



## Scottish Rugby's CashBack for Communities Evaluation Report

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## 1 Introduction and Context

### Introduction

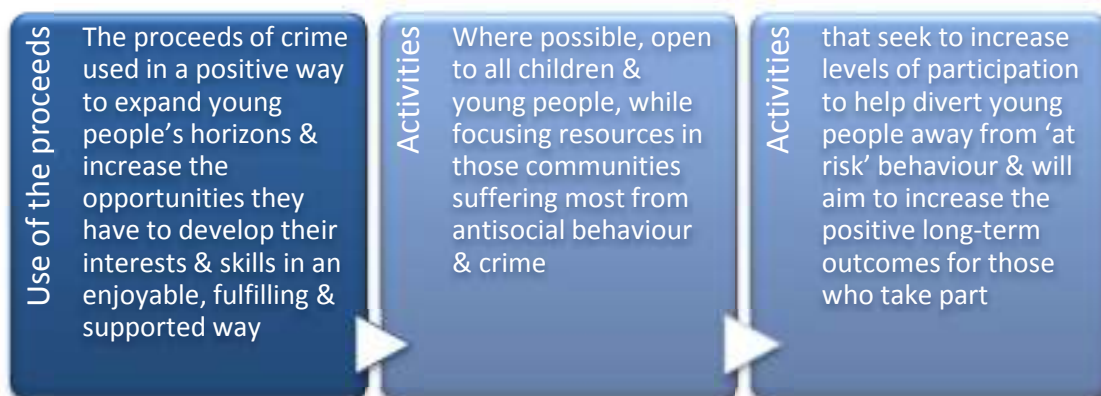
- 1.1 In July 2013, Scottish Rugby commissioned Blake Stevenson Ltd to carry out an interim evaluation of the activities funded by the 2011/13 CashBack for Communities programme.
- 1.2 This evaluation focussed on the range and scale of activities that have been organised and delivered by Scottish Rugby, the participants and communities that have benefitted from these activities and the sustained changes and outcomes for individuals and communities.

### Evaluation methods

- 1.3 This report draws on quantitative and qualitative evidence gathered between August and October 2013 through interviews with 35 Rugby Club Development Officers, interviews with 22 school teachers and other community stakeholders, interviews and focus groups with 25 young people, and 134 online survey responses from secondary school Rugby Champions, primary schools and rugby club contacts. This primary research was reinforced by the desk-based analysis of Scottish Rugby's monitoring data. A more detailed methodology is outlined in Appendix 1 along with the limitations of the research.

### CashBack for Communities

- 1.4 The Scottish Government developed the CashBack for Communities programme in 2007 to take the funds raised through the confiscation of assets from those involved in crime and invest them in community programmes, facilities and activities, largely, but not exclusively, for young people at risk of turning to crime and anti-social behaviour.
- 1.5 The programme aims to increase the confidence, self-esteem and skills of young people with a goal of producing long term positive effects or destinations for those involved such as participation in community based pro-social activities, employment, education or volunteering, while also supporting those communities worst hit by crime and anti-social behaviour.
- 1.6 The Community Safety Unit at the Scottish Government established the following objectives for CashBack for Communities activities.



### Scottish Rugby's CashBack for Communities funded programmes

- 1.7 In 2008, Scottish Rugby received funding from CashBack for Communities to deliver a three year programme of free playing and coaching opportunities across Scotland, including areas of urban and rural deprivation.
- 1.8 Following this, Scottish Rugby was awarded a further £2.4 million of CashBack support for 2011/14 to continue to develop work undertaken in its first phase of funding – the participation programme for primary schools, secondary schools and clubs, youth coaching courses and G4S Street Rugby diversionary programme. In addition, the funding provided the opportunity to develop Schools of Rugby and the G4S Street Rugby Referral programmes.
- 1.9 Scottish Rugby has used CashBack funding to expand its network of Rugby Club Development Officers (CDOs), who are the linchpin of the rugby programme, undertaking a wide range of activities within their localities and key to achieving participation, diversion, progression and engagement outcomes for young people.
- 1.10 Within all of these programmes Scottish Rugby is also working to four main outcome areas of people playing rugby and improving their levels of rugby skills; people experiencing health improvements and growing in physical competency; developing positive behaviours and fostering rugby's values in young people; and rugby is making an educational contribution.
- 1.11 The findings from this evaluation are presented over the remaining four chapters:
  - Chapter 2 describes the range of CashBack funded programmes and the participation levels;
  - Chapter 3 assesses the impact of the programmes; and
  - Chapter 4 discusses the strengths and challenges of the delivery and management of the Scottish Rugby CashBack programmes and a summary of the findings.

## 2 The Programmes Delivered by CashBack Funding



### Introduction

- 2.1 This chapter describes the programmes delivered by Scottish Rugby through CashBack for Communities funding in 2011/12 and 2012/13. Jointly funded by Scottish Rugby, rugby clubs and local authorities and CashBack monies, the network of 85<sup>1</sup> CDOs across all 32 local authorities delivers the programmes across Scotland.

### Schools Development – Primary

- 2.2 During these two financial years, the schools development programme operated in more than 1200<sup>2</sup> primary schools across Scotland. This totalled 27,000 hours of free rugby coaching during this period experienced by 116,223 children in 2011/12 and 91,814 in 2012/13.
- 2.3 The programme consists of numerous rugby sessions over a four to six week period where pupils are taught the basic rules, communication, movement and ball handling skills necessary to play non-contact rugby. This culminates in local rugby festivals, held at secondary schools and clubs, where they come together with neighbouring schools.

<sup>1</sup> Scottish Rugby employed 50 CDOs before receiving CashBack funding in 2008, which was used to fund an additional 25 CDOs. Since 2011, Scottish Rugby has used CashBack funding to retain the pre-existing CDOs and to recruit ten additional CDOs

<sup>2</sup> 1262 primary schools in 2011/12 and 1190 primary schools in 2012/13



Primary school pupils are invited to play rugby at local clubs to continue their development to learn contact skills or to transition events to prepare them for secondary school rugby.

- 2.4 In partnership with the Food Standard Agency, Scottish Rugby delivers the Healthy Eating & Activity in Schools programme (HHEAPS). This provides information about food safety and healthy diet, as well as physical activity over a five to six week period for P5 and P6 pupils in schools identified within the Active Schools Network. The HHEAPS programme was completed by 12,579 pupils in 28 local authorities between 2011 and 2013.

### Schools Development – Secondary

- 2.5 CDOs' work in secondary schools is tailored to the needs of the school and local area. The CDO undertakes various roles which include:

- delivering curricular rugby in partnership with PE departments, including specialist technical coaching;
- establishing and delivering extra-curricular clubs during lunch and/or after school and establishment of school teams;
- providing leadership and volunteering opportunities for 15-18 year olds;
- supporting the school Rugby Champion<sup>3</sup> in 'growing the game';
- delivering CPD for teaching staff to improve their ability to coach pupils in rugby;
- linking local schools together through secondary schools events and primary schools transition days; and
- linking street rugby participants back into their regular after-school clubs.

- 2.6 More than 300<sup>4</sup> secondary Schools took part in the development programme, this totalled more than 20,000 hours of delivery and involved 27,835 pupils in 2011/12 and 41,952 pupils in 2012/13.

### Club Development

- 2.7 Rugby clubs play an essential role in providing another pathway for children and young people to continue their interest and participation in rugby. It is within these community clubs that the values of rugby are fostered in young people (respect, discipline, self-control and a sense of belonging), in a safe environment where people can enjoy lifelong involvement in the sport. CDOs work to support 104 local rugby clubs across Scotland in their operation and development, providing a link to local schools and working to expand the junior club provision. CDOs undertake various roles from delivering coach education, co-ordinating programmes, organising teams and competitions, delivering training sessions

<sup>3</sup> There is a Rugby Champion in 256 schools across Scotland. A Rugby Champion is a member of teaching staff who promotes rugby in their school and community. Scottish Rugby provides Rugby Champions with clothing, equipment and the support of local and regional development staff.

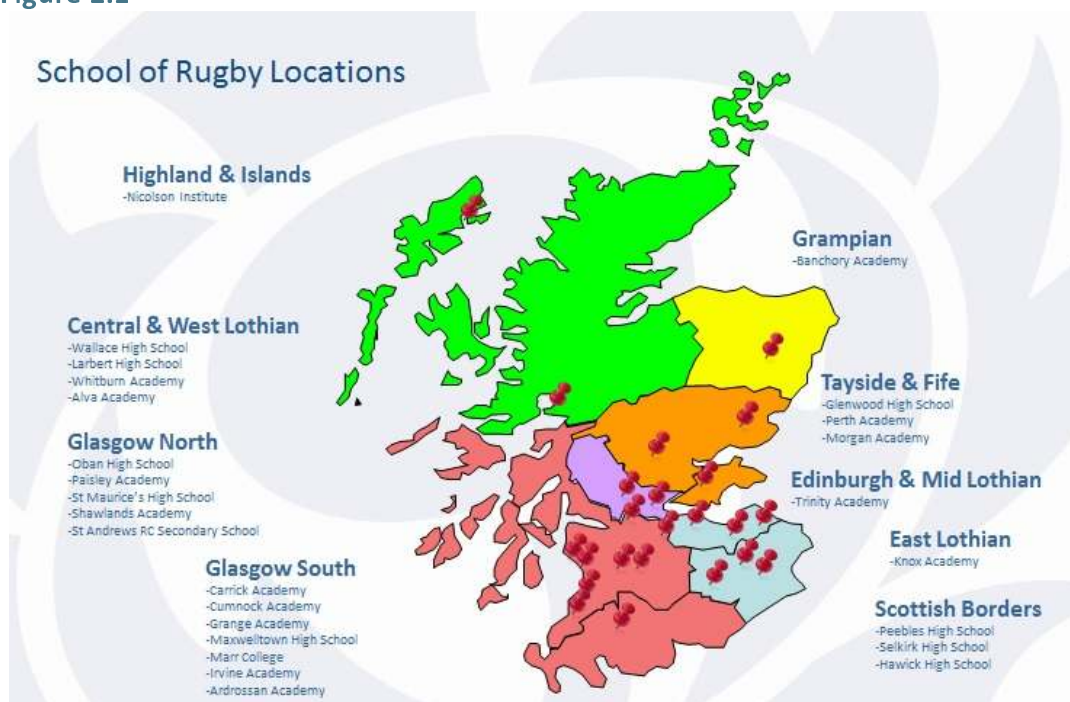
<sup>4</sup> 302 secondary schools in 2011/12 and 256 secondary schools in 2012/13

and refereeing matches. The CDOs' role is essential to link the strands of CashBack funded activity together. In 2011/12 5,077 hours and in 2012/13 7,171 hours of club development was provided by CDOs.

### Schools of Rugby

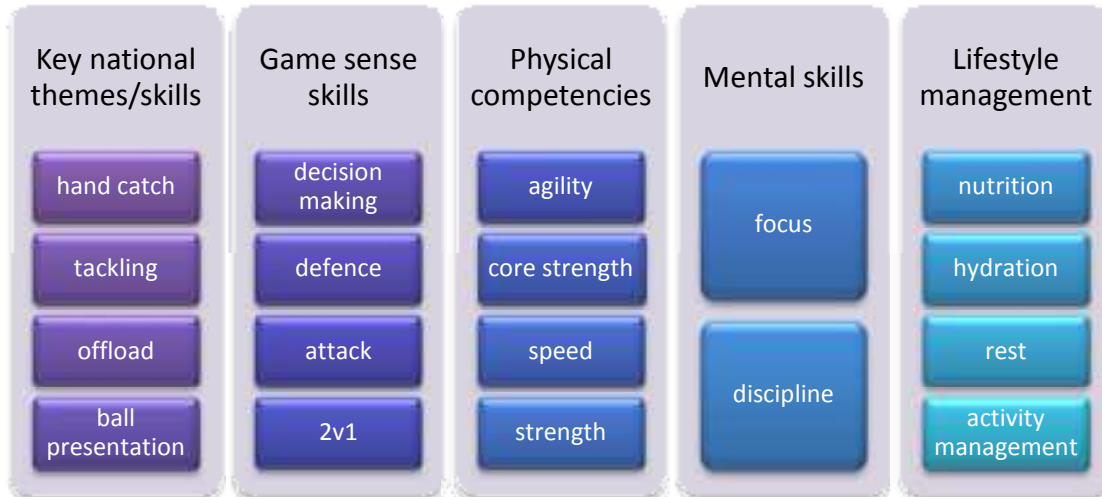
- 2.8 Approximately £250,000 of CashBack funding is allocated to the Schools of Rugby programme per year.
- 2.9 Twenty-six secondary schools across Scotland have been designated School of Rugby status (which has increased to 29 in the 2013/14 season), following a competitive application process. This programme is designed for S1 and S2 pupils and through Scottish Rugby resources and support, the school staff and CDOs develop and deliver up to five curricular and extra-curricular sessions per week. The sessions involve rugby training and skills development, physical development sessions, and classroom-based sessions.
- 2.10 Twenty Schools of Rugby were established in 2011/12 and another six came into operation in 2012/13. 537 pupils were involved in Schools of Rugby in 2011/12 and 804 pupils in 2012/13.
- 2.11 Figure 2.1 displays the location of the 26 Schools of Rugby.

Figure 2.1



- 2.12 The programme aims to embed rugby in the ethos of the school. It aims to develop rugby teams at all ages, including girls' teams, as well as non-playing opportunities for senior pupils in coaching, refereeing, volunteering and running sport in local primary school and rugby clubs.

- 2.13 The school receives a combination of funding and staff resources to deliver high quality coaching on the technical and physical elements of the game to the pupils. The school is also supported through coach education courses and CPD for staff.
- 2.14 The content of the programme is depicted in the diagram below.



- 2.15 In 2011, a National Rugby Curriculum (based on Scottish Rugby’s Long Term Player Development strategy) was established to help in delivering tailored learning that is age and stage appropriate, which is designed to help young people gain and develop core skills and physical competencies.
- 2.16 The progress of young people in Schools of Rugby in terms of core physical competencies is measured using Functional Movement Screening (FMS). FMS provides a system to rank each young person on seven core movements<sup>5</sup>. Teachers record each participant’s score at the beginning and end of the season to monitor progression.
- 2.17 Further learning opportunities outwith the classroom are also provided which include support from professional players, connections with local clubs and pupil and teacher visits to see how professional rugby teams are run.

### Street Rugby

- 2.18 Street Rugby is a portable version of rugby which is utilised as a low-level diversionary activity in areas of urban and rural deprivation where fewer opportunities are available or where young people are disengaged or unable to take part in sporting activities. Sessions take place in community locations such as car parks, parks, schools, leisure centres and skate parks. In 2011/12 and 2012/13 financial years, 1147 Street Rugby sessions were delivered involving 4815 contacts in the first year and 5142 in 2012/13. CDOs lead activities best suited to the number of players, levels of skills and experience which can include small-sided games of touch or tag rugby, practising kicking or passing skills, or the use of contact pads.


<sup>5</sup> The seven movements are overhead squat, hurdle step, in-line lunge, shoulder mobility, active straight leg raise, trunk stability press-up and rotary stability.





### Street Rugby Referral

- 2.19 Street Rugby Referral is a targeted eight to twelve week accelerated programme for hard to reach or disruptive young people aged between 13 and 16 or over 16s who are not in education, employment or training. It encourages them to take part in a programme of rugby sessions and aims to improve behaviour and life skills by teaching young people about values associated with rugby such as discipline and respect; and providing them with an opportunity to channel their energy and frustrations positively.
- 2.20 Scottish Rugby has worked with a wide range of partners to deliver 26 Street Rugby referral programmes across Scotland between 2011 and 2013, delivering 290 sessions involving 3,886 contacts.
- 2.21 CDOs work with local partners including teachers, social workers, community learning and development workers, community safety personnel and police officers to target young people who would benefit from the programme. Referrals to the street rugby programme are made through the police or school guidance staff.
- 2.22 The groups involved undertake additional educational inputs which focus on building respect, teamwork, and discipline which are delivered by partner agencies, as summarised below.

	Positive coaching Scotland Values Workshop
	Youth Coaching Course Modules
	RugbyReady Coaching Course
	Professional Player visits - understand life as a professional athlete
	Pro club visits - to observe professional players train & learn about their environment
	Nutrition session
	Other - drug/alcohol misuse, anger management

- 2.23 There is a focus on developing confidence and discipline required for contact rugby and the programme culminates in a match against another team at Murrayfield.

### Youth Coaching Course

- 2.24 The Scottish Rugby Youth Coaching Course is a recognised entry level qualification that provides young people with the opportunity to develop skills and increase their experience and confidence in coaching. The course and its resources are designed for young people aged 15 and over. The course work aspect is complemented by practical tasks and volunteering experience which prepares young people for volunteering at their local club or school. A foundation coaching award is presented after the completion of four modules.



- 2.25 Ninety-nine YCC courses were delivered in 27<sup>6</sup> local authorities to 1,585 young people over the two years.

### Equalities data

- 2.26 The method for recording participation data could be clearer. At times it is the number of contacts with children and young people which amounts to the sum of all attendances (including repeated attendances by the same individual) that is recorded, whereas on other occasions it is the actual number of individuals who might be on a programme over a sustained period of time.
- 2.27 In addition, there are significant gaps in the dataset due to incomplete return of registers so identifying and interpreting equalities data has been restricted.
- 2.28 Based on the 1280 records in 2011/12 and 1281 records in 2012/13 the gender split for participants was 15% female and 85% male in 2011/12 and 11% female and 89% male in 2012/13.
- 2.29 There are many participants for whom disability and ethnicity data has not been gathered, meaning that it is not possible to identify these characteristics of all the participants in Scottish Rugby CashBack programmes.

<sup>6</sup> All local authorities except Aberdeen City, Argyll & Bute, East Ayrshire, Glasgow City & West Dunbartonshire

2.30 However, the table below summarises the data that is available on ethnicity.

Ethnicity	2011/12 (based on 729 records)	2012/13 (based on 1,072 records)
White Scottish	97.1%	77.9%
White British	0.4%	18.3%
White English	0.3%	1.1%
White Polish	0.3%	0.6%
Other White	0.1%	0.6%
Hispanic	0.1%	0.1%
Mixed/Multiple Ethnic Group	0.3%	0.2%
Pakistani, Pakistani Scottish or Pakistani British	0.1%	0.3%
Indian, Indian Scottish or Indian British	0.4%	0.4%
Chinese, Chinese Scottish or Chinese British	0%	0.2%
Asian other	0.4%	0%
African, African Scottish or African British	0.1%	0.2%
Black, Black Scottish or Black British	0.3%	0.3%

- 2.31 A larger number of participants provided details about their ethnicity in 2012/13 compared with 2011/12 but Scottish Rugby has data about the ethnicity of less than 1% of participants in its CashBack funded activities. However, it should be noted that the vast majority of participants are in the broad participation programme in schools, and therefore gathering this level of pupil data is not possible due to data protection in schools. Such data should already be available to the Scottish Government.
- 2.32 In terms of disability, in 2011/12, 5% of participant for whom data was gathered reported some form of disability and in 2012/13 this figure was 8% of participants.
- 2.33 The next section looks at the impact of these programmes on young people and schools, clubs and local communities.

### 3 The Outcomes for Young People and Communities



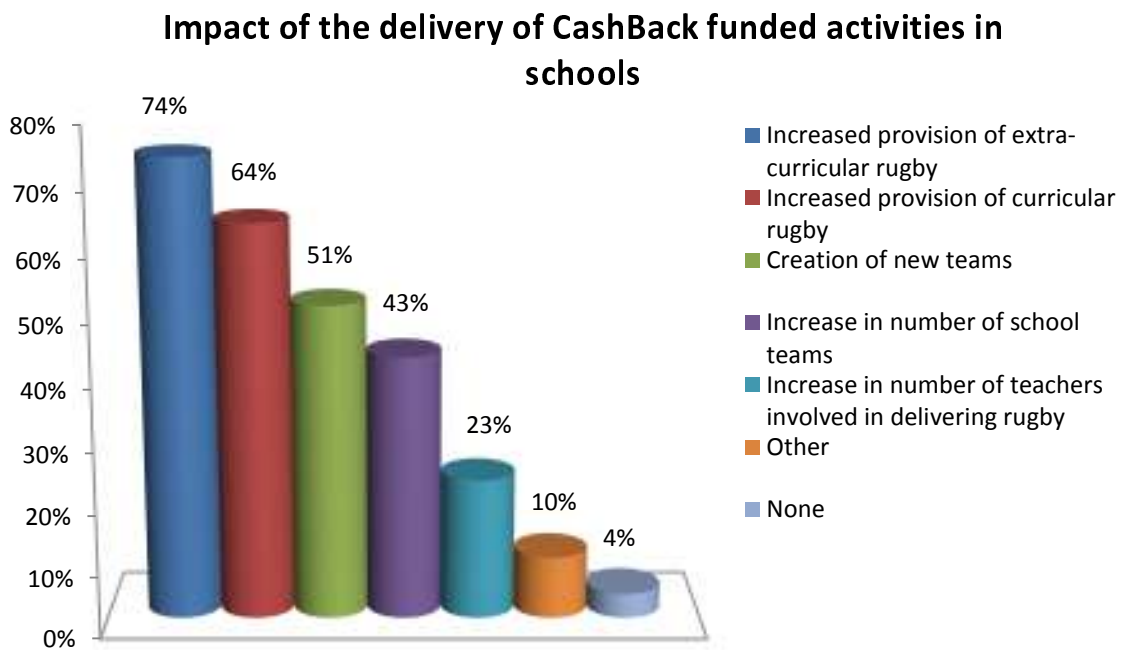
- 3.1 All programmes have led to a significant increase in the number of children and young people participating in rugby which has resulted in more individual players, more school teams and more competitive fixtures. The growth of rugby has also helped young people develop skills for learning, life and work and helped communities – school, clubs and neighbourhoods - to engage more positively with each other and provide a wider range of positive activities. This chapter looks at each programme and the outcomes that have resulted for those involved.

#### **School Development Programme**

- 3.2 The CDOs play a crucial role in delivering the CashBack funded activities, particularly in delivering the programme in schools.
- 3.3 In primary schools their role can involve delivering taster sessions, four to six week programmes and rugby festivals. Their work supports curricular and extracurricular rugby, linking the schools to the local rugby club. It provides primary school pupils with the opportunity to experience rugby and offers support to schools to continue to offer that experience. Across the primary sector the impact is felt by increased participation, of primary school pupils and opportunities for competition, increased involvement of teachers and volunteers to coach and support the delivery of the sport and increased links with the wider community and local clubs.

- 3.4 In secondary schools the CDOs deliver curricular and extracurricular rugby. There is a more intense and sustained involvement with secondary schools, rather than the taster experiences in the primary sector.
- 3.5 The secondary school survey respondents identified the role of the CDO in increasing the school’s involvement in and delivery of rugby, and in positively impacting on young people and the school community.
- 3.6 In the survey of secondary school Rugby Champions, the majority (92%) of respondents highlighted that their schools had significantly increased its involvement in rugby and that the delivery of rugby in their schools had changed due to the involvement of the CDO.

Figure 3.1



- 3.7 For the majority of schools, the CDO’s involvement resulted in more young people taking part in rugby as a result of:
  - supporting and up skilling PE teachers;
  - delivering curricular and extra-curricular rugby;
  - providing high quality coaching;
  - facilitating the link with the community rugby club;
  - accessing more/better facilities and equipment;



- offering coaching programmes and opportunities; and
- leadership courses for young people.

3.8 The combination of these efforts had led to retaining and expanding the number of pupils playing rugby which in turn has led to more teams and more competition (e.g. fixtures within school, between schools and at club level). In some cases schools have gone from no teams to being able to field teams in most/all year groups.

3.9 The increase in the volume of players was also accompanied by more diversity amongst participants, with more girls, more primary school age pupils and pupils with additional support needs being introduced to rugby.

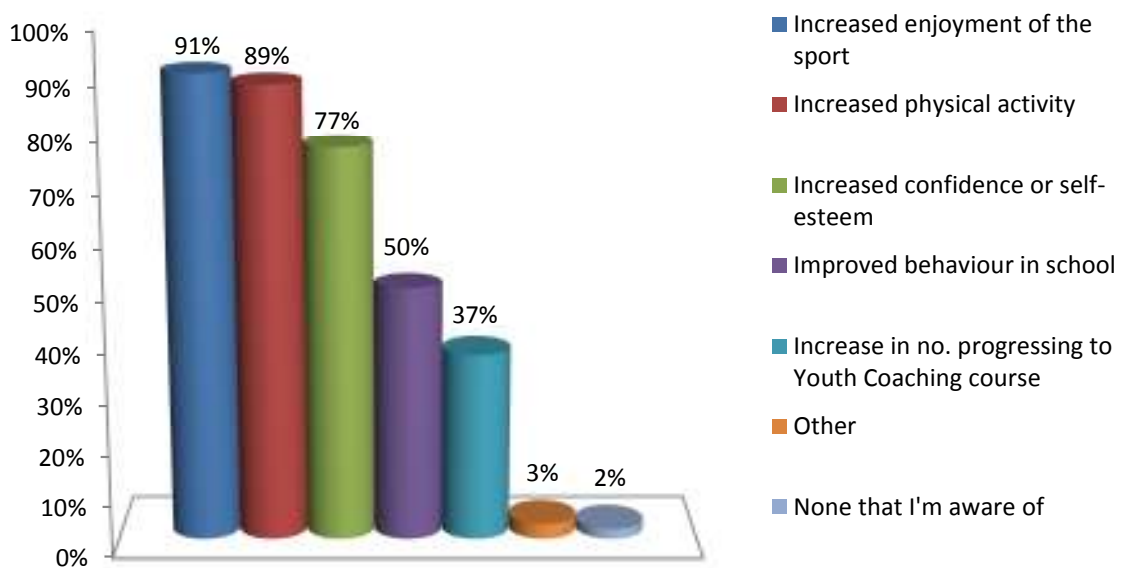
3.10 Delivery of curricular and extra-curricular rugby within the school had a significant effect on the schools, and whilst upskilling of PE staff was an important element, less than a quarter (23%) thought that there had been an increase in the number of teachers involved in delivering rugby. This highlights the pivotal role of the CDO but also the potential weakness of the approach and lack of sustainability in the absence of the CDO role.

**Outcomes for young people**

3.11 As Figure 3.2 demonstrates, the school respondents identified that the rugby programme in their schools had a positive impact on young people in terms of enjoyment of the sport, physical activity and personal and social skills.

**Figure 3.2**

**Impact of the CashBack funded activities on young people**



3.12 Some respondents also highlighted improved communication and leadership skills for the young people involved in the rugby programme.

### *Outcomes for the school community*

- 3.13 Within the school the programme has clearly led to a higher profile of rugby across the school and for some respondents it had led to a change in teachers' perceptions of some of the young people and increased parental engagement with the school, through extra-curricular rugby. In some cases it also increased the provision for pupils with additional needs.
- 3.14 Although participants were not asked about how the programme supports the underpinning principles of Curriculum for Excellence<sup>7</sup> (CfE). We can see from our observations that the CashBack funded activities support the CfE educational approaches which promote:
- active engagement and learning, both physically and mentally;
  - interdisciplinary learning which links different areas of learning;
  - outdoor learning; and
  - skills for learning, life and work.
- 3.15 Through adopting such approaches, CfE aims to enable all young people to become successful learners, confident individuals, responsible citizens, and effective contributors and this is fully complemented by the programme of rugby in schools.
- 3.16 Beyond the school community, there was a strong belief that the programme had led to an increased or new engagement with the local club through club staff helping with coaching, providing access to facilities and developing, sponsorship agreements with local community businesses. More links with the primary schools were also developed through senior secondary pupils assisting with Rugby Festivals and games at primary schools.

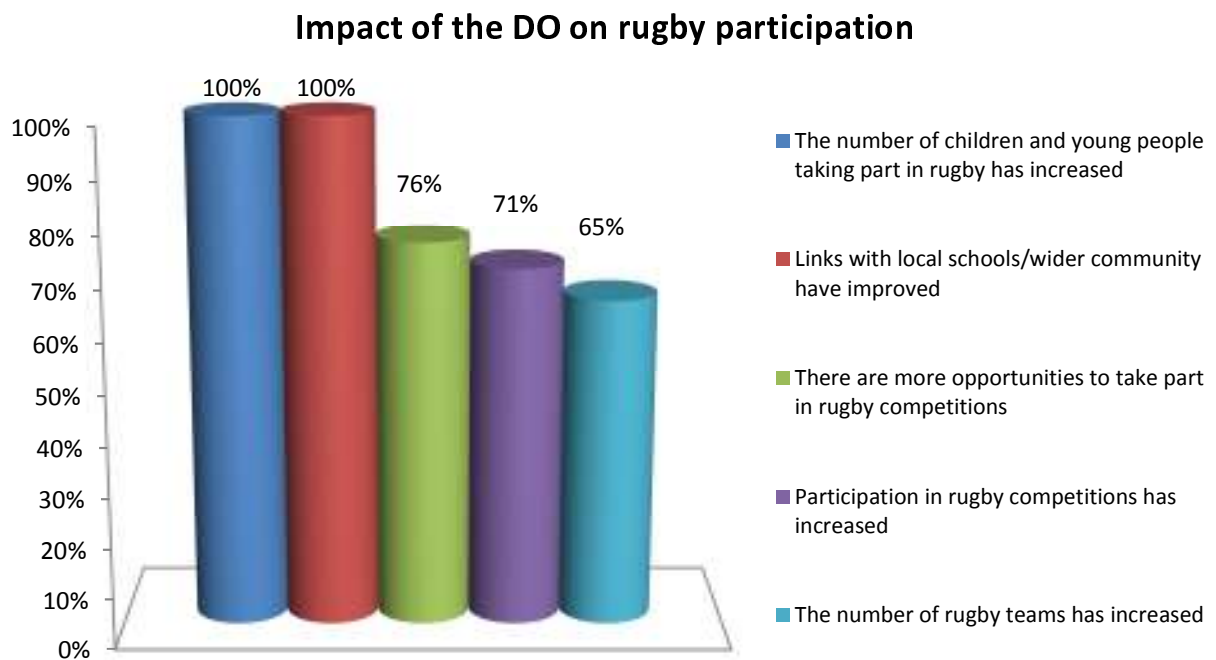
### **Club Development**

- 3.17 The CDOs act as a bridge between schools and local rugby clubs building local links and supporting interaction with each other and helping to development 'mini' sections within senior clubs. The survey of rugby club representatives identified the key impacts of the CDOs. These are highlighted in Figure 3.3 overleaf.

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<sup>7</sup> Curriculum for Excellence is the 3-18 curriculum in Scotland, offering a broad general education. It aims to improve young people's abilities to learn and reflect on their learning to support them to go onto further study, to secure work and to navigate successfully through life.

Figure 3.3



3.18 The survey respondents highlighted the importance of building links with schools and the wider community in achieving increased participation levels, and the key role of the CDO in doing this. All survey respondents reported that the CDO’s work had improved links between the club and local schools and/or the wider community and highlighted the varied work that CDOs undertake to build these links – including the delivery of curricular and extra-curricular rugby sessions in schools and other community events such as street rugby sessions.

3.19 For some, the links with schools and the wider community would not have been achieved without a CDO and others highlighted that this had created a pathway for school pupils to progress from school-based rugby sessions to joining a rugby club.

3.20 The outcomes for community rugby clubs include:

- increased number of junior teams, and increased the number of opportunities for and participation in competitions.
- increased volunteering - survey respondents reported that CDOs have had a positive impact on the number and quality of coaches and the number of volunteers. The impact on referee development does not appear to be as strong, nevertheless, over two-fifths of respondents said that the number of rugby referees has increased as a result of the CDO roles.
- improvement in the skills and performance in rugby - nearly nine out of ten respondents (89%) said that skills and performance in rugby have improved as a result of CDO involvement.

3.21 As well as increasing participation and performance, respondents emphasised the wide role that CDOs play in the operation and development of their rugby clubs. Some respondents described the CDO as a “figure head” for their club, providing a “focus” for all club activities and a crucial link to the wider rugby world. Many commented on the importance of the professionalism of the CDO in supporting clubs who otherwise rely on volunteers.

### Youth Coaching Course

3.22 The Scottish Rugby Youth Coaching Course provides an opportunity for young people aged over 15 to gain a qualification in rugby coaching.

### Outcomes for young people

3.23 Involvement in the programme supports young people to develop skills which they can use in life, in learning and in work.

### Skills for Life

3.24 CDOs observed that the Youth Coaching Course has a positive impact on participants’ confidence and interviewees identified several examples of young people whose confidence increased during the course as a result of the coaching knowledge, skills and experience that they gained.

3.25 The content of the Youth Coaching Course helps participants to develop a range of skills for planning and delivering coaching like time management, presentation skills and communication skills which can then be transferred to other tasks and settings.

### Support in moving into positive and sustained destinations

3.26 The skills and confidence that participants gain in the Youth Coaching Course helps them to progress on to positive destinations.

3.27 CDOs provided several examples of participants who had completed the course and continued to use their new skills in a voluntary capacity - coaching younger age groups at schools and clubs, and supporting the delivery of community activities like rugby festivals and school holiday programmes.

3.28 There were also examples of YCC graduates progressing on to sports-related courses at college; becoming Modern Apprentices with Scottish Rugby; and, in the case of three

*“(Participants develop) better communication skills, how to project their voice, not using jargon” (CDO)*

*“You see confidence grow as they become more knowledgeable, especially with peers and younger kids” (CDO)*

*“They have to plan, organise their time, be confident to take control of a group and they get a lot from this” (CDO)*

*“From last year a good few pupils went to college to carry on sporting courses” (CDO)*

*“Three of the four Modern Apprentices have come from Youth Coaching courses... one is being lined up to be an Assistant DO” (CDO)*

graduates, gaining employment as CDOs.

### ***Outcomes for the school and wider community***

- 3.29 As with all the other rugby CashBack funded programmes there are also clear benefits for the school and wider community. Importantly, the YCC supports the schools to address the entitlements<sup>8</sup> for young people within CfE. The Youth Coaching Course's other positive outcomes for the school community include promoting positive behaviour among younger pupils, improved relationships between participants and teachers, and enhanced ability to deliver rugby activities in the school.

### ***Promoting positive behaviour among younger pupils***

- 3.30 Some interviewees felt that Youth Coaching Course participants act as a positive role model for the children they go on to coach. Some interviewees felt this could have a positive impact on behaviour among school pupils if the youth coaches are successful in instilling the values of rugby, such as discipline and respect, in the pupils that they coach.

### ***Improved relationships between participants and teachers***

- 3.31 There is some evidence that participation in the Youth Coaching Course, and subsequent involvement in coaching younger year groups, helps to improve the relationship between the participants and teachers due to the change in pupil behaviour and the change in teachers' perceptions.

### ***Increased capacity to deliver rugby activities***

- 3.32 The Youth Coaching Course provides schools and clubs with a source of qualified volunteer rugby coaches. It has enabled them to deliver more rugby provision than the teaching staff, volunteers and the CDO might otherwise be able to.

*"We teach basic manners through rugby" (CDO)*

*"Important for them being role models for the young pupils that they teach" (CDO)*

*"It's very different from the usual teacher pupil relationship because of the responsibility and the trust" (CDO)*

*"Youth coaches for the S1 team and at primary schools – relieves pressure on staff" (CDO)*

*"Through youth coaches there are more opportunities for younger kids to try a different sport" (CDO)*

*"Participation in festivals would be decreased without the ten youth coaches, and would limit the amount of after school provision" (CDO)*

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<sup>8</sup> Six entitlements within CfE – coherent curriculum, broad general education, a senior phase, opportunities for developing skills for learning, skills for life and skills for work, personal support and support in moving to a positive and sustained destination



### **Schools of Rugby**

- 3.33 There are 26 Schools of Rugby across Scotland, each of which delivers a comprehensive rugby programme to a cohort of S1 and S2 pupils.

### **Outcomes for young people**

- 3.34 There are numerous positive outcomes for young people involved in the programme that help them develop skills for life and skills for learning.

### **Improved behaviour**

- 3.35 Pupils, teachers and CDOs acknowledged that the School of Rugby (SoR) programme has helped to improve the behaviour of some young people.
- 3.36 Participation in the programme is conditional on maintaining good attendance and appropriate conduct in school. Teachers highlighted the improved attitude of young people involved in SoR, with many examples of a reduction in the number of behaviour referrals among participants. In one SoR they have tracked the attendance and behaviour of their pupils on the programme and can evidence a positive change across the cohort.
- 3.37 The young people are encouraged to apply the skills and ethos learned during the programme - particularly those regarding discipline, respect and a strong work ethic - to all areas of their life. As a result, relationships between teachers and pupils have improved as pupils' behaviour and attitude in class reflects this approach.

### **Improved skills for life and learning**

- 3.38 Taking part in the programme has had a positive influence on young people's confidence, self-esteem and communication skills.
- 3.39 Teachers and CDOs attributed academic improvements in some pupils to the life and learning skills they learn through the SoR programme.
- 3.40 English teachers in particular have noticed improvements in those pupils involved in SoR, where they have demonstrated better communication and confidence when delivering presentations in class.

*School of Rugby is "a training programme, making you a better person in life and making you a better rugby player" (pupil)*

*"Rugby teaches them to respect (teacher) authority" (teacher)*

*"You can take your anger out on the tackle" (pupil)*

*"Up-skilling those who are talented in a more practical way and providing them with an opportunity to succeed" (teacher)*

*"Attainment has improved at all levels and rugby has played a big part" (teacher)*

### ***Support in moving into positive and sustained destinations***

- 3.41 In the Schools of Rugby there are often opportunities and pathways to continue with rugby through the Modern Apprentice programme, and coaching and referee roles, e.g. at rugby festivals. In some schools, they have built on the programme so that pupils can continue with an SQA sports leadership national certificate in their senior phase.

### ***Improved fitness***

- 3.42 The Schools of Rugby have a programme of activities which includes skills and fitness testing at the beginning and end of the season. Functional movement screening (FMS) measures the physical competency of participants and the results highlight an improvement in fitness and rugby skills.
- 3.43 When S1s were tested at the beginning of the 2012/2013 season their average score was 23.9 (out of a maximum score of 32). By the end of the season this improved to 26.6. During the same season S2s recorded a score of 25.6 at the start of the season and by the end it had increased to 27.4. This data highlights the physical benefits of the SoR programme.

### ***Outcomes for the school community***

- 3.44 There have been substantial increases in participation in rugby in schools with SoR status. This has led to a growing number of teams and in some cases a notable increase in uptake amongst girls.
- 3.45 This is particularly welcomed by those schools who had been struggling to develop or maintain rugby. They now have the opportunity to introduce a more structured, well run programme and use it to address elements of Curriculum for Excellence by using rugby as a means of positively influencing young people, developing rugby skills; increasing and improving physical activity, health and well-being; and developing skills for life.
- 3.46 In some SoR schools there has been an increase in participation from parents as well as pupils. In one school four parents have gained their coaching certificates and help out with extra-curricular sessions, the general running of the teams and setting up fixtures. At another school, a group of the U16 parents have volunteered to take on the organisation and fundraising for a rugby tour.

*“Their performance notably increases throughout the year” (teacher)*

*“School of rugby has given us the opportunity to maintain and build. Now 45% of our boys are regular rugby players which is 180 out of 530 pupils; that’s huge” (teacher)*

*“We have 40-50 girls every week at training” (teacher)*

*“We’re not aiming to be Scottish Champions but to have a positive influence on young people through rugby.” (teacher)*

*“Using rugby as a lever for personal development” (teacher)*

- 3.47 In some schools this has been further bolstered by non-PE staff taking an active role in developing and delivering the classroom based aspects of the programme, like the lessons on values and nutrition.

#### **Street Rugby**

- 3.48 Street Rugby is a diversionary programme that engages young people in non-contact rugby on a mobile inflatable pitch and is delivered in a wide variety of locations and venues like car parks, leisure centres and parks.

#### **Outcomes for young people**

- 3.49 Involvement in Street Rugby has positive outcomes for young people. Firstly, they are engaged in a positive activity at times or locations when they might be involved in anti-social behaviour. Their participation helps to improve life skills such as team work, improve their physical fitness and is an opportunity to experience a new healthy activity in a safe environment.

#### **Outcomes for the wider community**

- 3.50 There is some evidence to suggest that Street Rugby has a positive impact on levels of crime and anti-social behaviour in the areas where programmes operate.

#### **Street Rugby Referral**

- 3.51 The Street Rugby Referral Programme targets hard to reach or disruptive young people aged 13 and over.

#### **Outcomes for young people**

- 3.52 Involvement in the programme leads to several positive outcomes for the young people in terms of personal and social skills, skills for life and physical fitness.

#### **Personal and social skills**

- 3.53 There were several examples quoted about how the Street Rugby Referral programme helped young people to become more confident and improve their self-esteem. The key factors that contributed to this, as identified by local authority contacts and CDOs were:

- the improved fitness levels from playing rugby regularly was leading to weight loss for some young people;

*“Through being part of the team, with a common interest and a bond his confidence increased... he started running, lost weight, talks a lot more – he has something to say now” (Local Authority Community Safety Officer)*

- the sense of achievement, belonging and self-esteem as a result of taking part in the sessions, competitions and matches; and
- the young people targeted for Street Rugby Referral are more familiar with being identified for their negative behaviour, and their involvement with this programme meant they were recognised for doing something positive.

3.54 Taking part in the programme had a positive impact on some participants' behaviour. CDOs and local authority officers noted that teachers often gave positive feedback about improvements in young people who had previously been noted for their poor behaviour. Interviewees also noted that young people's attendance at school improved, in one case, from 95% non-attendance to 90% attendance.

#### **Skills for life**

3.55 Street Rugby Referral helps young people to develop a wide range of life skills. The programme contains educational content on a range of issues including leadership, discipline, team work, organisational, conflict management and social skills. The rugby element of the programme aims to further develop these skills by giving young people an opportunity to apply them on the rugby field. Interviewees identified several examples of young people who, as a result of Street Rugby Referral:

- are more able to interact with their peers and others through developing communication skills on the rugby field;
- are more able to work as a team through the experience of playing rugby as a team;
- are more likely to make positive changes to their lifestyle through, for example, giving up smoking; and/or
- display improved organisational skills through, for example, remembering their rugby kit when they need it.

#### **Improved physical fitness**

3.56 Taking part in the programme had a positive impact on some young people's physical fitness. The rugby sessions ensured regular exercise and one CDO commented that some participants were not able to last a full 90 minute session at the

*"By playing a match against another team pupils had the opportunity to represent the school. This was a first for many of them: a real opportunity for achievement and improved self-esteem and confidence" (teacher)*

*"The teachers are saying they are not seeing the same referrals for detention – some were getting ten detentions in a row, this has stopped and some young people have stopped going into detention" (Local Authority Officer)*

*"The kids get taught a whole raft of stuff about healthy lifestyles. How to speak to people, how to interact with each other" (CDO)*

*"Leadership skills, team working, cooperation and taking responsibility have all been aspects of development evidence by pupils" (teacher)*

*"Some of those who struggle with behaviour and relationships in school have shown high levels of care and support for others" (teacher)*

beginning of the programme but by the end were able to play a full game. There were examples of other physical fitness benefits for young people, including one young person who was smoking 20 to 25 cigarettes a day but quit smoking *“when he realised how much this made him struggle physically when he was doing rugby”* (Local Authority Officer).

#### *Outcomes for the school community*

3.57 Pupils participating in the Street Rugby Referral programme often continue to play rugby in the school, helping to boost rugby participation and bolster school teams. Alongside the increased participation, there were noted improvements in:

- **the relationship between pupils and teachers** – the programme helped pupils to communicate better with staff and change their behaviour.
- **the relationship between pupils** – there were examples of young people who had recently moved from other parts of Scotland or from Eastern Europe making new friends on the programme which helped them integrate and settle into school. In one case the programme brought pupils from two schools (that were merging) together to address issues of territoriality and rivalry before the merger takes place. This exercise *“saw improved cohesion and team working between kids from the two schools”* (Local Authority Officer).

#### *Outcomes for the wider community*

3.58 Whilst the responses from interviewees focused on the impact on young people and the schools, there were some local authority officers who could identify positive examples of the wider impact of young people participating in the programme. These included:

- a reduction in minor offending whilst the programme had been running; and
- a change in the way young people interacted with the Campus Police Officers - their involvement at rugby sessions had helped young people see them in a different light and made it easier for the police to engage with the young people when they saw them on the street.

#### **Summary**

3.59 The information gathered as part of this evaluation highlights how the CashBack funded activities are increasing participation, providing diversionary opportunities, offering pathways and positive destinations and engaging more young people in community based activities.



## 4 Strengths, Challenges & Summary of Findings



### Delivery and management of CashBack funded activities

- 4.1 The volume of activities delivered and the numbers of children and young people participating in them inevitably means there are logistical challenges in terms of managing and delivering the programme.
- 4.2 What works well is the breadth, content and delivery of the local programmes, the partnership working and the support from Scottish Rugby, schools, parents, teachers and clubs. This will be discussed in more detail after exploring the challenges of delivering and managing the programme.

### Challenges in delivering the programme

- 4.3 These areas can be divided into the perception of rugby, support and resources for delivering the activities.
- 4.4 In areas or schools where rugby is not traditionally played then it can be difficult to engage pupils, teachers and parents and successfully compete with sports like hockey and football. The work to sustain a first generation of rugby players requires support to develop skills and knowledge not only in the players but the volunteers that support them.
- 4.5 In those areas where new teams have been created, there is often a lack of local competition which limits the number of fixtures that can be played or requires travelling long distances to secure matches. Players can become frustrated by this and it can impact on the level of players that are sustained.
- 4.6 For some aspects of the programme, without support from key partners or key people, the activities cannot be as effective. For example, with teachers, e.g. PE staff giving access to

indoor facilities during bad weather, subject staff giving permission to release pupils for their rugby sessions, with parents so that they support and enable their children to participate and with local authority staff to advise and liaise with about appropriate Street Rugby locations.

- 4.7 Many schools still need to recognise that the rugby programme supports CfE capacities, entitlements and learning approaches and has elements that can be applied at various stages of the curriculum, including the senior phase of CfE.
- 4.8 The funding from CashBack has enabled the delivery of a far reaching programme of rugby based activities. In order for these to be delivered many of the activities require additional resources to fund transport (to training locations, fixtures, etc) playing kit and equipment. Without these, the delivery of some programme activities is challenged.
- 4.9 For staff and volunteers involved in delivering the programme of activities, working with the children and young people is one of the most enjoyable aspects, particularly when they experience significant changes in behaviour. However, several CDOs acknowledged how testing it can be working with young people with challenging and disruptive behaviour and the skill and patience that are needed to address this so that positive outcomes can be achieved.
- 4.10 For those young people who are engaged with programmes like Street Rugby or Street Rugby Referral there is sometimes the challenge of identifying opportunities or pathways for this interest to be sustained, e.g. back in school or within a junior section of a local club. Similarly with the YCC participants it is important that there are opportunities for them to deliver coaching sessions in their schools or communities.

#### **Challenges in management of the programme**

- 4.11 CashBack funds the delivery of a wide range of programmes and activities across schools, clubs and neighbourhoods in every local authority area and it is having a positive impact on individuals and communities. There are many examples of how these benefits are being realised and they provide a rich account of the positive experiences from a young person developing the confidence and skills to deliver coaching to reduced anti-social behaviour in particular localities.
- 4.12 However a comprehensive picture of the whole programme is not yet available due to the gaps in data gathering. Scottish Rugby needs to work with its partners and staff in the localities to ensure that the necessary information is gathered and submitted so that they can collate a more extensive account of the difference being made by their CashBack funded activities. This is particularly the case in the Youth Coaching Course and the Street Rugby Referral programme where there are gaps in participant data which would enable a comprehensive assessment of the impact of these programmes.
- 4.13 Scottish Rugby uses a detailed set of spreadsheets to manage large amounts of data. These have developed over time in response to delivery needs and accountability requests. There are opportunities to streamline systems and rationalise information; this is best done

alongside a clear understanding from Inspiring Scotland, as delivery partner, and Scottish Government as the funder, about exactly what information is required now and what is likely to be required in the future.

- 4.14 That understanding of the use and value of the monitoring information also needs to be shared with partners who are collecting it so that the task is recognised as an important and useful element in delivering and understanding the effects of the funded programmes.

### **The strengths of the programme**

#### ***Extensive participation***

- 4.15 The programme of activities provides a wide range and significant number of children and young people with the opportunity to experience rugby and rugby-related activities.

#### ***Rugby and the values associated with it***

- 4.16 Across the range of activities, interviewees highlighted the benefits of being involved in the sport of rugby. Interviewees felt that rugby and the values such as team work and respect promoted positive behaviour and its ethos around work ethic and discipline influenced confidence and self-esteem of pupils which led to other benefits like improving relationships with staff and peers.

#### ***Rugby provides a safe and engaging environment for young people to develop***

- 4.17 Interviewees identified that the programmes delivered were age and stage appropriate and tailored to local needs whilst complementing the CfE entitlements and approaches. The CDOs were respected for their rugby knowledge and skills but also their abilities to effectively engage children and young people in fun activities.

#### ***Valuable partnership working***

- 4.18 Several interviewees commented on successful partnership working between CDOs, other Scottish Rugby staff, schools, clubs and other local authority agencies, in promoting programmes, identifying young people and in supporting and delivering the activities. When there is a teacher, or local authority contact championing the programmes then successful outcomes are more evident. Interviewees also commended the support role of Scottish Rugby in resourcing, advising, facilitating activities, providing kit, offering coaching advice, and organising visits or tournament days to Murrayfield.

### **The summary of the impact of the programme**

- 4.19 Chapters 2 and 3 provide details of the reach and the benefits of the CashBack funded programme. Whilst there is not a complete dataset to evidence the full extent of the impact, the views of CDOs, teachers, club and community contacts and the young people highlight the powerful difference that these activities can have on individuals and communities.
- 4.20 The table overleaf maps the activities against the short term and intermediate outcomes from the CashBack for Communities logic model but it does not capture how well the activities support the entitlements and approaches enshrined in the Curriculum for

Excellence. That understanding is evident for some schools with SoR status but for primary and secondary schools involved in the wider programme a clearer link needs to be made so they can appreciate the value of the programme in enabling children and young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Outcome	Schools Development	Youth Coaching Course	Street Rugby	Street Rugby Referral	Schools of Rugby
<b>Short term outcomes – participation</b>					
Increased participation in positive activity	✓	✓	✓	✓	✓
Increased participation by difficult to engage and equalities groups			✓	✓	✓
Increased opportunity for new experiences or activities for participants	✓	✓	✓	✓	✓
Increased opportunities to develop interests and skills	✓	✓	✓	✓	✓
Increased opportunities for continued participation by linking up and signposting to other provision	✓	✓	✓	✓	✓
<b>Short term outcomes – diversion/protection</b>					
Increased involvement in structured pro-social and healthy activities	✓		✓	✓	✓
Participants have places to go where they feel safe and comfortable	✓		✓	✓	✓
<b>Short term outcomes – progression pathways</b>					
Participants demonstrate new skills and positive changes in behaviours	✓	✓		✓	✓
Greater confidence and self-esteem among participants		✓		✓	✓
More participants have achieved accreditation for their learning		✓			✓
Participants develop confidence in their skills and develop aspirations for further learning and development		✓			✓
<b>Short term outcomes – engagement</b>					
Participants are more involved in community-based activities	✓	✓			✓
Participants develop positive peer networks and relationships	✓	✓		✓	✓
There is increased community-based interaction	✓				✓
<b>Intermediate outcomes</b>					
Sustained participation in positive activities	✓			✓	✓
Sustained improvements in health and well-being	✓			✓	✓
Sustained improvements in self-esteem and confidence				✓	✓
Sustained improvements in awareness of the benefits of play, interactive, physical and social physical activities		✓		✓	✓
Increased supportive social networks and feelings of belonging				✓	✓
More participants progress onto further learning, training, and personal development opportunities		✓		✓	✓
Increased horizons and improved outlook among participants		✓		✓	✓
Participants have influenced the opportunities available to them in their community		✓		✓	✓
Increased opportunities to develop interests and skills			✓		
Increased opportunities for continued participation by linking up and signposting to other provision			✓		
<b>Intermediate outcomes – diversion/protection</b>					
Increased involvement in structured pro-social and healthy activities			✓		
Participants have places to go where they feel safe and comfortable			✓		
<b>Intermediate outcomes – confident communities</b>					
Sustained participation in community-based activity			✓	✓	✓
Reduced levels of crime and anti-social behaviour			✓		
Better community integration and cohesion					✓

## Methodology

Figure A1.1 – Summary of evaluation methodology

Programme	Method	Timeframe
Broad participation (school and club development)	Interviews with 19 CDOs	Sep-Oct 2013
	Online survey of Rugby Champions (113 responses, a 44% response rate)	Aug-Sep 2013
	Online survey of primary schools (4 responses, a 100% response rate)	Sep-Oct 2013
	Online survey of rugby clubs and mini sections (17 responses, a 34% response rate).	Sep-Oct 2013
Street Rugby and Street Rugby Referral	Interviews with nine CDOs directly involved with the Street Rugby and Street Rugby Referral programmes	Sep-Oct 2013
	Six interviews with community and school contacts involved with both programmes.	Sep-Oct 2013
Schools of Rugby	Telephone interviews with nine teachers at Schools of Rugby	Sep-Oct 2013
	Case studies of a sample of four schools involving interviews with teachers, CDOs and interviews and focus groups with young people.	Sep-Oct 2013
Youth Coaching Course	Interviews with five development officers	Sep-Oct 2013

### Limitations of the methodology

The evaluation was undertaken at a time when many elements of the programme were not being delivered - Street Rugby Referral, Street Rugby and the Youth Coaching Course - and so access to young people was limited.

Participation data was incomplete for some of the programmes and so there is a partial data analysis and a lack of opportunity to identify progression routes and achievements in a systematic way.

The approach for recording and distinguishing between individual participants and the number of times they participated in activities means we cannot calculate the number of individual children and young people who are involved in all activities over a sustained period of time.



## Case Studies: Schools of Rugby

### Carrick Academy

*“It’s becoming a hotbed of rugby”*  
(Carrick Academy’s Head of Rugby)

#### Carrick Academy

Carrick Academy is located in Maybole in South Ayrshire with around 550 pupils and 48 Full Time Equivalent (FTE) staff. Prior to becoming a School of Rugby (SoR), the school had considerable involvement in rugby, with four rugby teams and over 100 pupils registered as rugby players. The school had invested in SVQ rugby students and achieved the Gold Award for rugby development from Scottish Rugby for three years in a row.

Becoming a SoR in August 2011 allowed the school to maintain and enhance its rugby activity and led to the creation of an innovative partnership with the local rugby club.

#### Why did the school become a School of Rugby?

The school’s Head of Rugby (HoR) said that Carrick Academy was *“struggling to maintain what we had [in terms of rugby provision], let alone develop it further. The School of Rugby gave us an opportunity to maintain and build”*. By becoming a SoR, the school aimed to:

- further improve relationships between staff and pupils by involving pupils in organised, focused activity outwith the formal classroom setting;
- improve pupils’ health and wellbeing;
- improve pupils’ rugby skills;
- improve pupils’ ability to work as a group;
- improve students’ happiness and motivation, thereby enhancing the learning environment; and
- improve discipline, attendance, self-esteem, personal fitness and, through these, improve attainment.



#### How is the School of Rugby programme delivered in the school?

Carrick Academy’s HoR (a Modern Studies teacher) oversees the SoR programme in the school.

The local Club Development Officer (CDO) and three Modern Apprentices (MAs) play an important role in the delivery of the programme. The CDO is a former pupil and Modern Apprentice at the school and is employed on a partnership basis by the school and rugby club. He runs the programme on a day to day basis and co-ordinates all aspects including training sessions, fixtures with other schools, and transport. The Modern Apprentices help the CDO to deliver coaching sessions to SoR groups.

SoR participants take part in two curricular and one extra-curricular rugby sessions during the week and a Saturday morning session which involves fixtures against other schools for some teams.



## What has the school achieved by being a School of Rugby?

Becoming a SoR has had a positive benefit on Carrick Academy in terms of: increased participation in rugby; positive impacts on young people; the promotion of a rugby culture in the school and community; and improved links between the school and the local rugby club.

### Increased participation in rugby

The number of pupils registered as rugby players has increased by 47% from 115 in 2011 to 169 in 2013. This accounts for a large proportion of the school's roll: indeed, the HoR noted that 45% of the boys in the school are regular rugby players.

There has also been an increase in the number of school rugby teams: the school now has seven teams (an increase from four).

The increased numbers of pupils participating in rugby has resulted in increased opportunities for competitive rugby. Before becoming an SoR, two or three school teams occasionally played fixtures against other local schools. Now five of the school's teams play fixtures every weekend and some teams participate in national competitions.

Carrick Academy is particularly notable for the level of participation in rugby among female pupils. The school's under-15 girls' team won the Brewin Dolphin Scottish Shield in 2011-12. Following this success, girls' rugby has developed further at the school: there is now an under-18 girls' team, a third of applicants for the 2012-13 SoR were girls, and the number of registered female players at the school has more than doubled.

### Positive impacts on young people

The SoR appears to be having a positive impact on young people in terms of behaviour, attendance, confidence, health and new opportunities.

There is evidence of improved behaviour in school among some SoR participants. Referrals for poor behaviour decreased among SoR participants by 26% between S1 and S2. As the HoR said,

*"behaviour has undoubtedly improved for certain people".* The school conducted a survey of 34 parents in 2012-13 and this found that 100% of parents felt the SoR had a positive impact on their child's behaviour.

Feedback given to the CDO by local police suggests that the school's involvement in rugby might be having a positive effect on young people's behaviour in the community. The CDO said that the local police have *"noticed a difference [in terms of reduced disruptive behaviour] in the town especially on a Friday night. We're starting to wonder if that's because all these boys are playing on a Saturday morning"*.

Some SoR participants have shown improvements in school attendance. Most notably, one participant's attendance improved by 7.33 percentage points from 75.34% in S1 to 85.67% in S2. Nearly three-quarters (74%) of parents said that SoR had a positive impact on their child's attendance.

Parents also noted confidence and health benefits for the young people involved. All parents in the school's survey felt that SoR has helped their child to become more confident and 98% felt it had led to improved fitness and health.

The HoR said that the school's involvement in rugby provides new opportunities for pupils. These include:

- opportunities to get involved in rugby, including taking part in fixtures, competitions and overseas trips;
- opportunities for pupils who are not particularly skilled at playing rugby – the HoR gave an example of two boys who have become referees; and
- employment opportunities: for instance, the CDO is a former pupil of Carrick Academy as are the three MAs.

### Rugby culture in the school and community

The HoR and the CDO commented on the growing 'rugby culture' in the area. The HoR observed *"there's a real Borders feel about the place. It's becoming a hotbed of rugby"*.

This is evidenced by the involvement of teachers and parents in the school's rugby activities. Every Saturday, five teachers give up their time to act as the staff member in charge while the CDO and MAs coach the school's teams. Parents are involved in several ways. Some donate soap powder so kits can be washed; some are helping to organise an overseas rugby tour; some run a tea and coffee stand at matches; and the CDO noted that between 100 and 300 parents attend matches involving school teams, even if their child is not playing.

#### Improved links between the school and club

Becoming an SoR has helped to improve links between Carrick Academy and Carrick Rugby Club, which have joined forces to become Carrick Rugby. This partnership involves sharing equipment and jointly employing the CDO, who works with the club and local schools to ensure that children who are interested in rugby have opportunities to play rugby from an early age, throughout their school career and beyond. The school's HoR is also Head Coach at the club, which further strengthens links between the two.

#### What challenges have there been?

The school has encountered a small number of challenges with the SoR programme.

#### Challenging behaviour

The school had some challenging behaviour initially from some SoR participants but they now liaise more closely with primary schools to identify potential SoR participants and any support they may need.

#### Arranging fixtures for girls

The HoR noted that there are not many other schools with girls' teams so Carrick's girls' teams often have to travel long distances for fixtures, which has implications for time and cost.

#### What does the school hope to achieve in the future?

The school plans to continue to promote rugby participation, but noted that its current level of rugby provision is reliant on the external funding it receives from Scottish Rugby and the local authority.

#### What has worked well about being a School of Rugby?

##### Rugby as an incentive to good behaviour

The HoR observed that rugby helps to promote positive behaviour among young people because they know that, if they misbehave, they will not be allowed to play rugby. *"It's a lever or a carrot and stick... Boys don't want to be missing out. If they don't behave or maintain standards, rugby can be withdrawn"*.

In addition, the HoR feels that the SoR encourages *"mutual respect"* between pupils and teachers which further helps to improve behaviour.

##### Additional resources

Although the school was heavily involved in rugby before becoming an SoR, the HoR observed that the additional resources made possible by the SoR programme – including the CDO and the MAs – have been *"instrumental"* in increasing the school's rugby activity.

##### Close links between the school and club

Partnership working between the school and the club helps to ensure a smooth pathway for children interested in rugby as they grow up. The CDO, jointly employed by the school and the club, runs a mini-section at the club to give primary school children experience of rugby before they join the Academy. When children join the Academy, rugby activity is co-ordinated by the CDO and delivered entirely at the school. There are no club teams for this age group to allow resources to be focused entirely on the school. When young people leave school, they can continue their involvement in rugby through the club.

## Hawick High School

*“This has always been a rugby school – but we couldn’t run what we do now without [being a] School of Rugby”*  
(Hawick High School teacher)

### Hawick High School

Hawick High School is located in the Scottish Borders with around 1000 pupils and 80 FTE teachers. Its catchment area consists of the town of Hawick and outlying rural villages.

Hawick and the surrounding area has a close association with rugby and the sport plays an important part in the life of the school. Indeed, the school has produced many Scottish international players. The teacher who co-ordinates the School of Rugby (SoR) programme at the school said that Hawick High *“has always been a rugby school”* but, since becoming an SoR in August 2011, has developed its rugby activities considerably.

#### Why did the school become a School of Rugby?

Hawick High School applied for SoR status to encourage greater participation in a sport which it has been involved with for a long time. It aimed to:

- build rugby into the S1-S3 curriculum;
- strengthen extra-curricular rugby activity; and
- improve the fitness and behaviour of pupils.

#### How is the School of Rugby programme delivered in the school?

The SoR programme is co-ordinated by the school’s Head Coach for rugby (a PE teacher) supported by the local CDO, a local fitness trainer, and other school staff.

SoR involves S1 and S2 pupils who take part in five extra-curricular rugby sessions per week. These sessions include rugby training sessions, fitness and conditioning sessions and the boys play a competitive match every Saturday in term time from September until April.

Girls are also involved in the SoR and the school works with Langholm Rugby Club to provide competitive game time for the female participants.

In addition to the physical sessions, SoR participants take part in classroom-based sessions which cover the core values of rugby including respect and responsibility and issues such as diet and nutrition. These sessions are taught by other members of staff who help devise the content of these sessions with the core staff who run SoR.

Hawick High School aims to ensure continued progression after SoR finishes for pupils. There is a rugby elective option for pupils in S3 and there are options for further qualifications related to sports and rugby for senior pupils.

#### What has the school achieved by being a School of Rugby?

Becoming an SoR has helped Hawick High School to increase participation in rugby, improve life skills, behaviour and confidence among participants, and increase volunteering opportunities for senior pupils.

##### Increased participation in rugby

There has been a significant increase in rugby activity. The local CDO noted that there was a low level of rugby activity in the school before it became an SoR but *“numbers have really grown since the School of Rugby started”*. The number of

pupils at the school registered as rugby players has increased by 50% from 157 in 2011 to 235 in 2013.

The school has also expanded its fixture list despite incredibly tight budgets as a result of being a SoR. The school competes in the national Brewin Dolphin school competitions and has played matches against other Schools of Rugby at Murrayfield.

#### Promoting life skills among participants

Teachers have observed SoR participants developing life skills such as punctuality, listening, reliability, responsibility, independence, teamwork and organisation. A teacher noted that SoR is an *“effective method of up-skilling those talented in a more practical way and providing them with an opportunity to succeed through developing essential life skills”*. In particular, teachers noted that SoR participants grow as a team as time progresses: they start off as a *“rag tag of individuals and develop into a cohesive team”*.

#### Improved behaviour and academic performance among participants

The school’s rugby Head Coach said that other teachers have noted a *“difference in attitude”* and improved behaviour and academic performance among SoR participants. The CDO feels that early morning training sessions wakes the participants up and prepares them for the school day ahead.

#### Improved confidence among participants

Teachers as well as the CDO have noticed that SoR participants have gained confidence where some were previously very shy.

#### Volunteering opportunities for senior pupils

The CDO noted that the SoR has helped to create volunteering opportunities for senior pupils interested in rugby coaching. The CDO works with school staff to identify pupils interested in sports

coaching and helps them to develop their coaching skills.

#### What challenges have there been?

Staff noted a challenge associated with the school’s wide and rural catchment area: some young people are not able to take part in after school rugby sessions due to difficulties in accessing transport.

#### What does the school hope to achieve in the future?

The school hopes to continue and develop the SoR programme in the future.

#### What has worked well about being a School of Rugby?

Teaching staff identified various aspects of the SoR programme which have worked well.

#### Support from Scottish Rugby

School staff were complimentary about the support and help they have received from Scottish Rugby. Staff noted the importance of Scottish Rugby’s help in providing equipment and support with analysing pupils’ physical progress through Functional Movement System (FMS) testing.

As the school’s Head Coach said, *“this has always been a rugby school – but we couldn’t run what we do now without [being a] School of Rugby”*.

#### Rugby as an incentive for good behaviour

The school’s rugby Head Coach noted that the SoR provides a useful incentive to good behaviour in other school classes. SoR participants now that if they misbehave in another class, they might not be allowed to take part in rugby sessions.



## Larbert High School

*“It’s a training programme, making you a better person in life and making you a better rugby player”*  
(Larbert High School pupil)

### Larbert High School

Larbert High School is the largest school in the Falkirk local authority area, with around 1800 pupils, 150 FTE staff and a catchment area including Larbert, Stenhousemuir and surrounding towns and villages.

Sport has a high profile at Larbert High. The school is a Community Sport Hub and, as well as the School of Rugby (SoR), there are schools of football, dance and basketball.

Prior to becoming an SoR in August 2011, Larbert High had two rugby teams, no curricular rugby input and no girls were involved in rugby. Since becoming an SoR, there have been increases in the number of pupils taking part in rugby and in the number of school teams, including a girls’ team.

#### Why did the school become a School of Rugby?

The school’s Rector is enthusiastic about the role of sport and physical activity in education, and was keen for the school to become a School of Rugby.

By becoming an SoR, the school aimed to:

- teach physical and mental fitness through rugby, thereby achieving health and wellbeing outcomes;
- increase pupil participation including among girls;
- develop girls’ teams;
- develop rugby knowledge; and
- improve overall attainment.

#### How is the School of Rugby programme delivered in the school?

The programme involves S1, S2 and S3 pupils at Larbert High. The school’s Principal Teacher of Health and Wellbeing oversees the SoR programme and the school’s Head Coach runs the programme on a day to day basis. There are two Modern Apprentices (MAs) who help to coach SoR participants as well as primary school children.

School staff go to primary schools to introduce the SoR (and the school’s other three schools of sport) to primary 7 pupils. Interested pupils have to complete an application form and attend trials. Larbert High staff liaise with primary school staff to identify children who would most benefit from being part of the SoR – for some this is about improving behaviour, for others it is about building on an existing interest or aptitude in rugby.

In S1, SoR participants have three curricular periods of rugby per week, which take the place of standard PE lessons. In S2 and S3, SoR participants have three curricular SoR periods and three PE classes on rugby. In addition, there are breakfast and after-school training sessions from Monday to Thursday.

There is a minimum of 8 pupils and a maximum of 20 in each year group.

#### What has the school achieved by being a School of Rugby?

Becoming an SoR has helped Larbert High to increase participation in rugby, create positive impacts for pupils, and create rugby pathways for pupils.

### Increased participation in rugby

There has been a significant increase in the number of pupils involved in rugby. The number of pupils registered as rugby players increased fourfold between 2011 and 2013 from 46 to 183.

There has also been a considerable increase in the number of school rugby teams at Larbert. Before SoR began, there were two teams that played under-16 and under-18 fixtures. Now there are five boys teams, at S1, S1, S3, S4 and under-18 levels.

In addition, participation among girls has expanded. Before SoR, there were no girls involved in rugby at the school but now there is an under-15 girls' team.

### Positive impact on pupils

Teachers commented on various positive impacts of participation in SoR on pupils. These include:

- improved confidence - *"it is ridiculous how much more confident the S3s are [now, compared to when they started in S1]"* (teacher);
- improved fitness - *"they are feeling healthy, doing lots of activity"* (teacher);
- improved behaviour - *"in class, their behaviour is a lot better"* (teacher); and
- a sense of identity - *"every pupil across the school knows they are part of it [the SoR] - they need identities to get through high school"* (teacher).

Pupils that we spoke to noted that SoR helped them to develop *"life skills"*; for example *"it teaches you how to work well with people, e.g. patience"*. This same pupil observed that the improved patience developed through rugby has a positive impact on his behaviour in his other classes: *"it helps in class because I'm not very patient"*.

### Rugby pathways for pupils

There are clear pathways for S3 pupils to continue their involvement in rugby after the SoR through local clubs and school teams and through coaching opportunities. The school is also considering how

to build rugby into qualifications in the senior phase.

### What does the school hope to achieve in the future?

The school aims to increase participation in rugby further, particularly among girls.

The school is gathering data about SoR participants' attendance and behaviour in order to assess the impact of SoR on these issues.

### What has worked well about being a School of Rugby?

School staff and pupils involved in the delivery of the SoR commented on the following factors which have worked well.

#### Rugby gives pupils an outlet for aggression

Rugby gives pupils an outlet for their frustrations, stress and aggression, which can lead to improved behaviour. As one pupil said, *"it's a good stress relief"*.

#### The values of rugby

School staff feel that behaviour and attendance has improved among SoR participants because they are taught about the rugby values of discipline and respect.

#### Enthusiasm of the Rector

School staff noted that the school's Rector is enthusiastic about the role of sport and physical activity in education. This appears to have been an important factor in the school applying for SoR status.





## Trinity Academy

*“If you misbehave then you’re off the programme, so I need to make sure I’m good in class”*

(Trinity Academy S2 pupil)

### Trinity Academy

Trinity Academy is in the north of the City of Edinburgh and draws its 883 pupils from three local primary schools Trinity, Wardie and Victoria Primary School. There are 87 FTE teachers in the school and although there is a history of rugby at the school and they have good links with Edinburgh Accies, the numbers had been dwindling, prior to achieving Schools of Rugby status in August 2011. The S4 year group has nine rugby players and the S3 year group (first year of SoR) has 25 male rugby players and four female rugby players.

#### Why did the school become a School of Rugby?

The Principal Teacher of PE applied to become a School of Rugby because he recognised the importance of sport in the development of a broader education and addressing the CfE entitlements.

SoR status would allow the school to develop stronger links to primary pupils in their feeder schools and he wanted the school to link in further with community and junior sports leaders’ award schemes and courses. Crucially they wanted to reverse the decline in the number of rugby players and develop the sport across the school.

#### How is the School of Rugby programme delivered in the school?

The programme is delivered through two timetabled sessions per week for S1 pupils, one timetabled session a week for S2 pupils and S3 pupils and a girls’ group session. SoR participants also attend extracurricular sessions and Saturday games.

The sessions are never scheduled during Mathematics or English but occur when other subjects are being taught and the pupils have to

make their own arrangements to catch up on missed classes. The timetable

changes regularly so that it minimises the impact on any one subject.



#### What has the school achieved by being a School of Rugby?

The programme has led to some tangible benefits and outcomes for the pupils involved and for the school as a whole.

There have been examples of changes in:

- **confidence and self esteem** – pupils’ fitness has improved which has positively impacted on their self image and the opportunity to be part of SoR attracts a kudos that makes the participants feel

privileged and gives them a sense of identity;

- **enjoyment** – the pupils identified SoR as the source of their enjoyment at school *“it is really good fun and you don’t need to be good at rugby, you will progress”*
- **behaviour** – participation in the programme is conditional on pupils conducting themselves in an appropriate way, and this has proved to be an incentive to maintain their discipline across all lessons
- **skills development** – the pupils identified areas where they had developed in relation to rugby playing, e.g. ball skills, hand tackling and also in subject areas, e.g. nutrition and diet
- **academic performance** – there have been reported improvements in certain subjects like Home Economics because the pupils have learnt about nutrition as part of SoR and have applied that knowledge.
- **formed positive and strong relationships** with their peers and teachers. The players in each year group have formed strong friendships and are a support network for each other. There is also a healthy dialogue between the pupils and the teachers, whether from catching up on lessons missed or reinforcing the positive behaviour required to maintain their place in SoR.

The school has also seen the benefits of SoR status. They are only one of two state schools in Edinburgh that can field a team in every year group from S1 to sixth year. The status has *“brought a buzz about the place and elevated rugby again within the school”*.

It has also brought together different subjects and teachers. For example when the pupils design and deliver a project, e.g. a media project with lecture in journalism linked to coverage of a sports event.

### What challenges have there been?

The challenges have been limited to logistics and cost of organising travel to games and in particular identifying competitive fixtures for the girls’ team.

They have excellent resources from Scottish Rugby but occasionally struggle to develop and build on the class-based materials.

They also need to schedule in FMS testing within the calendar of events so that they have access to the required spaces and can undertake the activity and submit the data and relevant points in the year.

### What does the school hope to achieve in the future?

The school wants to build on the strong foundation that SoR has given them and explore opportunities to continue their involvement in rugby for those pupils entering their senior phase of education.

### What has worked well about being a School of Rugby?

The access to qualified staff and quality teaching materials has led to a comprehensive programme that is benefiting individual pupils and the whole school. This is reinforced by the opportunities to play competitive games, participate in events involving professional players and rugby role models.