to have seen the bag at the training workshop and to have been taken through it. Louise was not convinced about the wristband, she felt that whilst it was nice to be able to give away something, she was unaware that they had actually been used and knew that some had broken. That said she also felt that they may have made the children think about their activity levels, at least initially. Time for the booklets is an issue. They have done the surveys but generally there is a time constraint. It is hard to run clubs after school for longer than 45 minutes as it raises the problem of collection. Potentially if they spread the club out over more weeks they could incorporate more writing weeks.

If the club does run in the future the idea would be to adopt a similar format and pupils with a similar profile would be targeted. Having a greater understanding of the club, Louise would seek to increase the impact through, for example, assemblies using children that have participated to promote it and having taster sessions.

KEY SUCCESS FACTORS

- The resources were considered extremely useful in that the set came as a complete package and required very little preparation time on behalf of the teacher/leader.
- The activities were appealing to the children and there was sufficient variety. Consequently, the children attending were able to experience new ways of exercising, which they found enjoyable.
- The club was considered successful as it allowed the children to take ownership of the activities whilst using the suggestions as a base.

School context

The school is an outer suburb of London. The school opened in 2003 and caters for approximately 500 children between the ages of 3-11. There is a relatively high proportion of children from minority ethnic groups, and those with SEN. Movement of children at the school was initially high, and associated attendance low, although this has improved as the school has settled into the community. All areas viewed within the school were clean, bright and welcoming.

The contact for the visit, Kate, was a Year 2 teacher and the school's PE and PSHE co-ordinator. She began her teaching practice at the school 6 years ago. The club lead for the Monday afternoon "Chat Zone" sessions was Rob, a teaching assistant looking to begin his GTP next year. The Monday morning activity sessions were run by an external coach. At the time of the visit the club had been running for approximately 12 weeks and this was the final week of the club. Because the club had proved so successful it was anticipated that the club would restart again in September with a new cohort of targeted children.

This year the funding had been used for an external coach, who ran the Monday afternoon activity sessions. Kate felt that this was a good investment while the club was starting up as the coach had the expertise to flexibly alter the content of sessions as necessary. The school had the Adventure pack where the majority of activities were designed to be conducted outdoors. The weather, however, had been particularly poor, thus the coach's ability to swap activities at the last minute and supplement the activity ideas on the activity cards when necessary was considered an advantage.

Reason for taking on the Change 4 Life Club

Given that there was some social deprivation in the catchment area and children with socio-economic, social, emotional and/or behavioural problems, Kate felt that there was a need for a club designed for these children (and for their families). She felt that this was the one initiative that might help to facilitate parental involvement, both in the club and more generally - something that the school, like many others, often found difficult.

Targeting

Kate identified children in Year 6 that she felt would benefit from the Change 4 Life Club. These children were all considered to be vulnerable in some way - some lacked motivation in PE and/or had fears about their physical self; some lacked confidence and/or had weight issues. For example, one child was a regular participant in sports clubs but demonstrated severe social interaction problems when playing team games. All targeted children were invited to join the club, and while most were pleased to have been asked, two of the "hand-picked" children felt that they'd been targeted because they were overweight. On the morning of our visit, eight children were attending the club session. Kate picked Year 6 children, rather than the recommended Years 3 and 4, because she felt that the older children could become mentors for the younger children. She also felt that the club might benefit the transition of these 'vulnerable' children to secondary school in September.

The Change 4 Life Club

The Change 4 Life Club was held from 8.45-9.45 and from 3.15-4.15 every Monday. The morning (school time) session was essentially a 'Chat Zone' of suggested themes from the logbooks. 'Healthy living' was the most visited topic. The activity sessions took place in the afternoons, and consisted of the same children as took part in the morning sessions led by an external coach.

On the morning of the visit the children were taking part in one of the Chat Zones and the topic was 'healthy eating'. Eight children took part, all seated around a large table. The club lead for the morning sessions was a teaching assistant, Rob, looking to begin his GTP the following year. Rob began the session by asking the children to think about the fruit and vegetables that they liked, and didn't like. All the children then covered their eyes and blind taste-tested fourteen different varieties of fruit and vegetable that Rob had prepared for them (e.g. cape gooseberries, beetroot, kiwi, watercress and radish). The remit was to try everything; to guess what the fruit or vegetable was; to describe the taste and texture; and finally whether to state whether they liked it or not. When the taste-testing was complete, all blindfolds were removed and Rob brought out all of the fruit and vegetables that the children had tried for them to see and discuss. He then asked them to 'make' both a fruit and vegetable salad with five different ingredients each. To conclude the session, Rob asked the children to think a little more about eating fruit and vegetables, and to try to get their parents and siblings eating more fruit and vegetables too.

Attendance at both morning and afternoon club sessions was slightly erratic. The targeted children were aware that, while it was hoped that they would want to attend, the club was not compulsory and they could choose whether or not they wanted to attend. The children did note that they were reluctant to attend the afternoon sessions because it meant that they had to walk home on their own.

Resources

Kate and the children enthused about the resources, particularly the equipment pack. Kate appreciated the quality of the equipment, and the amount and range of different equipment. The children liked the fact that the equipment was not restricted to a particular activity but could be used for a variety of games which the children made up. The wristbands elicited a mixed response – some children thought they were good because when they looked at them it reminded them that they ought to do more exercise. Other children felt they did quite enough exercise at school but liked to wear them as a fashion accessory! The children liked the logbooks and were very familiar with the values for which they were given stickers for displaying. They also felt that they had learnt much about the Olympics and Paralympics through the information provided about Olympic sports and competing athletes.

Kate felt that the branding was excellent, appropriate, and resonated with the children. She felt that the branding just added to the excellent concept of the Change 4 Life club to make it one of the most inspiring initiatives for the children that the school had participated in.

Impact

The children really enjoyed the club because it was informal and not competitively focused like the other sports clubs that some of the children attended. All children, whether they attended other sports clubs or not, liked the fact that they weren't doing 'traditional' sports like football and

netball, but multi-skills games which they found really fun. They had choice over the activities and were able to make up games with the equipment so they felt a sense of ownership over the club. Some of the children expressed the fact that they were unable to join other clubs because you had to pay to participate, and this was not a possibility for them, so a real bonus of this club was that it was free.

The children noted that the lack of indoor space limited their activities, particularly as they had the adventure pack and the weather had been poor. They also noted that they would have liked to engage with children from clubs in other schools, and perhaps go on trips, e.g. to the Lea Valley Stadium of the Canoeing Club, as part of their club time. All children felt that the club should take place during school time, not just because it got them out of lessons, but because they were sometimes unable to attend after school because of other family commitments. They also noted that after school clubs often meant that they had to walk home alone, which they didn't like. Overall, Kate felt that the club had been successful and cited instances where children who would have previously have shrink to the back of a P.E lesson, eagerly came forward to take part in Change 4 Life club activities. On the visit day we were able to speak to a mother of one of the children who had particularly benefited from the club. The mother explained that her son felt that he was overweight and subsequently lacked confidence. However, he was delighted to have been chosen for the club and as a result of participation he was now walking to school, joining his parents on runs and thinking much more about the food he ate, e.g. "I've had a pudding at lunchtime so I ought to have fruit after dinner". His mother felt that his self-esteem had soared since joining the club, and that his lessons learned, and growing confidence, would stand him in much better stead for the future. Overall she felt that the whole family had benefitted from her son's participation in the Change 4 Life club.

Kate felt that the club transcended other lessons and activities in school because the Olympic values endorsed in the logbooks and activity packs mirrored their schools 'Golden Rules', e.g. respect and responsibility. All food, e.g. lunches, provided by the school is organic and they have a garden where the children grow vegetables. This supported the healthy lifestyle Chat Zone discussions which took place in club time, and vice-versa.

Future

The children noted that after a few weeks of going to the club, the lessons learned, e.g. doing more activity and eating more fruit and vegetables, began to impact on their home life and they would nag their parents to help their whole family adopt a more healthy lifestyle. Many also said they now walked to school more as a direct result of the lifestyle discussions they had participated in during club time.

Kate felt that the club had been successful, albeit with lessons learned about delivery along the way, and would therefore be run again in the next school year. Kate explained that she would target Years 3, 4 & 5 rather than 6, the following year. This would enable children to be 'caught' while they were keen, and allow progress to be tracked over the years. It would also allow time for club members to become ambassadors for the younger children. Kate also said that they would try to base activities and discussions around the children's interests where possible and really concentrate on helping the children to develop a sense of ownership over the club in the first few sessions as this may help to facilitate more consistent attendance. CR had liaised with other schools also running a Change 4 Life sports club and they are considering swapping activity bags next year to provide more variety to the activities possible.

While funding had been used on an external coach this year Kate felt that if funding was not available next year the club would still run as she was confident that all staff were sufficiently qualified and willing to find the time to continue the club.

KEY SUCCESS FACTORS

- The quality, quantity and range of resources provided. The ability to use the equipment across a range of activities is particularly useful as it helps the children to develop a creative approach to the things they do.
- Use of a 'chat zone' as a separate session to explore healthy lifestyles and the themes in the logbook.
- The informal, non-competitive and non-traditional nature of the club because this engages the children, as does allowing them to take ownership of the activities undertaken.
- The focus on games rather than sport and the novelty of the games which sets the club out from other activities.

School context

The school is situated in a rural setting and currently has 74 pupils on the roll. The school has gained the healthy school award

As a small school, they suffer through lack of space to do many of the activities that they would like to do. The school does have a hall but is often under pressure because of the weather which means they have to bring lots of activities indoors. The school runs a number of clubs and doesn't have a particular focus as they try to give the children a broad range of experiences. The lead for the club was Karen, a class teacher. The school secretary (Sue) also helped out by running a few sessions.

Karen provided a context for her leadership of the club noting how she had previous experience with the Tops initiative which the C4L club was very similar too in terms of approach and resources provided. The cards had been a feature of the Tops Programme and some of the activities suggested were the same.

Reason for taking on the Change 4 Life Club

The school had been approached, via the Head Teacher, Katie, with the question "have you got target children?" Katie had thought they had and so they went for the funding. The club operates as a "stand alone" and does not cross over into any area of the curriculum. It had basically been developed with the targeted children in mind; they had been targeted and then the rest of the children invited as they knew they would attend. A nominal fee is charged for participation, but not to the targeted children. This fee is charged for all school clubs, even those run by teachers as the income gained helps to subsidise the clubs that utilise paid support. The C4L club was perceived as different to the clubs they usually provide as it is not focused around a sports team. It also makes the children talk about how much exercise they do as opposed to the usual focus on sport and this broader approach to health is not common in most out-of-hours clubs.

Targeting

Katie identified more than one target for the club and broadened the reasons for the identification from weight, as identified by Karen, to include children with low self-esteem and non-club attenders. This had meant that two or three children had been targeted, though she really only spoke about Ben (who had been the only child identified by Karen). The C4L club had presented as a useful tool to hook the targeted children as they wouldn't attend a traditionally competitive club. She felt that the club had been successful with the targeted children and had contributed to a definite improvement in their self-perceptions. For Ben this term had been the first term that he had taken part in clubs and he had taken part in Hockey only because his sister did it (this was different to Ben's reflections of a cricket club).

The Change 4 Life Club

The C4L club runs from 3.20-4.20 on a Monday and will run for 5 weeks. It has been called "Games 4 Life". The club members are from years 2, 3 and 4 and there are 11 of them. Karen Scott delivers

the club and is a parent that has been brought in on a casual basis to deliver some after school club sessions (other sessions include netball and yoga). Sue emphasised that “she is not just another parent” as she is qualified to deliver various programmes in addition to being a qualified yoga teacher. It is the nature of rural primary schools that the teachers have to perform many roles, for example the head teacher has to teach and was at that time with a group of pupils at the swimming pool, this means that they have to draw in resources where they can experiences.

The school noticeboard indicated that there are a number of extra-curricular clubs available to the students including a rounders club, a cricket club and two athletics clubs (for different age groups). Each club is listed as running for 4 to 5 weeks (they are rotated for each half term) and so in this respect the approach to the C4L club mirrors that taken to other clubs. The membership list for the other club suggests that the numbers for the C4L club are a little lower as the others had between 12 and 14 members. At the end of each club provision the children are asked to complete a questionnaire which helps the school to determine if they are enjoying it and whether they would like to do it again.

Whilst we were waiting for a class room to become free a teacher came in to say that one of the girls would not be attending as she was poorly with a bad cold, but then returned to state that the girl wanted to attend the club despite feeling unwell. Another child then came into the hall to ask if he could be excused from the club as he didn't really want to do it. With a bit of cajoling, which included getting other pupils to try and encourage him, he agreed to take part. He was subsequently identified by Karen and Maggie (the Head Teacher) as one of the target children for the club on the basis of his weight. What was immediately obviously in the club setting was that he was the only child there that could be described as overweight. There was fruit available to the children in the classrooms that they helped themselves to.

At the beginning of the session Karen took the children through a variety of games and activities designed to provide a warm up and stretch. During each movement of the stretches the children were asked what muscles they were stretching and seemed quite aware of the purpose and target of the activity.

Karen identified the reluctant participant as the sole target for the club; the others were effectively there to make up the club. A few of the members were enthusiastic about sports and there was an apparent mix of very competitive and not very competitive children. The children in the club ranged from 6 to 9 years old. The target child appeared very reserved, but despite displaying a lack of enthusiasm did participate in the whole session although needed repeated encouragement to do so and appeared to opt for passive over active activities where possible (for example he sat down to record scores rather than taking part in the game itself). Overall the children appeared keen, even when it started to rain quite heavily they carried on with their activities.

In terms of improving the club, Karen felt that there was great mileage in consulting with leads to find out the activities that worked and those that didn't and also to gaining information on the adaptations that had been made / new activities created. If this was hosted on a website then it would give the clubs additional resources meaning the activities provided could be refreshed.

The flexibility in terms of delivery made the C4L different to other clubs. Karen felt that this was good because she quite often structured the session around the activities that the children identified they wanted to do. Karen felt that it was important to let the children take the lead, be

creative and show initiative in this way as the more they were allowed to do the more they wanted to do. This was the approach taken to the session observed, the children had been asked in the previous week what they would like to do and had chosen an activity where they picked a resource out of the bag and in pairs made up a task /game using it, one of the pairs then rotated around the different games whilst the other instructed the new player on the rules of the game. Once one of the pairs had done them all they swapped.

Club participants

- Ben (target child): This is his favourite club. He has also played cricket this term and took part in hockey last term. He enjoyed the range of activities and the fact there were games to play.
- Jacob: participates in a lot of sport in and out of school. He preferred more sporty clubs with cricket being his favourite as he likes the competition.
- Maya (female aged 8) and Lolly (female aged 9): also members of music club. Liked the C4L club as it is flexible, for example you can go indoors if it rains. When asked what was good about the club Lolly stated “it makes us active”. The club was one of Maya’s favourites, alongside art and netball. She liked netball because it gave the opportunity to “get good” and she like C4L because of the range of activities “make you more active”.
- Female aged 6: liked being able to decide the games that she did.
- Boy aged 6: liked the resource bag because “there is so much in there.”
- Female aged 8: preferred the netball club but had joined C4L as Karen was leading it and she like Karen.
- James: Liked the C4L club because “it gets your heart rate pumping and makes you do more exercise, but fun exercise”. His favourite club was drama.

At the end of the session the children appeared disappointed to learn it was the last week. Karen distributed stickers allocating a value based on how they had behaved during the session. The children seemed really keen to accumulate the stickers and questioned Karen as to the meanings of the values on them. The novelty appeared to really engage them.

Karen asked the members whether they felt they did more activity because of the club and 4 identified that they did. She then asked whether they enjoyed it, which they all agreed they did. When the children were asked whether they wanted the club to continue or whether they would like to resume netball around half (possibly fewer) said they did and but then also stated they wanted to do netball instead too. This then led to a couple of children stating that they did not want to do the club again and another child stated that he wanted to do netball because he wanted to do “proper sport”.

Resources

In terms of the resources, the pack was well received and of good quality, albeit some of them were simply too small to be useful and a level of improvisation took place. Karen felt that the activity cards were good prompts. However, she selected what they would do on the basis that she knew what would work with the children in the club. She liked the suggestions for things like bringing in healthy snacks and clearly so did the children as although it has been intended for one week previously, a number of children came up to show Karen the healthy snack that they had brought in with them for that session. Some of the children still had their wristband. Karen retained the pack and brought it in to the school for each session; it was not left on the premises and therefore not used in any way by other members of staff. Despite holding the pack Karen did

not use it in the other schools that she worked in as it was her understanding that the funding and therefore the resources belonged to Stottesdon. She had attended the training day and felt that it was aimed more at those without any background in these types of activities. She commented that during the session they had not been taken through the activities which would have been helpful. Karen appeared to believe that the ethos of the club was team spirit and often mentioned this to the children.

Impact/Future

The Head Teacher (Katie) explained that after school clubs for the school could be challenging as the school is situated in a rural area which receives very limited public transport provision. A number of the children were brought in by taxi. However, as the catchment is mixed, they are faced with a range of issues to deal with every year, for example, some years they get a high level of SEN, and so they have to respond on a year by year basis. Consequently, according to Katie, they were similar to other larger schools where extracurricular activities can sometimes be difficult for poorer parents.

Katie's perception of the initiative (in the context of the wider C4L programme) was that it appeared to be a very expensive one and elements of it "fell flat". This was largely related to the vast quantities of information and guidance which she felt was less useful than the practical aspects. She commented that it would be far better if the club was promoted on the basis of what it is in practice and for the funding to be focused on the practical delivery aspect. How the club will run in the future is dependent upon any other activities that the school chooses to provide at the same time.

KEY SUCCESS FACTORS

- The club was flexible in the delivery of the activities which were facilitated by the resources
- The club allowed the children to have a say in how it developed and ownership of the activities that they took part in
- The range of activities and resources available to the children was considered attractive to both staff and participants

APPENDIX C – SECONDARY SITE VISITS

APPENDIX C1

SOUTH WEST

FENCING (SECONDARY)

BACKGROUND

The school is located in a small coastal market town and on the edge of a national park. Many of the students come to school by bus from hamlets and villages in the surrounding area, while others live in the town. The school gained specialist arts college status in 2004. In 2011, the school became an Academy and was designated as a Performing Arts Specialist school. The school now has a Performing Arts Centre which is used by both the school and the community. The school has approximately 1200 students aged 11 to 16, of which those who fall into social categories relating to deprivation, ethnic minority and SEN are, according to OFSTED, well below average. The school was considered 'Outstanding' in the most recent inspection.

Physical Education

The PE Department has five full time and two part time members of staff who provide a broad ranging curriculum. They also have an experienced SSSCo, who has been funded through a joint schools network which was previously the local 'hub'. In this case, the local schools had agreed to continue with the previous services provided by the PDM. The Department outlines its aims as follows:

- *To encourage enjoyment of being physically active and to appreciate another's performance.*
- *To raise the levels of fitness (within the 11 – 16 age range and beyond) and standards of physical education.*
- *To continually extend both our department and teaching to benefit the students, and the wider community.*
- *To develop links with our Pyramid Junior schools and to enhance their work.*
- *To increase participation and attainment in Physical Education within the whole spectrum of curricular and extra-curricular.*
- *To develop all pupils to have the confidence, skills and ability to lead a healthy and active lifestyle for their lifetime and play a part in passing it through to the next generation.*

Sport Provision

The school has strengths in particular sports, such as rugby and hockey, but offers a variety of, mostly, traditional sports. There are several after school sports clubs. These are delivered within the school day as part of the curriculum and also as a range of after school sports activities held throughout the year Monday through to Thursday.

The school provided a broad range of sports as part of the NCPE programme, However, it had made a decision not to offer football, as it was felt that there were many opportunities to play outside of school for those interested. Instead, it was considered important to use a range of other sports to provide opportunities to develop broader skills.

Student's Background

Although the location could be considered relatively affluent, the Head of PE considered that the school was a typical 'comprehensive' in that it catered to a range of backgrounds and was like many other schools that had students with a range of social and educational needs

Co-ordinator Background

The Head of PE (Darren) had been at the school for 17 years and believed that he had a really good Department that shared his enthusiasm and vision for PE provision. He had experience at National level playing volleyball and when he had first arrived set up a team. In more recent years the volleyball had declined as there had been development of rugby and netball. These had become extremely successful with teams playing at local and county levels. Darren had been keen to incorporate the C4L programme, when it was first announced, as he thought it would be an opportunity to rekindle the volleyball club as an alternative option for those not interested in rugby or netball. In addition, his knowledge of the students and the gaps in their offer enabled him to, in negotiation with the PDM, bid for handball and fencing clubs as well.

Relationships with SGOs/External Organisations

Darren felt that the school had an extremely positive relationship with the PDM and SS Co – and was keen for their roles to continue. He said that they were able to facilitate relationships with the wider community, especially community clubs and other schools, in a much more productive way than he could in his school role.

The relationship with the local fencing club and local volleyball club were important in the continued success of the C4L clubs. Contrastingly, he reported that the handball club was suffering because there were no other clubs in the region. This meant that, although the C4L club had been successful, there was nowhere for the students to go on to.

THE CHANGE 4 LIFE CLUB

Reason for taking on the Club

The school started three C4L clubs (Fencing, Handball and Volleyball) as it was felt that there were students, particularly in year 10 and 11, who were not engaging in sports as much as some others. The clubs were seen as an opportunity to provide alternatives to the school's successful sports. The school felt that the clubs might appeal to both boys and girls who were either not necessarily sporty or not interested in the current offer.

First Year

Darren explained that he tended to follow 'three year plans' with any new club. So that it could have a period for introduction and a chance to assess how it could continue as well as time to develop. Darren coordinated the volleyball club, whilst another member of staff was interested in handball and took charge of that. Through the PDM, a local fencing club had offered to help set up the C4L club. The arrangement was that the coach (Jenny) would take the C4L club immediately after school (3.30 – 4.30) in their sports hall and in return could use the sports hall for a

community club from 6.30 for free. This arrangement meant that the equipment supplied by YST could be supplemented with Jenny's own equipment from the club.

The arrangement had worked extremely well in the first year. Darren explained how a group of non-sporty year 10 and 11s had attended the first session and had really enjoyed the activities, to the extent that they joined the club. Jenny reported that there were now several who had developed to the stage where they were now competing in larger competitions.

However, although it was hoped that the fencing club would attract both boys and girls, it had been mainly boys in the first year.

How the Club has Developed

Although it had been extremely successful in the first year, Darren was concerned that the club, in order to progress, should not be seen as a club for a smaller group of year 10 boys (whose growing expertise might distract others). As such, in the second year, the club was opened up to lower years as the boys from the 1st year were able to go to the community club session.

Consequently, this year they have had a large group of year 8 boys, who were in general, not those who were taking part in the sports teams, but who were interested in more technical aspects of school life. These boys were really enthusiastic about the technical and skill aspects of fencing and enjoyed the equipment, especially the electronic scoring equipment linked to the foils.

There had not been a significant take up with girls. Jenny felt that the older girls were not too keen on putting on the safety gear and helmets and thought that it was important to get the girls involved at an earlier age (such as primary year 6).

Session Structure in Year 2

On the day of the visit there were eleven year 8 boys attending the club. General attendance had been about twenty, but there were fewer participants on this particular day as exams were being held throughout the week. Jenny led the boys through a warm up session where they performed a range of stretching exercises. In this she was able to demonstrate the relevance of the movements and the importance of flexibility. All the boys engaged fully. There were some play based routines included which related to specific movements, such as lunging.

Jenny was able to supply additional equipment, which meant that all the boys were able to take part in some activity throughout. There were opportunities for the boys to practice with metal foils as well as have jousts whilst attached to electronic scoring systems.

As there was continuous activity (warm ups, practice, putting on protective gear, jousts) the hour session went really quickly and there was little time for the boys to get bored.

Progression

The background knowledge and additional equipment that Jenny was able to provide meant that the boys could develop at their own level and their interest was maintained. This was particularly evident when compared to another fencing club observed last year where they only had basic equipment and the young leaders were not experienced or confident in teaching fencing beyond what they had been taught at the training sessions.

Jenny's experience was clearly central in the way that she was able to lead the club. In addition, having the other community club later in the evening meant that the boys were aware they could do more if they wished.

Engagement

All the boys engaged with the session fully and had attended regularly. Jenny knew them all by name and there was a good relationship between them.

School-Club Links

The initial club links had been central to the success of the fencing club. It would have been difficult to see it developing in the way it had without the contribution of the fencing coach (Jenny), not only through the links she already had with the community club, but in the way that she was able to provide the appropriate expertise needed, in comparison, for instance, to a table tennis club.

EXPERIENCES

In terms of the experiences of the club, the participants shared similar responses as to why they enjoyed taking part.

For instance, Josh explained that he thought 'it was fun' because he 'liked the technical aspects of fencing.' When asked if he would continue with the club, he said that he 'hoped to join the big club next year.'

Luke reported that he didn't like other sports, but liked fencing 'because it is interesting.' He explained further;

'I like it because it is something that you can get involved in, it's technical and needs skills.'

Luke was also interested in archery, which he did at a local club. He reported that he (as well as others in the fencing club) was taking part in a medieval tournament the following month, where there would be displays and mini tournaments.

Future of the Club

Darren felt that the fencing club and the volleyball club had been extremely successful and he was keen for them to continue. In both cases their success had been as a result of good relationships with local clubs. They planned to run the clubs for a third year and then assess how they should continue. The only problem for him was that the success had meant extra demand and he was not sure whether it would be possible to run two sessions of the clubs each week because of demands on staff and facility time.

The handball club had been less successful in terms of progression. Many of the students who had been taking part had developed to a stage where they wanted to play other teams, but there was nowhere local to do this. The decision would have to be taken next year as to whether the school had the time and enthusiasm to establish something in the area.

KEY SUCCESS FACTORS

- There was initial and continued support and enthusiasm from local club, coach, PDM, SSCo and school.
- All concerned parties had a shared understanding of the programme and the need for give and take within the relationship. In other words, they all realised what was in it for them as well as what they would need to contribute in return.
- The club filled a gap in the 'offer' of the sports provision within the school. Although there was a wide range of sports available, the Fencing club was popular with students who did not engage in the team sports – and appealed because it catered to different needs.
- There was awareness of the aims of the C4L programme and how it contributed to the schools other provision. It was not seen as another after school sports club for those good at PE.
- The contribution of the coach was extremely important in this club. Apart from having confidence and ability in the specific sport, she had appropriate knowledge of how to lead a class with varying ability whilst maintaining variety and progression. She was also able to bring in additional equipment (metal foils/kit/electronic scoring) which meant that all those involved could be taking part in some way.

BACKGROUND

The school is located in a small town on the outskirts of a large city. It is a Roman Catholic school catering to 1600 11-19 year olds from the local area. There has been a lot of development in recent years with investment in school buildings as part of status as a 'sports specialist college' (attained in 2005).

The visit was made at the start of the summer term. The hand ball club ran immediately after school from 3.15 to 4.15. The main contact for the school was Kate, who was both a PE teacher and SSCo. The club itself, was run by Jim who was a Pe teacher in the school.

Physical Education

The school has a large PE Department which is located within a larger PE, Dance and Drama Department. There are ten staff members who teach PE. Because of its sports specialisation, the majority of the students have a positive orientation to sport and PE.

In particular, the school has strengths in rugby, swimming and tennis. The local town has a high profile rugby club and a tennis academy is located on the school grounds.

Sport Provision

The school provided a broad range of sports as part of the NCPE programme. They had made a conscious decision to introduce handball into the curriculum several years ago (and prior to the C4L programme). Kate had been keen to incorporate it and was central in it becoming a regular activity for the students. She explained that she had originally been introduced to handball by a German colleague and had liked it as she felt that it catered to a broad range of abilities and needs. She felt that it was useful in introducing a variety of transferable skills that were not necessarily available in some other more skills based team sports (such as football or tennis) or sports which had specific physical requirements (such as rugby).

Students' Background

As a RC school, Kate considered that the school was able to cater to children from all areas within the community and was, therefore, quite mixed in terms of the students who attended and their educational abilities/class/social backgrounds.

Coordinator Background

Kate had been at the school for 20 years and as such was familiar with the students, local area and local context. She had been in her role as SSCo for several years on a part time basis, and the role had continued after the restructuring as the school were aware of the importance of this aspect within their sports provision.

Jim had arrived as a newly qualified teacher in 2011 to cover a maternity leave. A full time post arose during that time and he started in a permanent position in September 2011. In his temporary post he helped out with the C4L club, but since becoming full time, he had taken over

running the club. He was extremely enthusiastic about the club and told me how he had initially seen the handball equipment (goal posts/ball and bibs) when he first arrived – and was keen to be involved. His background was in football and boxing, but he was keen to develop his expertise (and coaching qualifications) in handball.

Relationships with SGOs/External Organisations

The school had strong links with established sports clubs within the community, most notably, rugby, tennis, swimming and football. These had been developed over the years and through various contacts and interests among PE staff and other school staff.

Handball was a relatively new for the students and there were no local clubs. There were clubs and competitive leagues in the nearest city (10 miles away) although there were plans to try to establish interest within the immediate local community.

THE CHANGE 4 LIFE CLUB

Reason for taking on the Club

Handball was allocated by the then PDM, who had identified three possible sites for C4L clubs when the programme was introduced in 2010. He knew at the time that handball was taught in the school and though it would be a good place to establish a club.

Although Kate did not have any say in this initial decision, she was more than happy to host it and see how it went. She thought that the broader based appeal would provide an alternative to their established sports as well as being attractive to students who were necessarily involved in the successful teams.

As handball was also taught within the PE curriculum – and was popular she felt that a club would provide opportunities for those students who wanted to play more.

First Year

The club had been popular in the first year with good attendance throughout the whole year. It was initially open to all students, although years 7-9 had been targeted more whilst several older (yr 11/12) students were encouraged to take part in leadership roles. Kate had attended training and had passed on the aims of the C4L programme to the older students with the intention to develop their skills.

During the first year, Jim had taken a temporary, maternity cover position at the school and explained how he had initially seen the handball goals in the sports hall and wanted to be involved. He considered that the handball club would fill a gap for many students who were not already taking part in the school's main sports (rugby, netball, tennis and swimming.) He also felt that it could be a sport which appealed to a range of abilities and ages. During his temporary cover, a full time role in the school became available, so Jim was able to take over running the club for the second year. This meant that the club maintained continuity. Jim's enthusiasm and manner with the children was clearly central in the way that he was able to lead the club.

Session structure now

Jim tended to operate a similar format for the clubs. As there was only one hour, he would conduct a warm up session at the start and then organise teams and arrange games. The intention was to keep the momentum with short games of five to six minutes with continuous rotation – depending upon the numbers. Jim hoped to be able to develop the club further next year by starting some teams and providing a mix of social and competitive play.

Progression

Jim had held a tournament already at the school but was keen to develop further pathways for the club members. At the time of the visit, there were no other community based handball clubs within the town. The intention was to continue the club in the same format until the end of the summer term and with the aim to start up a local league next year among local schools. Jim and Kate were planning to use the school as a host site with the hope that other schools would be able to become more actively involved. Along with the development of teams, the aim was to start taking part in competitions at the nearby large city.

EXPERIENCES

All the children engaged with the session fully and had attended regularly. Jim knew them all by name and there was a good relationship between them.

All the students spoken to during the session reported that they enjoyed taking part and offered the following reasons why they thought ‘it was fun’:

‘I like being able to come along with my friends.’ (year 8 girl)

‘I like handball because we can all score goals.’ (year 7 girl)

‘We get to move around a lot so you don’t get the chance to be bored.’ (year 8 boy)

One girl explained how she did not play in any other sports clubs, but liked handball because *‘I didn’t need lots of skill to start with and I have been able to get better at playing.’*

Club Links / Future of Club

The future of the club will depend very much upon the development of club links during the third year. Although it has become a very popular club and has had regular high attendance Jim and Kate were aware that of the need to have a range of pathways for the current students to be able to continue at the level they wish. Consequently, the success of the club has revealed the appeal of handball to the students at the school, with some happy for it to be an activity with a strong social element whilst there are others who are keen to develop more competitive play.

Although the school recognises the important contribution the club makes in terms of a pathway for students introduced to handball through their PE curriculum, the participation in local leagues with other schools will be crucial to its continued development. Equally important will be the support that the handball NGB can provide to an enthusiastic club as there is clearly potential to develop broader participation in this geographical area.

KEY SUCCESS FACTORS

- The enthusiasm of the lead was central to the children's enjoyment and continued engagement with the club.
- Handball was included as a sport within the PE curriculum for year 7 students and older students. This provided an initial introduction to the sport and provided alternative opportunities for those not fully engaging in the sports where the school had traditionally been successful. The C4L club provided additional opportunities for those students who wanted to play more.
- The school had a good sports hall and sufficient equipment. It was able to provide space both inside and outside which meant that the club could move outside during the warmer summer months and maintain appeal as a year round club.
- The lead had successfully managed to make the club open to mixed abilities, ages and gender – which the students responded to well.

BACKGROUND

The college is a medium sized further education (FE) institution based on three sites within a large town in the East of England.

There are approximately 3200 students enrolled at the college, with the majority (2500) comprising young people between the ages of 16 and 19. They are mainly full time students, but some are following part time courses and Apprenticeship programmes. The area is considered by Ofsted to be a relatively affluent area, although there are some pockets of deprivation within the town centre. Students follow programmes leading to academic and vocational qualifications: BTEC Diplomas and Certificates, A levels, City and Guilds, ASDAN, Key Skills, Skills for Life and NVQs.

The visit was made at the start of the summer term with the club running Thursday lunch times from 1.15 to 2.15. The main contact for the school was Tracy, who had a combined role of PE teacher and FESSCo. There was the club lead, Liam, who was a volleyball coach employed by Volleyball England.

PE & Sport Provision

The school had a large sports centre which was available to the general public. As well as general FE provision the College offered a range of sports related courses as well as events, public services and tourism.

Students' Background

The students attending the club tended to come from the sports related courses although there were several who were studying public services. The club had been publicised among the sports students through Tracey. However, the college operated a double lunchtime to cater for the large numbers of students. This meant that for half the students, the club was running when they were in lessons.

There was a mix of gender and ability. In the session observed, there were 9 students (7 girls and 2 boys). However, on the visit day, the session was in the middle of exam season whereas, according to Liam, there were on average about 15 attending, with an equal balance of girls and boys.

Coordinator Background

Tracey had been at the college for several years and had developed links with many clubs within the community.

Liam had previously attended the college and had played volleyball to national level. He was employed by the Volleyball England with funding through a scheme sponsored by a premier league football club. Liam's role was to develop volleyball within the community as well as contribute to other sporting initiatives promoted through the football club.

Relationships with SGOs/External Organisations

Tracey's role also incorporated the SGO aspect which meant that she continued to organise and develop competition in a range of sports with other schools and colleges.

The school had strong links with established sports clubs within the community, most notably, netball and football. These had been developed over the years and through various contacts and interests among Tracey and the other sports staff and students.

THE CHANGE 4 LIFE CLUB

Reason for taking on the Club

Volleyball had been considered a sport that would engage a range of abilities and was considered something that would appeal to the FE age range. According to Tracey and Liam there had been general interest in volleyball from the students, but opportunities for playing were ad hoc, either through one-off sessions for the sports students as part of their courses, through informal social sessions instigated independently by friends or through membership of a local volleyball club which catered for competitive play but was more ability focused

First Year

It appeared that the club had not formed in the way initially specified in the first year of C4L clubs. There had been a range of lunchtime clubs in previous years, but these had been fairly informal and had been offered usually at the start of a new academic year, on a year to year basis. The C4L programme had provided the opportunity to establish something more 'concrete' and allow the possibility of continuity. Consequently, it was able to develop during the first year and into the second year as regular 'students' club where anyone could turn up to play.

Session structure now

Liam's presence had enabled the sessions to maintain structure but in an informal and flexible manner. Consequently, Liam was able to organise the sessions in relation to the students that turned up and react accordingly. He explained how he would always have some form of 'warm-up' before deciding how to arrange the rest of the session. He would provide coaching if required, either formally to groups or by pointing out tips during play.

Progression

Liam had been central in developing pathways for those students who wanted to play more volleyball. He was able to direct students interested in competitive play to the local volleyball club and also organise some matches against other colleges. There were several players he helped take part in a larger county tournament. He also organised a one day tournament at the college which was opened up to neighbouring sixth forms and colleges.

These activities had all been successful and there were plans to continue and develop these further in the next year. Liam explained that his intention was to generate the interest in the students so that they would continue to come back after they had left the college.

EXPERIENCES

It was hoped that the college would be able to run two sessions next year, so that the students in the alternative lunch timetable, mentioned above, could participate.

Although Tracey and Liam were aware that the club had been predominantly attended by the sports students, they felt that the club needed to develop sufficiently in the first place so that there was an 'established' sense of club in place. In this way, they felt it would be possible to target more students from other courses. In particular, the success in attracting equal numbers of girls and boys would be something they could emphasise during the next fresher's week.

The students attending on the visit day were engaged throughout the session. Three of the participants; Alison (a 2nd year sport science student about to go to University), Ashleigh (a 2nd year sports science student about to start work for an airline company) and Ben (a 1st year sports science student), explained why they had been attending this year.

I love playing any sport. I have enjoyed doing this club as I hadn't really played volleyball before. It was good having the others come along as it meant I could get involved in competitions but also have fun during the lunchtime sessions. (Alison)

I like coming down here with my friends. It's a good laugh. I have played a lot of netball in the past but I enjoy this just as much. (Ashleigh)

I've played football all my life and even though I still love it, it is good to come to this club and play volleyball. I'd never done it before but I really like it. It's good doing something different and I like that it is relaxed here. (Ben)

KEY SUCCESS FACTORS

- The enthusiasm of the lead was central to the young people's enjoyment and continued engagement with the club.
- There was awareness (among the coordinators) of the specific needs of the students within the context of the FE and the local community. Consequently, they were able to be flexible in the way they developed the club.
- The club lead had good contacts with local clubs and leagues. A team from the club had been able to take part in external events organised through FE and University sports.
- The school had a good sports hall and sufficient equipment. It was able to provide space both inside and outside which meant that the club could move outside during the warmer summer months and maintain appeal as a year round club.
- The lead had successfully managed to make the club open to mixed abilities, ages and gender – which the students responded to well.

BACKGROUND

The club had been developed in a SEN school in a London Borough. The school opened in 1995, the product of an amalgamation and is now recognised as one of the most successful schools in the country. The last four Ofsted inspections have seen the school classified as 'outstanding'. It has doubled in size since opening and is now funded for 151 students, aged 2-16 years, with a range of learning difficulties and associated needs including communication, physical & learning; other significant additional associated needs, including emotional/behavioral and autistic spectrum disorders; and medical, including Mental Health.

The school children are from many different ethnic and cultural backgrounds. Approximately 56% have English as an additional language (EAL) and the largest groups are Bangladeshi and Somali. Because of the increasing demands for places, a new school is being built on the current site, due to open in autumn 2012. The school will be a national centre of excellence for 232 children aged 2 – 19 with complex learning difficulties, including Autistic Spectrum Disorder (ASD). The new school will be co-located with a 1200 place new Secondary school, an Academy, with UCL as its sponsor. Consequently, during the academic year of 2011/2012, the club has been operating from a local leisure centre. However, the club will continue in the new school buildings when they are completed.

An initial visit was arranged in June but had to be rescheduled after the coordinator (Sean) contracted pneumonia and was off sick for several weeks. Consequently, at the time of the visit, the club had finished for the summer break and the information gathered is based upon an interview with Sean at the venue.

PE & Sport Provision

The school does not have a PE department in the manner of a larger secondary school, although PE is provided as part of the NCPE programme, Particular emphasis is upon encouraging personal skills and awareness through physical activities and play.

Students' Background

Like many London boroughs there are a range of economic and social backgrounds living the area. Similarly, there are also 'pockets' within the borough with affluent neighbourhoods as well as estates with many economically disadvantaged households.

Co-ordinator Background

The coordinator (Sean) was the Disability Sports Development Officer, who was employed by the local authority and based within the school. He had been in this role for three years and had a background in sports development and sports coaching. There were initially three staff covering the remit of disability sport within the borough, but cuts had meant that Sean was now the only full time member of staff. Consequently, his time was spread thinly and he described how he constantly had to juggle with the range of activities he was able to either provide or coordinate.

Relationships with SGOs/External Organisations

Sean's role within the community meant that he had developed many links with external organisations. His role necessitated working and developing links with local schools, the local authority and external funders.

THE CHANGE 4 LIFE CLUB

Reason for taking on the Club

Sean explained how there had been a need for some form of 'club' for many of the children in the school prior to the C4L school sport clubs initiative. At that time, the only opportunities that the children were getting to take part in sport was within the school. The C4L initiative was considered timely in that it fulfilled a gap in their provision.

First Year

The club was established as an after school club for students aged between 11 and 14. Sean worked with the SS Co at that time and between them they were able to develop the club, which attracted between 15 and 20 s through the first year. The priorities for the club were considered to be:

- Getting young people with SEN to engage more in sport
- Attracting young people with little or no sport experience (the 'non sporty')
- Developing interest in seated sports.

In the first year the club regularly had about 8 wheelchair users taking part and this was considered one of the successes.

How the Club has Developed

There were a range of external factors which influenced the way that the club was able to develop into a second year. The school was about to undergo major restructure as part of attempts to accommodate growing demand for places in the school, as well as LA restructuring of educational provision within the borough. Part of the restructure was a major rebuild of the current school. This meant that temporary accommodation was used for the school during the academic year 2011/1012. Consequently, the club was offered space at a local leisure centre. However, it appeared there was pressure from a range of sources (school/LA/parents) to open up the club to a wider audience. Sean explained that it was difficult to justify a stand-alone SEN club based within an SEN school which ran on a Wednesday afternoon. Consequently, two sessions were offered on a Saturday. One was a morning general activity session, whilst the other ran between 2pm and 4pm. The afternoon session was effectively the C4L club that had run during the first year with the majority of those who had attended then. This club was not publicised as a 'boccia' club but a 'Special Olympics' session so that additional activities could be provided, although boccia was still one of the main sports played. Incorporating a broader theme meant that they could also attract a wider age range.

Sean explained how a major consideration during the reshaping of the club, was consultation with parents and carers. Their shared view was that offering Saturday sessions and opening the clubs up to wider age ranges would be helpful to them.

Session structure now

The sessions had just finished for the summer. The plan was that the club would return to new school building in September with the hope that there would be the opportunity for at least one of the sessions in the leisure centre to continue on a Saturday.

Progression

Although there had been disruption in terms of the restructuring and rebuilding, there did appear to be pathways for the participants to continue to develop the club as well as their own particular needs in relation to participating in sport. Sean's role as a disability development officer meant that he was in a good position to guide the participants in appropriate directions.

EXPERIENCES

All the participants had engaged with the club. Sean felt that the structure of the C4L initiative had provided more opportunities for the participants to have a greater say in how the club developed.

Sean described how the last two years had been very much a 'learning' process. He had realised the benefits and the problems of developing the club too fast. Consequently, despite the positive outcomes of the club being successful, it also brought with it the problem of how to deal with accommodating greater interest. They were restricted both by physical space available to them and the resources needed to maintain the club. The second year in the leisure centre also brought with it unexpected barriers. Many of these related to health and safety aspects of providing for children with SEN within community spaces.

School-Club Links

Sean had already developed links with other boccia clubs outside of the borough. His plan was to establish more within the immediate locality in the future (see below).

Future of the Club

Sean remained optimistic about the future of the clubs. He was keen to establish more provision for young people with SEN and disabilities in the area. However, he was realistic in that he was aware that the possibilities for developing disability sport were reliant on securing future funding. He explained that there were two larger projects related to disability sport within the borough, which included boccia, that he was seeking funding for. If these were successful, he was hoping to establish a 'hub' club within the new school building that would assist the development of a series of satellite clubs within the area. These would provide a range of activities and offer clubs during the weekday evenings as activities outside of school.

KEY SUCCESS FACTORS

- Throughout the first and second year there appeared to be a flexible approach to the way that the initiative was delivered and how it would best serve the needs of the targeted participants.
- Part of the success in developing the club was to incorporate consultation with parents and carers.
- The club filled a gap in the 'offer' of the sports provision within the local community.
- For many of the young people attending the school, their only experience of sport was within the curriculum. The club, particularly in the second year, was able to provide a leisure space away from school.
- In this particular case, the coordinator's knowledge of the needs of the target group as well as the local community helped in developing the club.