

Evaluation of the CashBack Schools of Rugby Programme 2017-18 (Year 1)

A Report for Scottish Rugby



 Social Research

 Service Design & Innovation

 Strategy & Collaboration

 Evaluation Support

 Social Impact Measurement

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1: Introduction

This report describes the impact of the CashBack Schools of Rugby programme in 2017/18, the first of a three-year programme.

Scottish Rugby

Scottish Rugby is the governing body for rugby union in Scotland. It facilitates the growth of the game to enable it to flourish in a manner that fits Scottish Rugby values.

Scottish Rugby's core values are leadership, engagement, achievement, enjoyment and respect. It adopts the World Rugby Code of Conduct, which must be followed, by all clubs, coaches, players, match officials and any others connected with the game of rugby in Scotland.

Scottish Rugby has a focus on five key policy initiatives that support its strategic plans and objectives:

- Academies – raising the standard of elite play by providing a strong and reliable flow of the best young talent into professional clubs, Scotland national teams and the upper reaches of the club structure.
- Coaching Pathways – creating a development pathway for high performance coaching linked with the Scottish Rugby Academy, to increase the standard and number of professional coaches.
- Clubs – focusing on the domestic club game, strengthening support for league clubs and further developing the semi-professional club game to foster competitiveness in line with the rest of the UK.
- Schools – encouraging state schools in Scotland to play more extracurricular rugby, to introduce rugby as a curriculum subject within school PE and to support club youth sections.

- The Women's Game – developing new initiatives to recruit new female players and teams and to improve the performance of international women's teams.

It is Scottish Rugby's policy that barriers to participation in rugby – real or perceived – are removed. Scottish Rugby is committed to developing processes, practices and plans to ensure that rugby is open to all. It was awarded Intermediate Level in July 2014 under the Equality Standard: A Framework for Sport¹.

Scottish Rugby's Equality Action Plan 2017-2020 focuses on six key goals, including improving research into under-represented groups and understanding the issues and barriers faced by those groups, increasing access for under-represented groups and raising awareness and understanding of equality of all involved in Scottish Rugby through recruitment, training and education.

CashBack for Communities

CashBack for Communities is a Scottish Government programme that takes money seized from criminals under the Proceeds of Crime Act 2002 and invests it in young people.

¹ Equality Standard for Sport: the Standard is owned by the five Sports Councils through the Sports Councils Equality Group (SCEG).



Since 2008, £92 million has been committed to community initiatives to improve the quality of life of young people across Scotland. To date, almost two million activities and opportunities have been delivered for young people.

CashBack for Communities is now in its fourth phase (1 April 2017 to 31 March 2020), with an increased focus on tackling Scotland's inequalities. It aims to do this by raising the attainment, ambitions and aspirations of young people who are disadvantaged because of where they live, being unemployed, not in education or training, being excluded or at risk of exclusion from school, or being at risk of involving in anti-social behaviour, offending or reoffending.

Scottish Rugby has been a CashBack for Communities delivery partner since the programme began in 2008.

The CashBack Logic Model

The CashBack for Communities Logic Model sets out the short, medium and long-term outcomes that the Scottish Government wants to achieve with the funding.

All funded projects need to contribute to the four mandatory CashBack for Communities outcomes:

- Outcome 1: Young people build their capacity and confidence
- Outcome 2: Young people develop their physical and personal skills
- Outcome 3: Young people's behaviours and aspirations change positively
- Outcome 4: Young people's wellbeing improves

Additionally, projects could select one or more outcomes from the five optional outcomes:

- Outcome 5: School attendance and attainment increases
- Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)
- Outcome 7: Young people participate in positive activity
- Outcome 8: Young people are diverted from criminal behaviour or involvement with the criminal justice system
- Outcome 9: Young people contribute positively to their communities

Each outcome has associated measurements and indicators, to enable delivery partners to track progress and measure impact. Organisations select the most relevant outcomes for their programmes.

CashBack Schools of Rugby

CashBack Schools of Rugby is a Sport for Change programme that targets young people disadvantaged by living in areas of deprivation, being excluded or at risk of exclusion from school, and being at risk of involvement in anti-social behaviour, offending or reoffending.

The programme works with young people aged between 10 to 17 years old and aims to engage with 4,500 participants over three years.



CashBack Schools of Rugby involves 15 secondary schools in some of the most deprived areas of Scotland. The programme is designed to provide new opportunities, build the capacity and confidence of disadvantaged young people and support them to develop physical and personal skills.

Scottish Rugby selected six CashBack for Communities outcomes from the Logic Model:

- Outcome 1: Young people build their capacity and confidence
- Outcome 2: Young people develop their physical and personal skills
- Outcome 3: Young people’s behaviours and aspirations change positively
- Outcome 4: Young people’s wellbeing improves
- Outcome 5: School attendance and attainment increases
- Outcome 7: Young people participate in positive activity

Research Methodology

The research was carried out by Social Value Lab between May 2017 and May 2018. In this year, we focused our qualitative research on seven schools: Falkirk High School, St Thomas Aquinas Secondary School (Glasgow), Coatbridge High School, Hawick High School, Smithycroft High School (Glasgow), Auckinleck High School (East Ayrshire) and Maxwelltown High School (Dumfries & Galloway). It was based on a mixed methods research design that involved several stages:

- Development of an outcomes framework and data collection plan based on the Schools of Rugby Logic Model achieved through an evaluation workshop with Scottish Rugby programme staff, facilitated by Social Value Lab.
- Support with the development of self-evaluation surveys to measure the progress of young people towards the CashBack outcomes.

- **Self-valuation surveys juniors** – analysis of self-evaluation surveys for the junior phase pupils (S1-3) participating in the Schools of Rugby programme (223 responses)².
- **Self-evaluation surveys seniors** – analysis of the self-evaluation survey for the senior phase pupils (S4-6) participating in the Schools of Rugby programme (25 responses)³.
- **Parent-carer survey** – An online and paper survey for the parent/carers of the young people participating in the junior and senior phases of the Schools of Rugby programme (156 responses).
- **School Stakeholder Survey** – A survey administered to Rugby Leads, coaches, relevant teachers and senior management staff of the 15 participating schools (54 responses).
- **Young People interviews** - semi-structured interviews with 14 young people taking part in the Schools of Rugby programme across seven schools.
- **Focus Groups** – 20 focus groups with 132 participants in seven participating schools.
- **Case Studies** – six impact case studies telling the story of young people taking part in the programme, based on interviews with the young people.
- **Rugby Leads interviews** – semi-structured interviews with seven Rugby Leads of seven participating schools.
- **Rugby coaches interviews** – semi-structured interviews with six coaches of four participating schools.
- **Senior management interviews** – semi-structured interviews with six (Deputy) Head Teachers of five participating schools.

² In total, we received 346 responses; we have discarded 123 that were invalid.

³ In total, we received 42 responses; we have discarded 17 that were invalid.

2: Programme Impact

This section describes the impact of CashBack Schools of Rugby programme on participating pupils. The data in this section are taken from the self-evaluation questionnaires, interviews and focus groups with pupils, a survey and interviews with school staff and a parent and carers survey.

Scope and reach

The Schools of Rugby programme was delivered to 15 schools across Scotland. In total, the programme has worked with 2,865 pupils:

- 823 primary school pupils who attend a feeder school to one of the 15 secondary schools. These primary school pupils have not been included in this research.
- 1,875 junior phase pupils (S1-3) who attend one of the 15 participating high schools, of which 1,772 attended the curricular rugby programme. Of these an estimated 648 participated in the extended programme throughout the year, the remaining 1,124 just took part in the 4-6 week block of rugby during PE.
- 164 senior phase pupils (S4-6) attend one of the 11 participating high schools with a secondary rugby programme, of which 106⁴ attended the curricular rugby programme. Of these an estimated 84 participated in the extended programme throughout the year, the remaining 51 just took part in the 4-6 week block of rugby during PE.

This study is reporting on the research undertaken with high school pupils that attended the extended curricular programme: 648 juniors and 84 seniors. The outcomes are then extrapolated up to represent all those involved in the CashBack Schools of Rugby programme.

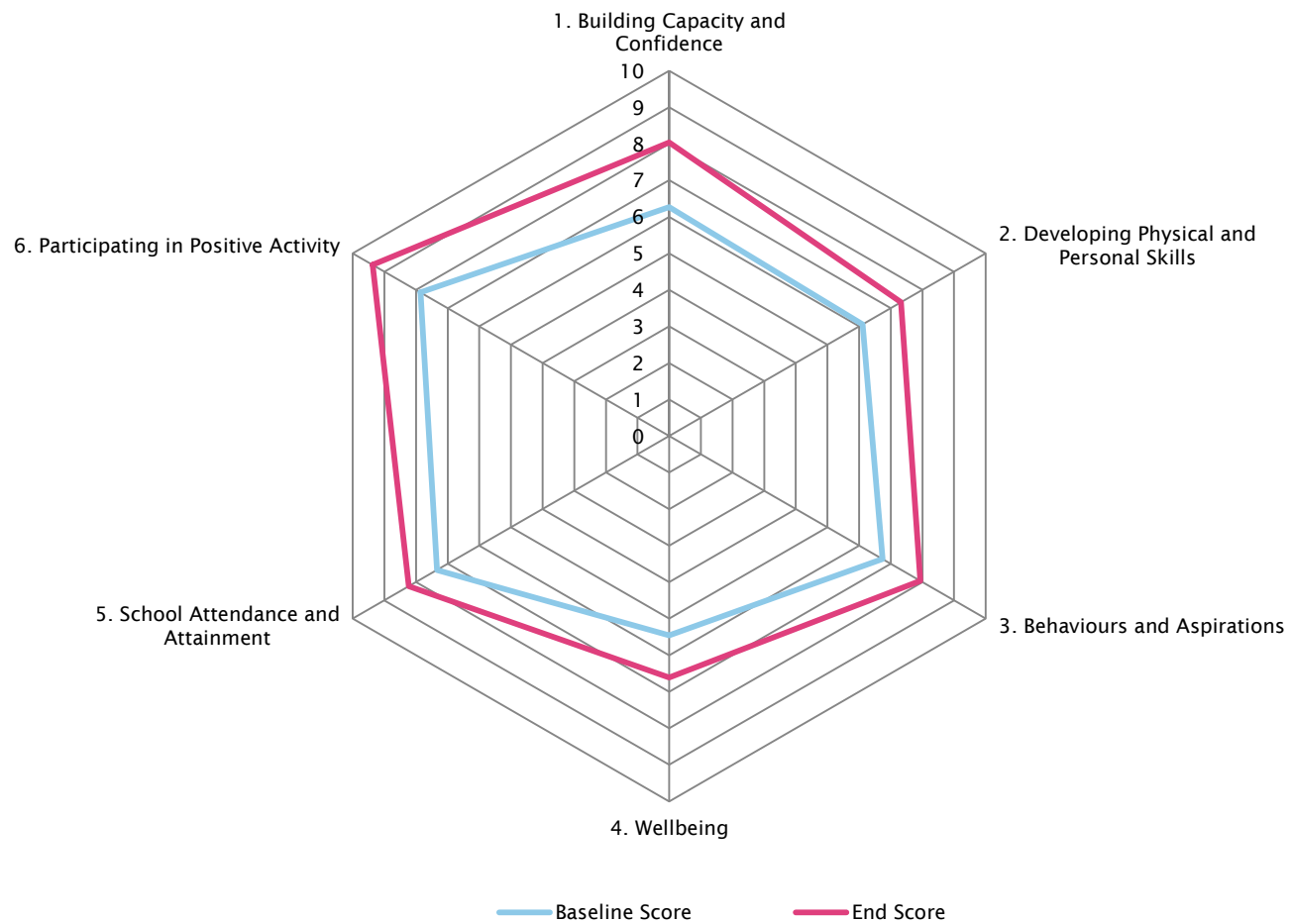
Progress towards CashBack for Communities Outcomes

Figure 2.1 (overleaf) shows that the Schools of Rugby programme has made significant progress towards all six agreed CashBack for Communities outcomes.

Figure 2.1 demonstrates both that those outcomes have been achieved and the extent to which on average the young people have increased that particular outcome. Increases vary from an 18% increase in behaviour and aspirations (from an average of 6.7 on a scale of 1-10 before the start of the programme to 7.9 at the end of the programme) to a 28% increase in capacity and confidence (from 6.3 to 8.0).

⁴ Hawick High School does not have a curricular programme. For the purpose of this report, we have included the 37 young people that followed the 'curricular programme' outside school hours in the total number of curricular pupils.

Figure 2.1: Progress towards CashBack Outcomes



Outcome 1: Increased capacity and confidence

The majority of both young people (83%) and other stakeholders (96%) reported an increase in confidence in the young people, exceeding the agreed targets. The indicators of increased capacity, feeling able to do new things (65%) was slightly under target and doing new things (91%) exceeding the target, while the third indicator of increased capacity, seniors working with juniors (88%), also exceed the agreed target.

SUMMARY EVIDENCE OUTCOME 1			
Number of young people	%		Target
2,378	83%	Young people report increased confidence	75%
		<ul style="list-style-type: none"> 81% of junior pupils report increased confidence 96% of senior pupils report increased confidence 	
1,862	65%	Young people report feeling able to do new things	75%
		<ul style="list-style-type: none"> 66% of junior pupils report feeling able to do new things 61% of senior pupils report feeling able to do new things 	
2,607	91%	Young people go on to do new things after Schools of Rugby	75%
2,521	88%	Senior pupils work with junior people	75%
2,750	96%	Other stakeholders report increased confidence	75%
		<ul style="list-style-type: none"> 96% of schools report increased confidence of young people 95% of parent/carers report increased confidence of young people 	



Young people's perspectives

Self-evaluation

Most young people (83%) reported an increase in confidence from their participation in the Schools of Rugby programme, exceeding the agreed CashBack for Communities target.

We asked young people to rate themselves on a scale of 1-10 against various statements at the end of the programme compared to the score when they started the programme. Figure 2.X shows the extent of which young people have increased their confidence throughout the programme, which is with a 38% and 27% increase respectively, considerable for both statements.

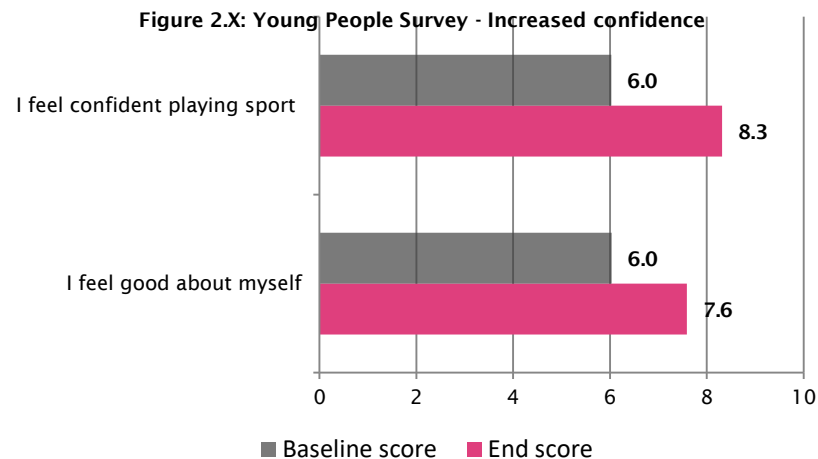
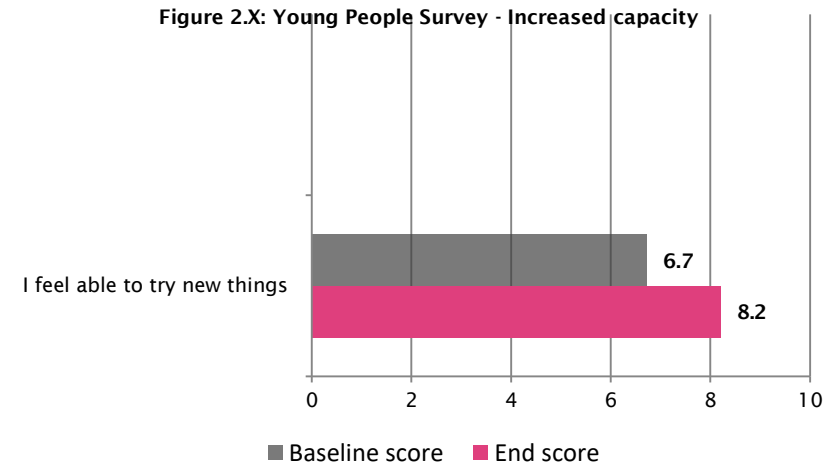


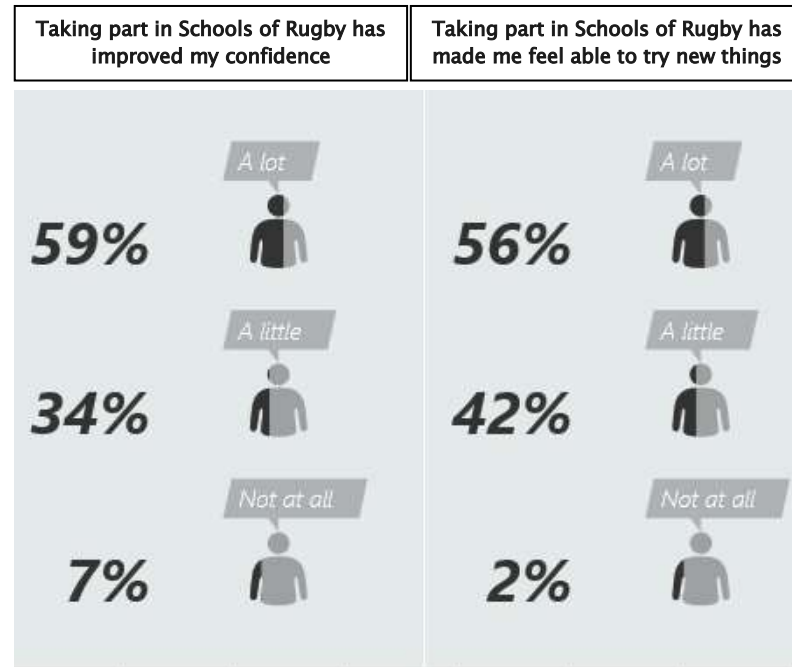
Figure 2.X shows the same for the statement relating to 'increased capacity'.



Views of young people

Young people attending the focus groups reported an increase in confidence (93%), of which almost three out of five (59%) said that their confidence has increased a lot.

Almost all focus group participants (98%) stated an increased capacity, of which 56% said their capacity has increased a lot.



Increased confidence

Young people that were consulted mentioned to be less shy and more assertive. They said that the confidence gained from learning new skills, being part of a team and representing their school in games made it easier to speak to others and to speak in front of a group.

"My hand is always up, I'm not afraid to ask for help anymore."

"I am not scared to do other things anymore."

"Now, when I'm sitting in class, I feel like I can ask questions, not nervous to say I don't understand."

One consultee said that when she is speaking in front of the class, for example answering questions, she pictures the pitch, where she feels most comfortable speaking in front of a group.

"I used to be shy, but the programme has helped with that."

"I talk to people that I wouldn't have before."

Another young person said that her best friend has noticed on her increase in confidence in her trying new things, standing up for herself and defending her opinion.

Young people also got confidence from being involved in a physical contact sport like rugby. Learning game-related skills (e.g. tackling, scrumming) was felt to build up confidence. Some said that they had become more confident playing other teams, which was intimidating when they started the programme.

"You get more confident when you are playing a rough sport."

"I was scared when I first joined; too scared to tackle, but now I know it is not so bad."

Some young people said that being involved in a new sport, made them realise that they were able to learn new things.

"I have learned that I can learn new things."

Also coaching other pupils and being asked to help out in running the rugby programme was seen as a confidence booster. Pupils said that they learned to improvise and use their initiative from coaching.

Becoming healthier and fitter and losing weight has helped to improve the body image of some young people, which helped to increase confidence. One young person told that she would not run in front of others, which has changed because of playing rugby.

"I feel more comfortable wearing skirts and tops with shorter sleeves."

"I was a wee shy boy, and didn't like the way I felt. Now I'm more confident and open as a person."

Increased capacity

Almost all young people mentioned an increase in their capability and capacity to play rugby. Some young people have joined their local rugby club.

The young people, playing rugby for the first time, said that having experienced a new thing and liking it, has made them try more new things, within and outwith school.

Other things that young people tried include: other sports, running, joining a gym, coaching, playing a musical instrument and drama.

"The programme has made me want to try new things."

"Anything that I can have a go at, I will because I have the capability."

"It helped me challenge myself, I know now that I can do it."

"In S1 I felt scared to go anywhere, but the programme has given me the confidence to go out and do things independently."

"Before I wouldn't try stuff, I wasn't confident enough to give it a go."

One young person told that being part of Schools of Rugby gave her the belief in herself to audition for a theatre production.

"I wouldn't have done it before, but rugby helped me go for it. The scariest thing I've ever done in my life."

Another young person revealed that playing rugby has helped him to successfully run as a Student Council representative.

Being involved in coaching and being a Rugby Ambassador has made some seniors more capable. One young person said that coaching has made her more observant, which made her more patient with her sibling and made it easier to babysit him.

Many young people mentioned that they were less scary of making mistakes, which made it easier for them to try new things.

"We always learn from mistakes; they are not viewed as negative."

"You don't need to be amazing at it to do it."

School's perspectives

Almost all school staff involved with the Schools of Rugby programme (96%) thought that at least 75% of all participating young people has increased their confidence.

School staff noticed pupils acting more confident, pupils finding it easier to talk to others and being more outgoing.



Figure 2.X - School Stakeholder Survey - Increased confidence pupils

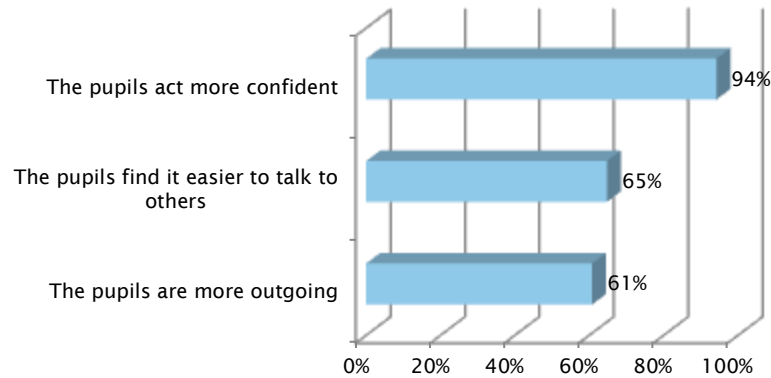
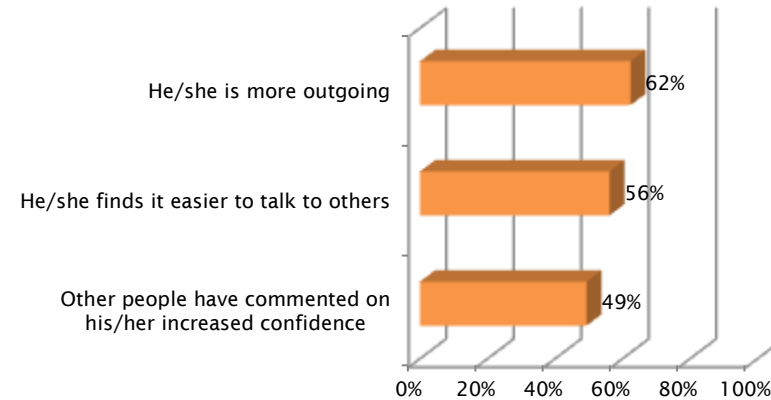


Figure 2.X: Parent/Carer Survey - Increased confidence



Teachers see the newly gained confidence of young people transfer from the rugby pitch into the classroom.

"I have seen the pupils become more confident in the classroom too."

"I work specifically with pupils with ASN requirements and in my opinion they also appear more focussed and polite, willing to participate in more group work."

Parent/carers perspectives

Almost all parent/carers (95%) saw evidence of an increased confidence in the young people.

When asked what the signs of this increased confidence were, parent/carers mentioned the young person to be more outgoing (62%), found it easier to talk to people they didn't know (56%) and other people have commented to them about the young person's increased confidence (49%).

"We as parents have also noticed in his confidence and his interaction as a member of a team."

"He is more confident talking with adults through developing relationship with coach and staff at PE department at school."

"He is physically healthier so feels better in himself too."

"He has benefitted from feeling that he is a part of something important. He has benefitted from feeling competent."

"As well as playing in 4th year my son was asked to help with 1st year's rugby and this has helped his confidence."

"He has learnt to develop relationships with coaching staff which I think has given him confidence talking to other teaching staff at school."

The vast majority of parents/carers (89%) thought that young people were more likely to try new things as a result of being part of Schools of Rugby, confirming the young people's responses.



"He is more assertive and confident and taking on leadership roles."

"He has more confidence in his own physical ability; a bit braver too."



Outcome 2: Increased physical and personal skills

Almost all young people (92%) and other stakeholders (99%) reported an increase in skills, exceeding the agreed targets. The additional skills agreed for seniors (88%) were also above target. The percentage of senior pupils achieving an SQA Level 4 Award (52%) was below the agreed target.

SUMMARY EVIDENCE OUTCOME 2			
Number of young people	%		Target
2,636	92%	Young people report increased skills	75%
		<ul style="list-style-type: none"> 91% of junior pupils report increased skills 96% of senior pupils report increased skills 	
2,321	81%	Senior pupils report additional increased skills	75%
1,490	52%	Senior pupils achieved SQA Level 4 Award	75%
2,836	99%	Other stakeholders report increased skills of young people	75%
		<ul style="list-style-type: none"> 100% of schools report increased skills of young people 98% of parent/carers report increased skills of young people 	



Young people’s perspectives

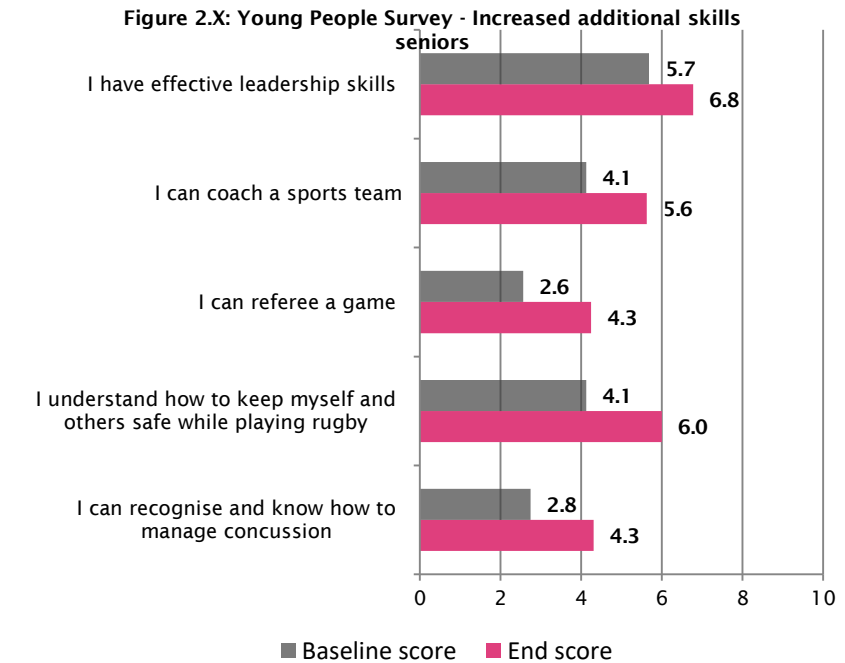
Self-evaluation

Figure 2.X shows the range of increased skills and the extent to which they have increased.

Almost all young people (92%) reported an increase in their personal and physical skills, well over the agreed target.

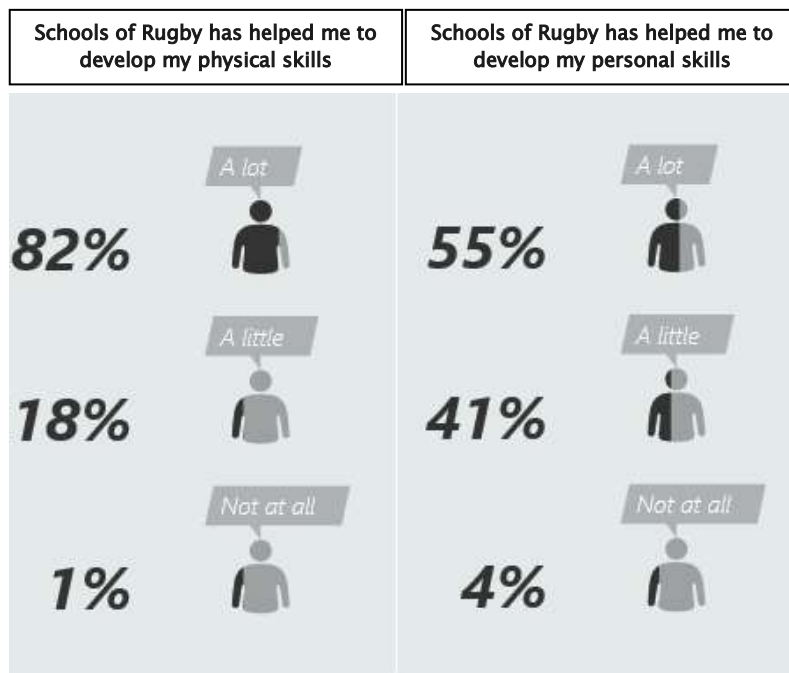


For senior pupils there is a CashBack target for additional skills. Figure 2.X shows that, although starting from a considerable lower baseline, these have improved significantly.



Views of young people

Focus group participants also overwhelmingly reported an increase in physical (99%) and personal skills (96%).



Physical skills

The young people consulted all acknowledged an increase in their physical skills. These included rugby-specific skills, such as tackling, scrumming and passing, but also more general physical skills, including speed, agility, reflexes, co-ordination, spatial awareness, stamina, observation and concentration.

"I could never run at all before."

"Rugby worked my mind; I had to pay attention to my surroundings and footwork, which has definitely helped with my concentration."

Young people also reported an increased knowledge of their body and increased knowledge about nutrition.

"I watch what I eat now."

Personal skills

Young people also noticed an increase in a range of personal skills. Through being captain, which rotated between all team members in most schools, and through coaching young people developed their leadership skills.

"I have to tell them what to do."

"My leadership skills come through in other classes and school projects."

"There are judgements I have to make about positioning, which gave me practice of making decisions under pressure and time constraints."

Young people also improved their communication skills, on the pitch, and this also transferred to school, home and communication with their friends.

"We have to speak out, which I didn't like doing before."

"You have to learn the right words and phrases, to give your team the advantage."

"Now when there is group work at school, I feel better talking to them."

"In social work studies you have to debate and try getting your point across."

Young people recognised that getting praise boosts morale and therefore achievement, so they started to praise each other more.

Being involved in a team sport has increased young people’s team-working skills. Young people realised that in order to win games, you need to work together as a team.

“Everybody has to be fair to each other so that the team works.”

“I’m less stubborn.”

“I’m more patient.”

By playing rugby, young people were trained to think on their feet, which improved their decision-making skills. Some young people stated that this has helped them in tests and exams.

“It makes you think and respond faster.”

“During a game you only get a few seconds to decide, you can’t hesitate.”

The programme has also helped young people with organisational and time management skills.

“I need to organise and manage my kit.”

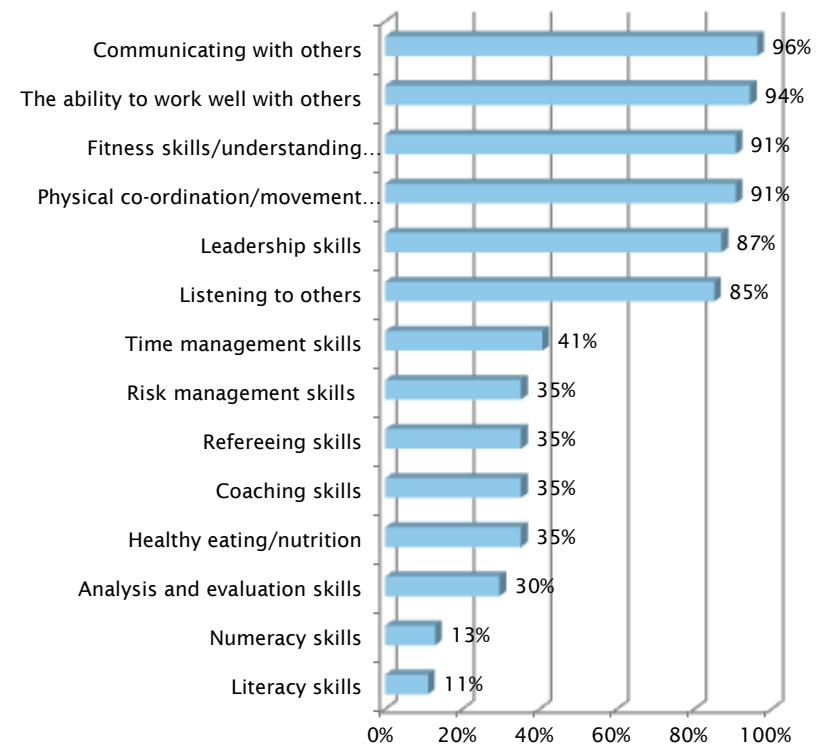
One young person told how rugby had improved his problem solving skills. The coaches first taught him one way to tackle and then kind of left him to figure out the other ways to do it and in which situations they work best. He says that this has also informed how he works in class, with some subjects, such as English. He thinks that he learns better when left thinking about it myself.

School’s perspectives

All school representatives (100%) report an increase in skills for the young people that participated in the programme.

Teachers and other school staff mentioned a range of physical and personal skills, including skills related to the sport of rugby, such as fitness, movement, coaching and refereeing skills, as well as personal skills, including communication, teamwork and leadership skills.

Figure 2.X: School Stakeholder Survey - Increased skills





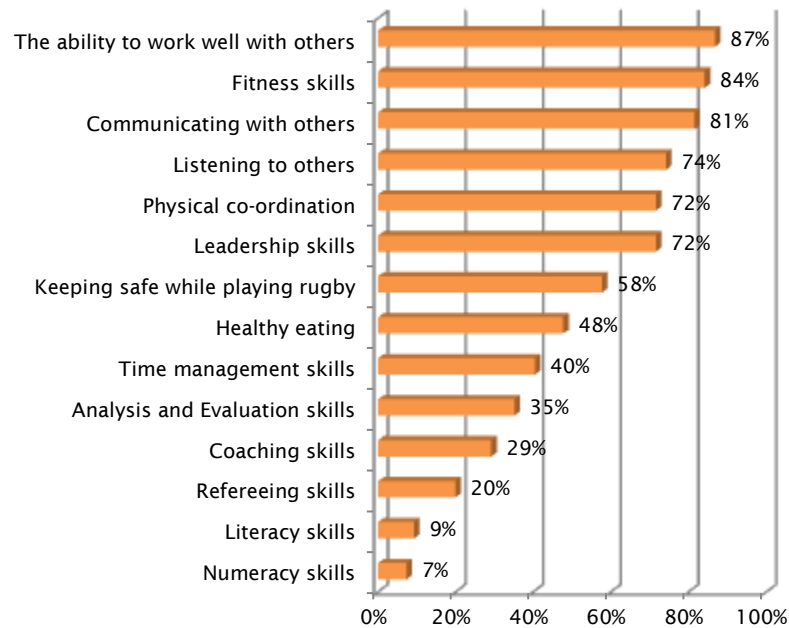
“Young people develop their personal skills that propel them forward in the workplace. Respect, commitment, self-esteem, confidence, team work and communication are cornerstone personal attributes that employers advise are highly valued when recruiting new staff.”

Parent/carers perspectives

Almost all parents/carers 98%) said that the young people had learned new skills whilst being part of the Schools of Rugby programme.

Parent/Carers mentioned a range of skills. Most mentioned were teamwork (87%), fitness skills (84%) and communication skills (81%).

Figure 2.X: Parent/Carer Survey: Increased skills



“It is great being part of the program and part of the team and learning more skills.”

“Teambuilding and confidence building skills improved all round. Thank you.”

“Thoroughly enjoys school of rugby programme, it helped and improved not only rugby skills but skills in other areas.”

“It is an extremely valuable program which [...] and [...] have enthusiastically enjoyed structure and input focussed on skills, which have had a positive effect, reinforcing effort, attitude and approach in all aspects of life. Thanks.”

“Being able to understand that all players no matter their ability can contribute to the team.”

“My child finds it easier to mix with others.”



Outcome 3: Improved behaviours and aspirations

Young people aspirations increased (69%), slightly below target, however, 79% of other stakeholders noticed an increased aspiration. Young people (84%) and other stakeholders notices (84%) positive changes in behaviour, exceeding the agreed targets. More than half of young people participating (56%) represented their school in a game.

SUMMARY EVIDENCE OUTCOME 3			
Number of Young People	%		Target
1,977	69%	Young people report increased aspirations	75%
		<ul style="list-style-type: none"> 68% of junior pupils report increased aspirations 83% of senior pupils report increased aspirations 	
2,407	84%	Young people report positive changes in behaviour	75%
		<ul style="list-style-type: none"> 85% of junior pupils report positive changes in behaviour 78% of senior pupils report positive changes in behaviour 	
1,604	56%	Young people represented their school in a game of rugby against another school	100%
2,263	79%	Other stakeholders report increased aspirations	75%
		<ul style="list-style-type: none"> 84% of schools report increased aspirations 73% of parent/carers report increased aspirations 	
2,292	80%	Other stakeholders report positive changes in behaviour	75%
		<ul style="list-style-type: none"> 87% of schools report positive changes in behaviour 73% of parent/carers report positive changes in behaviour 	



Young people's perspectives

Self-evaluation

84% of Schools of Rugby participants reported that their behaviours had changed positively because of the programme, which exceeds the agreed CashBack for Communities target.

We asked young people to rate themselves on a scale from 1 – 10 against various statements related to behaviour change at the start of the programme, and at the end of the programme. This demonstrates their perceptions of how their behaviours changed over the course of the programme. Figure 2.X illustrates the extent to which young people stated their aspirations increased.

Figure 2.X shows the extent to which young people felt they have increased their behaviour.

Figure 2.X: Young People Survey - Improved behaviour



"I don't do illegal things anymore."

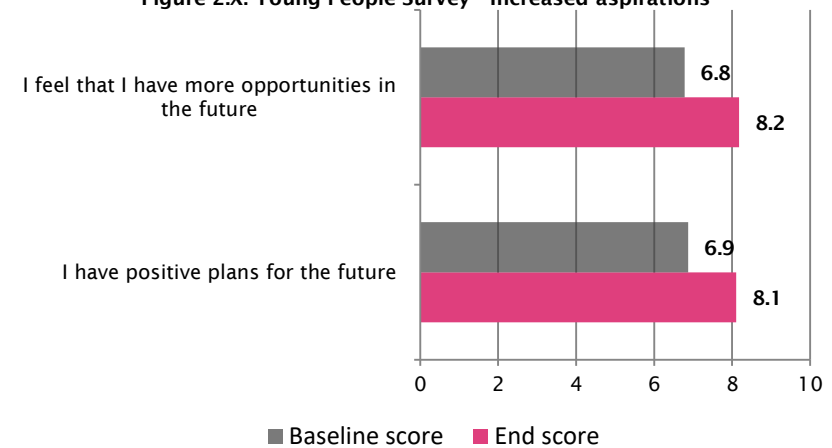
"If I get in trouble I will get kicked out."

"I help my parents with things in the house."

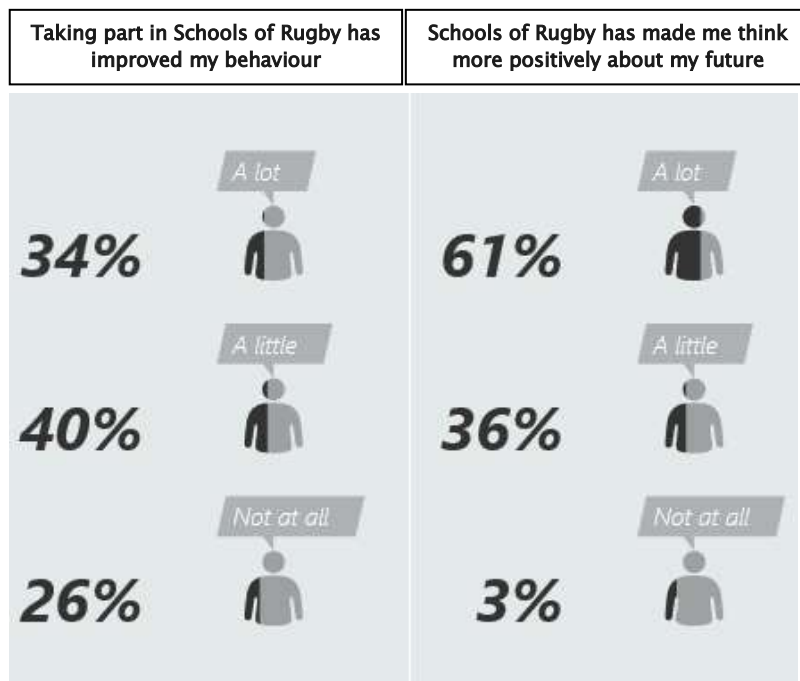
69% of young people reported increased aspirations because of the programme, which is slightly below target. However, while 68% of junior participants said that their aspirations for the future had increased, 83% of senior participants reported an increase in aspirations – which exceeds the CashBack for Communities target.

Young people rated themselves on a scale of 1 – 10 against aspiration-related statements.

Figure 2.X: Young People Survey - Increased aspirations



Views of young people



Almost three quarters (74%) of focus group participants said that taking part in Schools of Rugby improved their behaviour, or which a third (34%) reported that their behaviour had improved a lot.

Almost all young people (97%) who attended focus groups reported that Schools of Rugby had made them think more positively about their future.

Improved behaviour

Young people told us in focus groups that they were taught to respect the coach, referee and other players, through the programme. This is a core value of Schools of Rugby instilled within participation from the beginning.

Young people talked about improving their ‘sportsmanship’ through the programme.

“We all learn about the rugby code of conduct.”

“It has made me feel more mature.”

Some young people said that as participants of Schools of Rugby, they were expected to be role models in their schools, and ambassadors for the game. For example, Schools of Rugby participants in some schools are expected to wear their blazers, to set a good example for other pupils.

“We aim to be good role models.”

“We are representing our school.”

A significant number of participants said that they were badly behaved before joining the programme, but it helped them learn to respect the rules of the game, respect others and think about how they behave. One young person talked about his anger issues, which the coach taught him techniques to control.

“I had my ups and downs before. It has made me think about my behaviour.”

Young people were aware of the impact of their negative behaviours towards others because of the programme. Some said that their behaviour towards competing teams had improved, they lost their temper less, were more disciplined and there were fewer clashes between players as a result of the programme. Some coaches encouraged this behaviour by pairing up players who did not get on well, to help them work better together.

“You learn to appreciate your teammates.”



"Whatever happens on the pitch stays on the pitch."

"When you're the teacher, you see how annoying it is when people don't listen."

Young people became more supportive of each other as a result of the programme. Mistakes made are team rather than individual responsibilities. Some said that they have developed more patience and an understanding that all players have different learning styles and capabilities. They also mentioned that attending sessions consistently was important, so they did not let their teammates down.

"It's a team effort."

Young people we spoke to were aware of the impact of misbehaving in school on their participation in the Schools of Rugby programme. In some schools, class teachers would inform the school rugby lead of any pupil misbehaviour and they risked missing training sessions, games or tournaments as a result. On rare occasions, some young people have been asked to leave the programme for behavioural reasons.

Some schools had introduced rugby behaviour cards, to monitor their behaviour during Schools of Rugby sessions. Pupils with these cards said that it made their behaviour improve.

"One person was kicked off the programme."

"You can't cross the line. I would rather be taking part."

"My anger has calmed down because I can take it out in a game. I can control it better."

Some young people talked about taking part in Schools of Rugby as a privilege, from which bad behaviour would exclude them. This also motivated them to behave better in other classes.

Increased aspirations

Young people talked about how they felt a sense of achievement from taking part in Schools of Rugby. Winning games made participants feel that they were achieving, which encouraged them to aspire to continue to win in the future.

"It makes me feel proud."

Many young people told us they wanted to continue taking part in Schools of Rugby for as long as they could. Some discussed the importance of being active and developing healthy habits, which would help them later in life.

Some young people talked about progressing to further study in the future, including sports and coaching courses at college and university.

"It's making me feel like I can achieve my goals. I feel more positive about the future."

"Our coach says dream high and don't give up."

Some young people discussed joining local rugby clubs or becoming professional rugby players in the future, because of taking part in the programme. Some also wanted to play other professional sports.

"This shows what you can do, even when you are young. But you have to work for it."

"I feel that I can achieve more. I didn't feel like that before."

Other young people also talked about what jobs they might like to do in the future, including PE teacher, personal trainer, accountant, engineer and Police Officer, influenced by the physical nature of the programme. Some said that Schools of Rugby had made them consider sports coaching as a career in the future.



"I feel like I have more options now. When my dad was younger he didn't have anything like this."

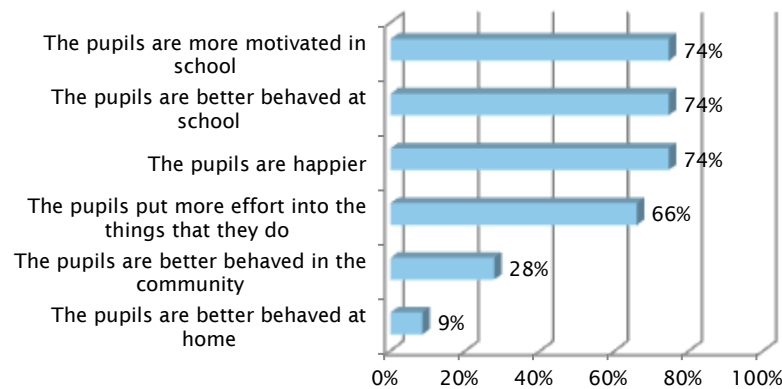
"It got me into sports and it is something I am passionate about. I don't want to sit in an office all day, I want to have a sporting career."

"The programme has widened my horizons."

School's perspectives

The majority of school representatives (86%) find that at least three-quarters of participating young people show improved behaviour.

Figure 2.X: School Stakeholder Survey - Improved behaviour pupils



Unsurprisingly, mostly teachers and other school staff saw significant improvements in the behaviour of young people within the school setting. Three quarters of school representatives (74%) mentioned that pupils seemed to be happier, more motivated and/or better behaved at school, and

two thirds (66%) experienced participating pupils putting more effort in the things they do at school.

"The pupils I teach Science to all appear more engaged in the topic and more confident in asking and answering questions."

"Schools of Rugby can be used to target pupils with behavioural issues."

Almost a third of school representatives commented on improved behaviour in the community and one in ten reports evidence of better behaviour at home.

Most school representatives (85%) also report evidence of increased aspirations with young people who take part in the Schools of Rugby programme.

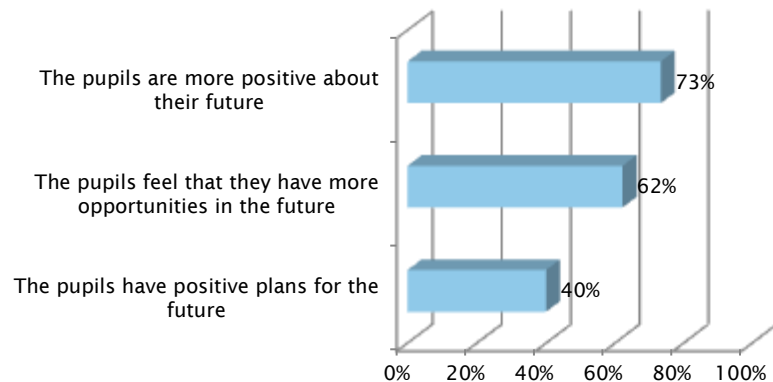
"The programme supports the whole school's behaviour systems and pupils are encouraged to work hard to ensure participation and success."

"The programme has been crucial to some kids' behaviour and has taught them boundaries and respect for other kids as well as coaches and teachers."

When asked to elaborate, school representatives mentioned pupils being more positive about their future, feeling having more opportunities and some have positive plans for their future.



Figure 2.X: School Stakeholder Survey - Increased aspirations pupils



“They have short and long term goals they are working towards and reviewing.”

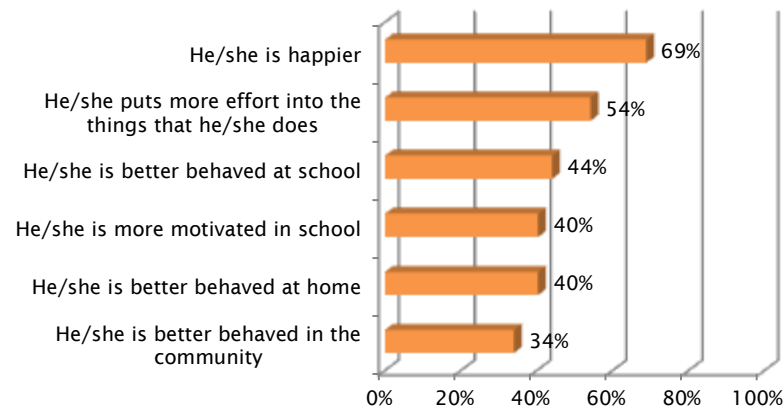
“The pupils feel more confident in their abilities and feel ready to try new things.”

Parent/carers perspectives

Almost three-quarters of parents/carers (73%) saw an improvement in the behaviour of the young people.

When asked to elaborate, parent/carers reported the young people being happier (69%), putting in more effort (54%) and better behaved at school (44%), at home (40%) and in the community (34%).

Figure 2.X: Parent/Carer Survey - Improved behaviour



“He is able to keep his frustration to himself and not take it out on the rugby pitch.”

“Behaviour at school and home has improved significantly.”

“More positive attitude with peers and not socially isolated being new to the area.”

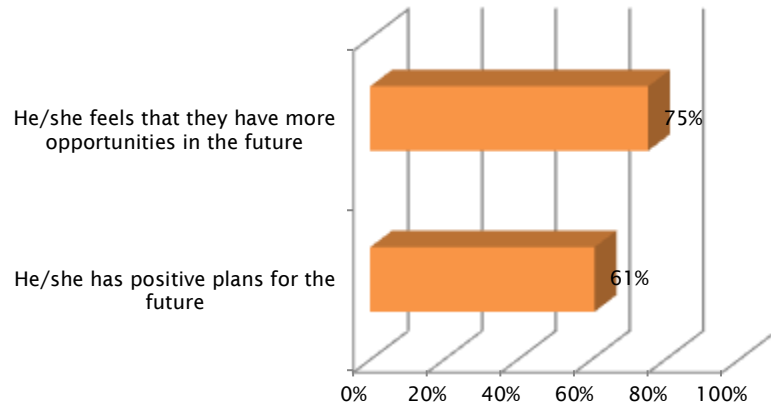
“Rugby has given her more of a focus.”

Parent/carers also commented on the aspirations of the young people. Almost three-quarters of parent/carers reported increased aspirations by the young people.

This was explained by young people feeling having more opportunities and having positive plans for the future.



Figure 2.X: Parent/Carer Survey - Increased aspirations



"He is more ambitious."

"He is influenced by positive role models."

"My child used to sit around the house playing on the computer eating lots of things that resulted on my child putting on weight. My child now is fit and healthy and eating sensibly and drinking water more than juice. I have seen a big change in my child and I am very proud of the young adult he is becoming due to his involvement in the rugby programme."

"This is a tremendously positive thing to bring into school. It gives no academic pupils something to aspire to and makes all participants fitter and more considerate to their fellow pupils and teammates."

"Great incentive to allow pupils to strive for excellence across all areas of the school curriculum."



Outcome 4: Increased wellbeing

Almost all young people (99%) and other stakeholders (96%) reported an increase in wellbeing against one or more of the SHANARRI⁵ indicators.

SUMMARY EVIDENCE OUTCOME 4			
Number of young people	%		Target
2,836	99%	Young people report improved wellbeing (SHANARRI)	75%
		<ul style="list-style-type: none"> 100% of junior pupils report increased wellbeing (SHANARRI) 92% of senior pupils report increased wellbeing (SHANARRI) 	
2,750	96%	Other stakeholders report increased wellbeing (SHANARRI) of young people	75%
		<ul style="list-style-type: none"> 100% of schools report increased wellbeing (SHANARRI) of young people 92% of parent/carers report increased wellbeing (SHANARRI) of young people 	

⁵ SHANARRI is an acronym for the wellbeing indicators developed by the Scottish Government as part of the Getting It Right For Every Child (GIRFEC) approach, embedded in the Children and Young People (Scotland) Act 2014. SHANARRI stands for: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.



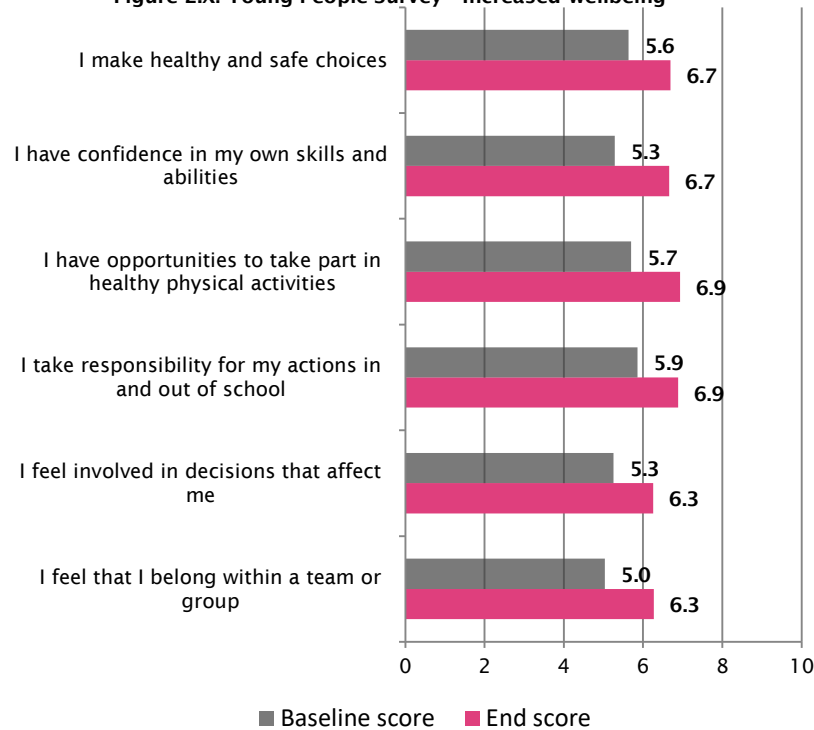
Young people's perspectives

Self-evaluation

Almost all young people (99%) reported improved wellbeing, measured against one or more of the relevant SHANARRI wellbeing indicators as a result of taking part in Schools of Rugby, well over the agreed target.

When asked, young people rated themselves on average higher at the end of the programme compared to when they started, showing the extent to which they achieved that outcome.

Figure 2.X: Young People Survey - Increased wellbeing



"I think of others before I act."

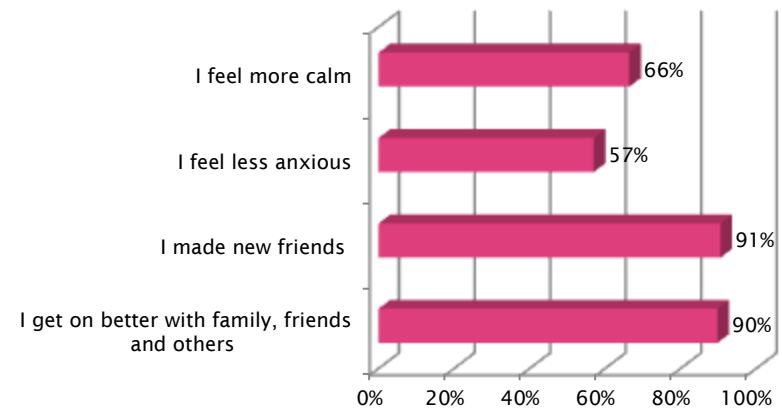
"I'm more responsible by not shouting and approaching people calmly at games"

"Things like not lying or that I do what I'm told."

"Being more well behaved and doing what's right."

Figure 2.x shows the number of young people that responded positive to the respective wellbeing statements. Young people indicated that most have made new friends (91%) and have better relationships with others (90%). Two-thirds (66%) were more calm and slightly less (57%) less anxious.

Figure 2.X: Young People Survey - Increased wellbeing



"I know what to do and not to do more now and that greater things come from responsibility."

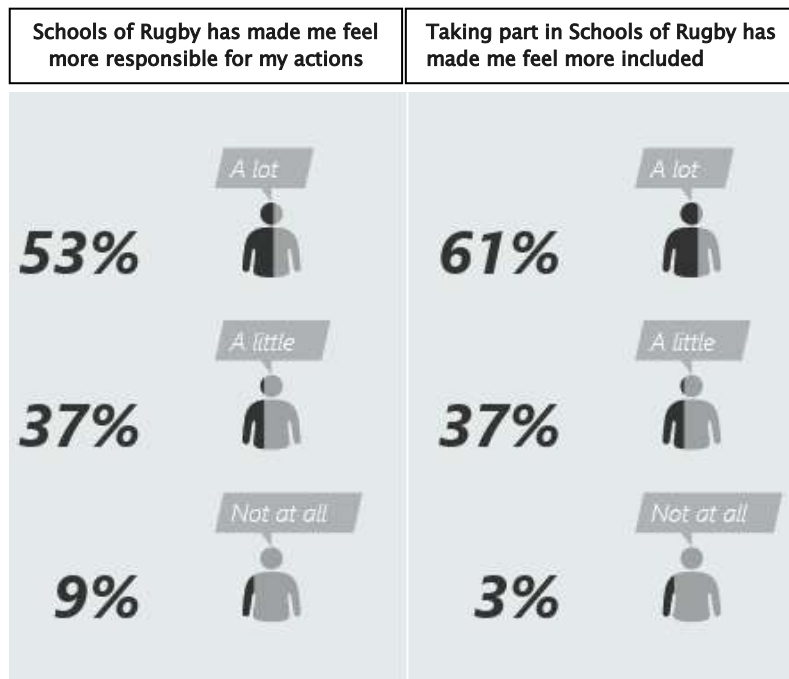
"By not doing stupid things."

"Behaving and looking after stuff."

"I know if i do something wrong out of school it could impact everything in the future."

Views of young people

Young people attending the focus group discussions overwhelmingly reported positive to the statements around wellbeing, with the vast majority (90%) reporting increased responsibility and increased inclusion (98%).



Safe

Young people acknowledged they learned about safety in playing rugby.

Some young people mentioned that because they became stronger, fitter and more confident, they also felt safer in the community.

"I'm less scared to go out at night."

Healthy

Young people reported a range of health benefits from their involvement in the programme, including increased fitness levels, more stamina, weight loss, healthy eating and healthier lifestyle choices.

"I have more stamina."

"I feel physically stronger."

"If you eat better, you play better."

"I have cut out loads of bad stuff."

Achieving

Young people got a strong feeling of achievement from the programme. Learning how to play competitive rugby and taking part in games, made them feel achieving in a sporting context.

"We do things that push us."

"This shows what you can do, even when you are young. But you have to work for it."

"I feel I can do more things."

"I feel that I can achieve more now. I didn't feel like that before."



Nurtured

This aspect of the SHANARRI wellbeing indicators is not relevant for the programme.

Active

Young people acknowledged that the programme made them more active. They said they spent less time indoors and behind a computer, and were more outdoors and active.

Young people also noticed that they were more active in their day-to-day life. Some were going to the gym regularly.

"I can walk further now."

"I'm more active in lunchtime."

"I don't want just sit and watch my tv."

"I like feeling strong, it makes me want to keep being active."

Respected

Young people said that they felt respected by their teammates.

"I feel respected by my teammates."

"I can trust the rugby girls."

They also felt that they received more respect from the rest of the school by being part of the programme. Being part of the Schools of Rugby team enhanced their reputation and brought a sense of pride.

"The kit gives us a team identity."

"We're known for the right reasons; we're trusted by the teachers."

"More people ask me questions, like 'how do you do this?'. They feel they can learn from me."

"Teachers have noticed us, that makes you feel pretty good."

"I've changed a lot; teachers respect me a bit more. I'm a better me."

"People are seeing you do good things."

Being asked by teachers to help during the programme gave young people the feeling that they were respected.

"We get asked to do more in the PE department."

Responsible

By taking part in a team sport young people realised that they were equally responsible for their team's performance. They learned that their actions had an impact on others. For example, not turning up for training or not remembering their kit, meant that others might not be able to play.

"If you do something wrong, it will come back to all of us."

"There are consequences for others."

"In my first match, my friend got badly injured because I wasn't at his side. I took it really hard, I felt responsible."

Young people felt responsible for their teammates and looked out for them, in and out of rugby sessions. They learned how to recognise signs of injury and concussion, and to alert others to it.

"I check on my teammates."

Young people were strongly aware that they had to act responsibly on and off the pitch. Most schools had a policy of exclusion from training and games due to excessive misbehaviour.

"You might get kicked off the programme."

"If I misbehave, I might not be able to continue. It would be quite sad not to go, you feel like you're missing out."

Young people realised that they were role models for other pupils, which made them act more responsibly.

"I feel a lot more responsible, in school and out in public. When I'm out with my friends, I'm more aware of the consequences of actions, like on the pitch. I'm less likely to muck about in the street."

Many young people said that they learned to take responsibility for their own actions through the programme, and this resulted in becoming more honest with themselves and others.

"When I make a mistake, it's no one else's fault but mine."

"In primary, I just blamed the other person. But now I say I'm sorry and I'll get it right the next time."

"I have the maturity to own up to my mistakes now."

"It's made me more honest."

Included

Young people said they felt more included in their schools because of the programme. Taking part in the programme made it easier for some to talk to others and make new friends.

"It's like a community."

"I got to know loads of people."

"You never feel left out."

In particular, the programme played a key role for young people transitioning from primary to secondary school.

"At the start of S1 I didn't speak. Rugby helped me make friends with people I didn't really speak to before."

"There were smiles on their faces and we were laughing. They were just like 'we all know what it is like on the first day.'"

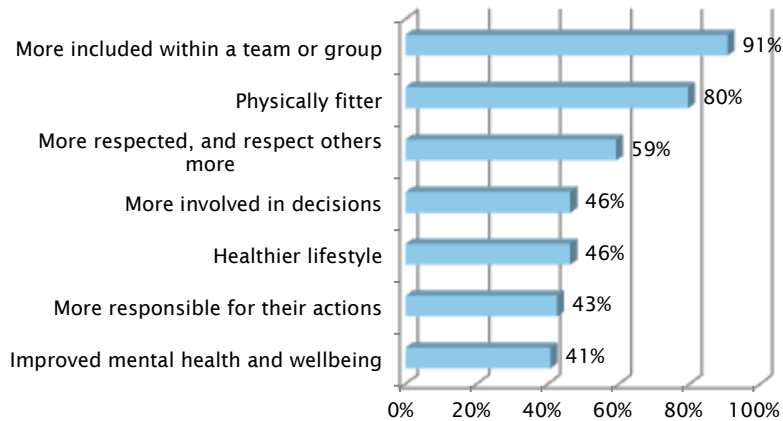
Young people also mentioned that being part of a team improved relationships between year groups.

School's perspectives

All school representatives (100%) thought that the Schools of Rugby programme had improved wellbeing for at least three quarters of the pupils.



Figure 2.X: School Stakeholder Survey - Increased wellbeing (SHANARRI)



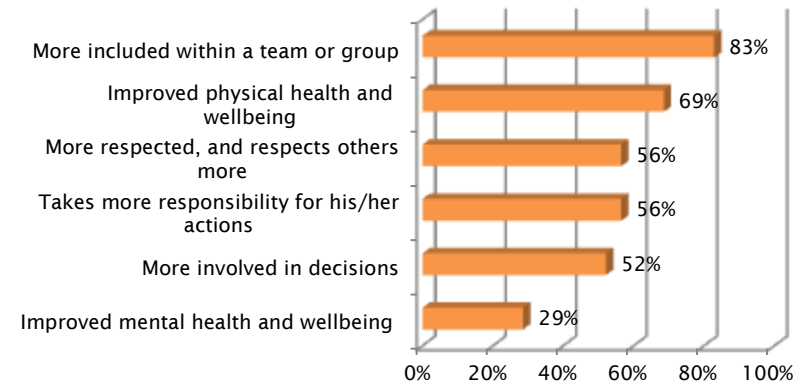
School representatives reported progress against a number of SHANARRI indicators:

- **Healthy:** physically fitter (80%), healthier lifestyle (46%) and increased mental health (41%).
- **Active:** physically fitter (80%) and healthier lifestyle (46%).
- **Respected:** Feeling more respected and respecting others more (59%).
- **Responsible:** More responsible for their actions in and out of school (43%).
- **Included:** more included in a team or group (90%) and more involved in decision making (46%).

Parent/carers perspectives

Almost all parent and carers (92%) noticed an increased wellbeing of the young people as a result of taking part in the Schools of Rugby programme.

Figure 2.X: Parent/Carer Survey - Increased wellbeing (SHANARRI)



Parent and carers reported increases against several SHANARRI indicators:

- **Healthy** - Improved physical (69%) and mental (29%) health and wellbeing.
- **Respected** - More respected and respect others more (56%), and more involved in decisions (52%).
- **Responsible** - Take more responsibility for their actions (56%).
- **Included** - More included within a team or group (83%).

"It has brought a group of boys together at different times on a daily basis that has brought the group together as friends."



"Being part of the programme has required commitment and discipline. It has encouraged respect for others, a sense of belonging being part of a team"

"He pushes himself to succeed when picked for the year above games. He has respect for the other team players and formed bonds/friendships."

"School of Rugby has been great for [...], he thoroughly enjoys it and teaches discipline and respect."

"The school of rugby has been great for my son he is now very active and has more respect."

"Being part of the School of Rugby has been a positive thing for my son. The thing about rugby is, there is always a place for kids in the team, it is very inclusive, unlike other sports. So, for a child who is quiet and lacking in confidence like my son, he is still included and this helps him gain confidence."

"This programme has helped my son integrate into school life, make friends and generally feel more accepted which is a great leap for a child with autism."

"I think being part of the School of Rugby gives him a sense of pride within the school, he feels part of something and that has been a long time coming for my son in his school experience."

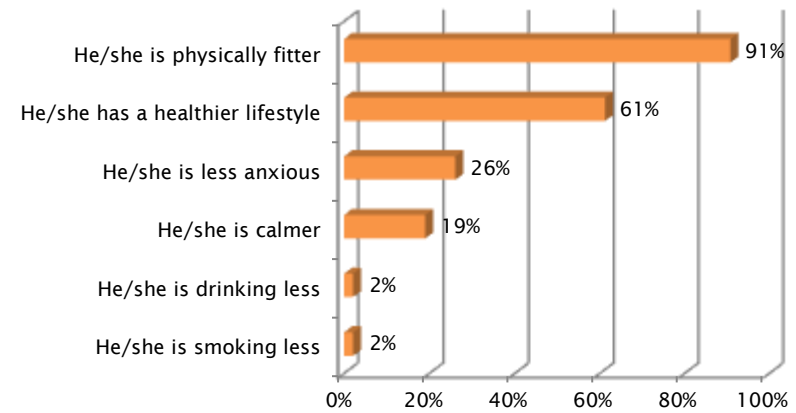
"It was a great thing for settling into high school. It meant he naturally spent more time with similar people and hence settles quicker."

Parent and carers also noticed the health benefits for the young people of being involved in the rugby programme.

The vast majority of parent and carers said that the young people were physically fitter (91%). Almost two-thirds noticed a healthier lifestyle (61%), just over a quarter reduced anxiety (26%) and just under one-fifth being

calmer (19%). A few parents reported reduced smoking (2%) and drinking (2%).

Figure 2.X: Parent/Carer Survey - Improved health



"Partaking in more physical activity has impacted significantly for the better on her asthma. Her consultant has commented on the great improvement shown at her last appointment and has advised to continue participating in sport as she does."

"He is motivated and disciplined to attend training with fitness benefits and skill development."

"He is actively monitoring his fitness and diet."

Outcome 5: Increased school attendance and attainment

Increased attendance and attainment are reported slightly below target by young people (67% and 63%), while other stakeholders (73%) reported on target.

SUMMARY EVIDENCE OUTCOME 5			
Number of young people	%		Target
1,920	67%	Young people report improved attendance at school	75%
		<ul style="list-style-type: none"> 67% of junior pupils report improved attendance at school 67% of senior pupils report improved attendance at school 	
2,034	71%	Young people report increased attainment at school	75%
		<ul style="list-style-type: none"> 71% of junior pupils report increased attainment at school 77% of senior pupils report increased attainment at school 	
2,091	73%	Other stakeholders report improved attendance at school	75%
		<ul style="list-style-type: none"> 94% of schools report increased attendance at school 52% of parent/carers report increased attendance at school 	
2,091	73%	Other stakeholders report increased attainment at school	75%
		<ul style="list-style-type: none"> 86% of schools report increased attainment at school 59% of parent/carers report increased attainment at school 	

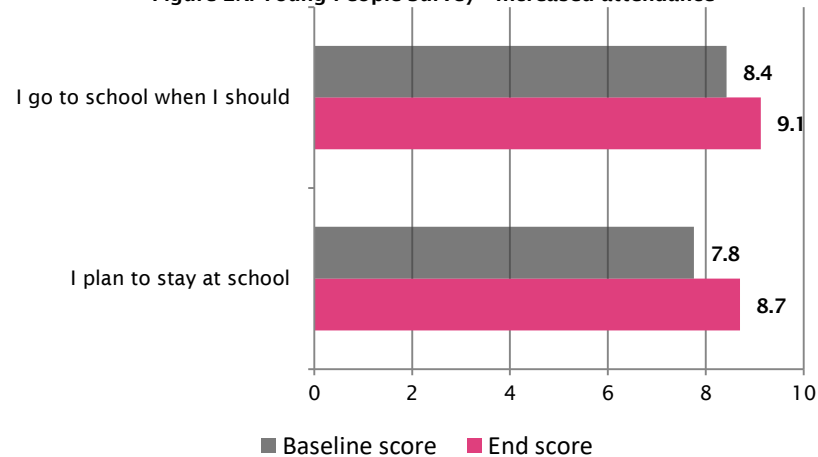
Young people's perspectives

Self-evaluation

Two-thirds of young people (67%) reported an increase in attendance as a result of the Schools of Rugby programme. Slightly more young people (71%) thought that they were getting better results at school because of the programme.

Although attendance was not an issue for most young people, there was still an increase when comparing scores between the start and end of the programme.

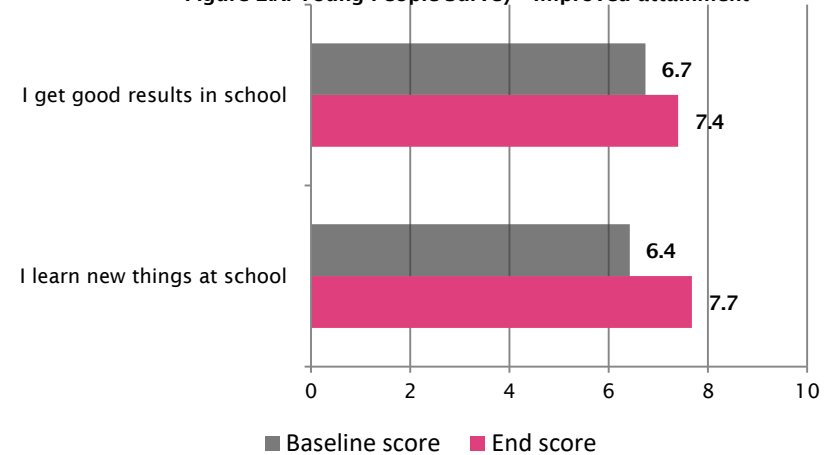
Figure 2X: Young People Survey - Increased attendance



"I attend school more."

With regards to attainment, there is also a noticeable increase between the baseline and end scores.

Figure 2.X: Young People Survey - Improved attainment



"In maths with decision making and quick thinking"

"I'm better at my classes because rugby pushes me more."

"I have got smarter and fitter and feel more responsible for myself."

"In all subjects that I thought I wasn't good at."

Figure 2.X shows in what subjects young people said they have improved because of taking part in Schools of Rugby. Most mentioned were maths (35%), English (22%) and PE (22%).

More than one-sixth of young people (18%) did not mention any particular subject, but indicated that due to a better attitude towards school work and an improved motivation, they did better at school.

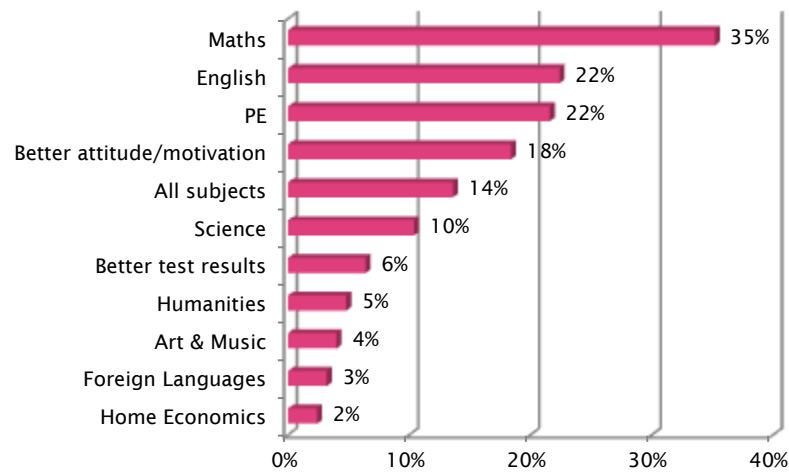
"I got good marks in most of my exams."

"I have improved in areas such as Maths, English and Science."

"Math's and English because of concentration and confidence."

Some young people (6%) reported that they have noticed an improvement in their test and exam results.

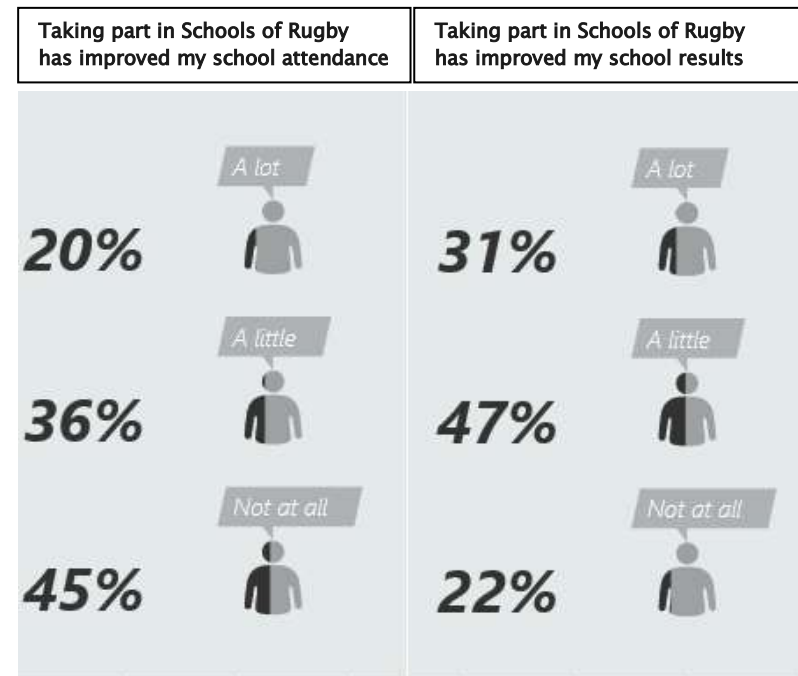
Figure 2.X: Young People Survey - Subject improved attainment



Views of young people

More than half of young people who took part in the focus groups (56%) found that their involvement with the Schools of Rugby programme had increased their attendance.

A larger group, more than three-quarters of young people (78%) had noticed an improvement of their school results because of the programme.



Increased attendance

Although attendance was not an issue for most young people, they noticed that attendance at school was higher on days that Schools of Rugby training and other sessions occurred.

A few young people said that taking part in the programme made them want to stay at school for longer than they had originally planned.

Most schools also linked inclusion in the team to behaviour and attendance, which had a notable effect on the attendance of young people that had an issue with attendance.

"It's definitely something I look forward to on a Monday and Friday, helps me get through things or subjects I don't like so much but know I have to do."

"Even if I have a bit of a cold I'll try and come in. Got to keep attendance up if you want to stay in the programme and everyone wants to stay in."

One young person said that she had about 80% attendance but since starting the programme, she has not missed a day.

Improved attainment

Young people found that because of the Schools of Rugby programme they could concentrate better and paid more attention, which led to better school results. Many participants said that they were less distracted in other classes.

"Our Maths teacher tries to trick us by putting up the wrong answer to see if anyone notices, I've been paying more attention so I've started pointing it out."

"I used to be really bad at maths, but I'm much better now."

Young people pointed out that the analysis and problem-solving skills required on the pitch have helped them in maths and science, where similar skills are required.

Some young people also mentioned the communication skills required in a rugby team, combined with an increased confidence, has helped them to improve in English and subjects that required group work or presentation skills.

Young people also mentioned that the threat of being excluded from the team, helped to improve their results. In some cases, parents used the programme as a deterrent to stimulate good attendance and attainment.

One young person said that she did not take school seriously before she joined Schools of Rugby. The programme taught her to listen and try hard at everything she does. Another said that the programme had given him the drive and determination that he now applies in other classes.

"You have to work harder in other subjects, otherwise you can't take part."

"You would get put out of the programme if you weren't doing well in other subjects."

"If I wasn't in rugby, I wouldn't realise how important everything else was."

Some young people mentioned an improvement test scores.

"I usually get 33-36% in Maths, but on my last test score I got 87%."

"My parents can see that I am doing better in tests, they get a hand out letter so they see my progress."

School's perspectives

The vast majority of school representatives (94%) say that the Schools of Rugby programme has improved pupil's attendance at school.

Almost the same number of teachers and other school staff (86%) report an improvement in the school results of young people who take part in the programme.

Parent/carers perspectives

Just over half of the parent/carers (52%) thought that the attendance at school of the young people had increased because of the Schools of Rugby programme.

"My child displays eagerness on the days she has rugby at school to be ready and prepared."

"The days he has rugby it's no problem to get him to go to school."

"I feel that for my eldest I would have a totally different son had he not been involved in Schools of Rugby. He had a rocky start to high school trying to forge friendships and was a very quiet, not confident boy who dreaded going into school every day. I feel that Schools of Rugby has brought him out his shell and he has made some great friendships with a great bunch of boys involved in the programme."

Three out of five (60%) parent/carers saw an increase in attainment.

"Rugby has helped her become more focused and organised which has transferred into other learning areas within the curriculum."

"The Schools of Rugby has made my son more motivated, focused and willing to achieve goals."

"I think it's a great thing to have at the school and not only teaches them about the sport but gives them something to feel a part of and

teaches them discipline which they will incorporate within their school work/attitude."

"He will take so many qualities he has learned in School of Rugby into his adult life and it has helped him apply himself more with the rest of his schoolwork."



Outcome 6: Participating in positive activity

All young people have participated in the programme (100%), all of them participated in a structured rugby programme for the first time (100%).

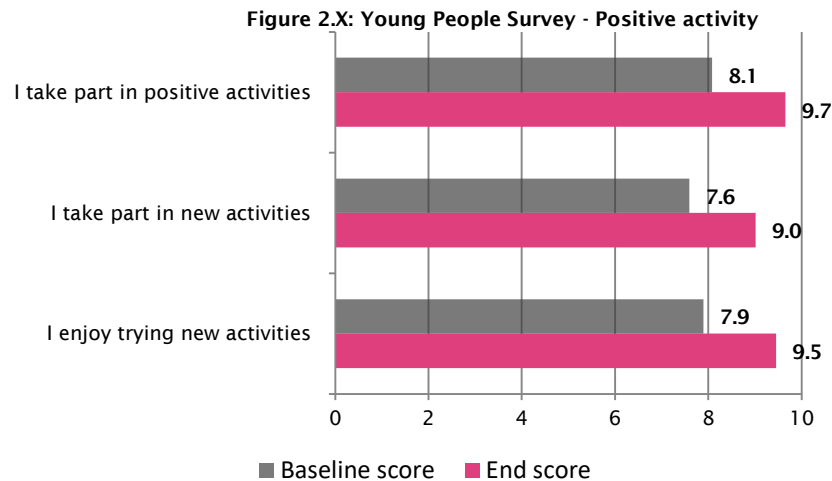
SUMMARY EVIDENCE OUTCOME 6			
Number of young people	%		Target
2,865	100%	Young people participated in rugby programme	100%
		<ul style="list-style-type: none"> ▪ 100% of junior pupils participated in rugby programme ▪ 100% of senior pupils participated in rugby programme 	
2,865	100%	Young people participated in rugby for the first time	100%
		<ul style="list-style-type: none"> ▪ 100% of junior pupils participated in rugby for the first time ▪ 100% of senior pupils participated in rugby for the first time 	

Young people's perspectives

Self-evaluation

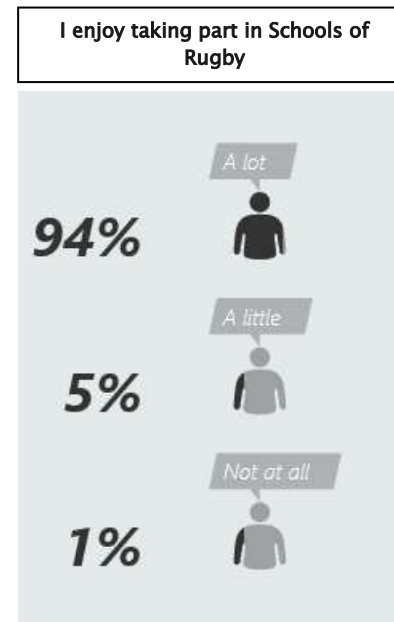
All young people taking part in the programme (100%) were involved with rugby and all (100%) participated in a structural rugby programme for the first time.

Comparing the baseline scores with the end-of-programme scores, reveals large increases in the extent to which young people participate in positive activities, new activities and enjoying it.



Views of young people

Almost all young people that were present in the focus groups (99%) said that they enjoyed taking part in the Schools of Rugby programme.



3: Perceptions of the Programme

This Section reports on comments made by Rugby leads, coaches, senior school staff and young people about the running of the programme, the referral process, wider benefits of the programme on the schools and the community, and suggestions for improvement.

Programme operations

There was a widespread consensus that the programme is well run and managed.

"It's well organised and the young people have bought into it."

Rugby Leads and coaches were satisfied with the support they received from their schools. Some commented on the strong commitment to the programme demonstrated by senior school management, which made their roles easier.

"The programme is well supported by the other school staff."

There was also widespread satisfaction with the support received from Scottish Rugby to run the programme at school level. Apart from the funding, which was without exception seen as essential for the programme, interviewees mentioned the equipment and kit provided by Scottish Rugby, and the valuable advice and support they received.

"They are really helpful and answer any question."

"Scottish Rugby support is fantastic."

Programme delivery staff occasionally mentioned issues around lack of space or suitable facilities, but this is beyond the scope of the programme and this evaluation.

Some senior school staff said that they would welcome more support from Scottish Rugby to generate publicity for the programme at their school.

Some schools reported that communication with their primary feeder schools could be improved. This would make the transition process for pupils from primary to secondary school easier.

The links between the Schools of Rugby programme and local rugby clubs appeared to be a mixed picture. Some schools had very strong links with local clubs, with both schools and clubs benefitting from the programme.

"We all work closely together; it works well."

"Joint working benefits the programme. We sometimes have to come to a compromise, but we have the same goals."

At other schools, relationships with local rugby clubs were more difficult. Some schools felt that community clubs did not understand the Schools of Rugby programme, in particular the focus on softer outcomes alongside the development of rugby skills.



Many interviewees commented on the quantity of programme data that they were asked to collect by Scottish Rugby. The sometimes short lead-in time programme staff were given to collect this data caused some challenges, particularly because those responsible for data collection within schools were often over-stretched already.

"The paperwork aspect is challenging."

"There are not enough days in the week."

"The documentation and administration can be onerous."

"I can't physically be in three places at once."

Perceptions of young people

Young people discussed what they liked most and least about the programme, and gave some suggestions for improvement.

The things that young people liked most about the programme included:

-
- Being more active, team building exercises, learning new rugby techniques, and trying these out.
-
- Seeing an improvement in their fitness levels and rugby skills over time.
-
- Team working and supporting their teammates.
-
- Competitive games and tournaments, and the sense of achievement from winning.
-
- Visits to other schools and stadiums, for example Scotstoun Stadium.
-
- Coaching and giving constructive advice to younger players, helping them to improve their skills, and gaining coaching qualifications.
-
- The non-judgemental aspect of the programme.
-

-
- Meeting people and making new friends through the programme.
-
- Getting to release stress and frustration through training and playing games.
-

"You get to put your learning into practice."

"I like that it's a team effort."

"You want to do your best for your team."

"There's no pressure if you make a mistake"

Things that young people did not like about the programme included:

-
- Certain players dominating during games.
-
- Some players misbehaving during training and games.
-
- Sustaining injuries resulting in missing training and games.
-
- Losing games against other schools.
-
- Lack of competitive games, particularly for senior and female pupils, due to fewer players.
-
- More focus on developing female players and teams – some female players felt less involved and valued than male players.
-

"We know that the boys are better than us but it feels like they judge us."

"I would like to see more encouragement for girls to get involved in rugby."



The referral process

In general, the programme referral process is operating well. None of the schools adheres to a strictly selective process; there is a combination of young people self-referring to the programme and referrals from teachers and primary feeder schools.

Young people are referred to the programme for a variety of reasons, including:

- Behavioural issues.
- Disengagement from school.
- Confidence issues and lack of social skills.
- Supporting the transition from primary to secondary school.

"It's a tool to re-engage pupils with school and with learning."

"If they can keep the programme up, they get their school privileges back."

Wider benefits of Schools of Rugby

The Schools of Rugby programme does not only benefit young people. It is also beneficial for the participating schools, local rugby clubs and the wider community.

Benefits for schools

The Schools of Rugby programme raises the profile of the participating schools and making the schools more attractive to pupils and parents.

The programme also contributes to improving the relationship between some young people and teachers within schools. This is because young

people are interacting with school staff in a different setting, outwith the classroom.

"It has helped pupils feeling more a part of the school, which improves school cohesion."

The programme also supports improved communication between schools and parents. Parents have to give consent for their child to participate in the programme, and are involved in picking up/dropping off and spectating at games. One school representative commented that the Schools of Rugby programme helped when initiating discussions with parents about difficult or sensitive issues.

"Parents of vulnerable young people see it as a lifeline, and a form of increased support."

"There has been a huge increase in parental involvement."

"Some parents have bought in to it big time."

The impact of the girls' programme was mentioned positively on several occasions. It was felt that without Schools of Rugby there would not have been any opportunity for girls to play rugby at school.

"Young women are able to identify themselves as strong and capable."

The Schools of Rugby programme allows pupils from less affluent backgrounds to participate in sport where they might not have the opportunity to otherwise, which is important to schools.

"The programme creates a level playing field for pupils, regardless of their backgrounds."

"It's about widening access to opportunities."

Finally, school representatives recognised the benefits for their schools, through developing more confident, more disciplined and better behaved pupils.

"Schools of Rugby is a programme that can focus pupils."

Benefits for local rugby clubs

Local rugby clubs that work with participating schools benefit from the opportunity to recruit new members. In the first year of Phase 4 of the programme, 180 junior and 70 senior pupils joined their local rugby clubs.

New club members coming through the Schools of Rugby programme will already have developed a good level of fitness and basic rugby skills, which is of benefit to clubs. In addition, because these young people have been playing rugby for some time at school and have a good understanding of the game, this should result in stronger membership retention rates.

Benefits for the community

Interviewees also saw some benefits of the Schools of Rugby programme for the wider community. The extent of these benefits appeared to depend on the location of schools. Through this research, schools in an urban environment did not identify any benefits for the wider community, while schools in a more rural location identified a few.

For example, due to engaging young people in positive activity and the improved behaviour of young people, some rural communities reported less anti-social behaviour.

The young people participating in the programme also took part in other community activities. Some schools in more rural areas highlighted that young people involved in Schools of Rugby shovelled snow for residents in the bad weather and picked up litter.

Suggestions for improvement

Some schools mentioned that relationships with local rugby clubs were a challenge. They suggested that Scottish Rugby could do more to help them to nourish these relationships.

There can be a general preconception among parents that rugby is a dangerous sport. The programme could do more to create a better understanding of the risk management that is integral to the game in order to reassure parents.

A significant number of programme delivery staff highlighted the collection of monitoring and evaluation data as onerous. However, they did recognise that this was necessary and part of their role in the programme. Some suggested that it would be easier to collect this information if schools would know exactly what to collect and when, so that they can plan accordingly.

Some young people gave suggestions for programme improvement, which they thought would make their experience as participants better:

-
- More weekly training time, particularly for those teams not winning many competitive games.
-
- More competitive fixtures against other schools.
-
- More time for game analysis and sport science.
-
- Extending the programme to senior pupils in those schools that only deliver a junior Schools of Rugby phase.
-
- Lack of school rugby facilities for example a dedicated all-weather rugby pitch.
-

4: Case Studies

This Section presents case studies on the impact of the Schools of Rugby programme on six of the young people that took part.

Schools of Rugby Case Study 1 - Liam's Story⁶

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby. It describes the impact of the programme on the young person and explores their aspirations for the future.

2. Background of the young person

Liam is in S3 and is a member of the Schools of Rugby under 16 boys' team. He had never played rugby before the programme. Since joining, Liam has been learning about physical fitness and practices core rugby techniques and skills.

3. Outcomes and impact

Health and fitness

Liam said that before the programme he did not exercise regularly. He decided to try the Schools of Rugby programme to become more active, and feels that he now has more energy and is more productive in and out of school. Since taking part in the programme, Liam has found that he spends less time watching TV at home.

"I do the dishes and clean the house more."

Confidence

Before joining the Schools of Rugby programme, Liam felt that he was not very involved in the school community. He said that the programme has helped him to gain confidence and become less reserved in school.

"When I joined, I was a shy person and didn't put my hand up in class."

He said that the confidence he has gained through the programme has motivated him to engage more in school. For example before the programme, he would not have had the confidence to become a Student Council representative. This role requires him to take part in school events and presentations. As a member of the Student Council, Liam feels more included in school, which has improved his self-belief.

Better relationships

Liam said the programme has helped him to get to know his peers better, and he socialises with his teammates during and outwith the programme.

"It's not about how good you are but what you do that gets you in the team. It's had a positive effect on my relationships with others, like my teammates, friends, and the people around me."

⁶ The participant's name has been changed to protect their identity

Responsibility

Liam said that he feels more responsible for himself and his teammates during training and games. He recognises that he needs to support his fellow players and contribute positively to the team.

"In my first match, my friend got badly injured because I was not by his side. I took it hard. I felt responsible. It made me see how my actions can affect others."

Liam said that the programme has helped him think about how his actions – such as effort and performance in other subjects – will affect his future.

"If I don't do well in school, I won't be able to do well in my future – it's just me basically saying that I want to give up and stay home."

Liam added that being part of the programme has motivated him to tackle challenges more assertively. For example, he says he has been more proactive about writing essays in other subjects, with which he sometimes struggles.

"I'm not well suited to writing essays but I asked my teachers and friends for help straightaway instead of leaving it till later."

4. Next steps

Liam said that the programme has given him the confidence to believe that he can achieve his goals. He previously wanted to work in a bank because that is what his father does. He feels that his outlook towards the opportunities available to him has broadened, and is now interested in studying mechanical and civil engineering.

"It's what I want to do."

Schools of Rugby Case Study 2- Ben's Story⁷

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby programme. It describes the impact of the programme on the young person and explores their aspirations for the future.

2. Background of the young person

Ben is in S2 and had little experience of playing rugby before joining Schools of Rugby but was interested in trying it. He joined the local rugby club where he felt self-conscious and overwhelmed by more experienced players, so he did not sustain it. Since taking part in Schools of Rugby Ben feels that he has developed a more solid foundation in the sport.

3. Outcomes and impact

Team working

Ben is physically bigger than many of the other boys on the programme and sometimes feels that they are intimidated by him. He tries to encourage his teammates to tackle him during training to improve their confidence and abilities.

"Tackling me is a boost to their confidence, it helps them feel less nervous about tackling. It makes me feel helpful because I am helping the team get better."

Ben has discovered that he likes helping others. He says in class, if there is something that he understands but someone doesn't, he will try to explain it to them.

⁷ The participant's name has been changed to protect their identity

Health and fitness

Ben said that before starting the programme he was unhappy with his body image. Since joining the programme his fitness levels have increased, and he feels more comfortable physically.

"It's really changed how I see myself, I feel like there are more things I can do now and I feel like I have accomplished something."

Ben mentioned that he has started to make healthier food choices. On the days that he has a School of Rugby session, he eats a more filling and nutritious breakfast. He wants to establish healthy habits while he is young to avoid becoming unfit and unhealthy when he gets older.

Confidence

Ben said that taking part in Schools of Rugby has given him more confidence in himself and his sporting abilities. He said that programme coaches introduced training exercises to develop the players' confidence on and off the field.

"I used to be a bit shy. Rugby gave my confidence a boost."

Ben is considering re-joining the local rugby club that he left previously, because he feels more ready and able as a player. He wants to improve his rugby skills and feels that he would now benefit from training and playing with others who are more experienced than him.

"That's how you get better."

Better relationships

Ben said that his social skills have improved since joining the programme. Before taking part, he would wait to be invited out with others. Now he feels more proactive about making plans with friends when he wants to.

"In S1, I felt scared to go anywhere but the programme has given me the confidence to go out and do things independently."

Leadership skills

Ben said that the programme coaches have supported and encouraged him to take on leadership responsibilities, including refereeing, as a Schools of Rugby participant. He enjoys this even though he sometimes feels that other players do not respect his decisions and acknowledges that he has a lot to learn.

"The coaches push me, they put me in places that challenge me and I have got better and better. I like being challenged."

Positive activities

Ben feels that Schools of Rugby has given him the opportunity to take part in positive activities. The programme has helped him to create a routine that he has stuck to. It has made him realise that he sometimes has to do things that he does not enjoy in order to do the things that he is passionate about.

"It's definitely something I look forward to on a Monday and Friday, helps me get through things or subjects I don't like so much but know I have to do."

Attainment

Ben felt that the programme has made him work harder in other classes. He said that he has become more engaged in learning, and now enjoys thinking more critically and problem solving.

"It has made me try harder in classes, I know I learn better that way."

4. Next steps

Ben said that until he joined the programme he had not given much thought to his future. However, the programme has taught him that he can achieve better results if he puts more effort in. He is not sure what he would like to do in the future but believes that if he continues to work hard he will achieve whatever goal he sets.

"It's going to be hard, but I know that this is how I'm going to do it."



Schools of Rugby Case Study 3 - Simon's Story⁸

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby programme. It describes the impact of the programme on the young person and explores their aspirations for the future.

2. Background of the Young Person

Simon is in S3 and had never played rugby before joining the programme. He is the captain of the under 16s boys' team. He joined Schools of Rugby after attending the taster sessions at his primary school.

"In primary, I was a wee shy boy and I didn't like the way I felt."

Simon takes part in Schools of Rugby four times a week – three curriculum sessions and a training session after school with a focus on drills, fitness and building stamina. As Simon is currently recovering from an injury, he has become involved in coaching S1s and S2 participants.

3. Outcomes and Impact

Leadership skills

As the under 16 boys' team captain, Simon said that this was his first experience of leadership. He said that the skills he has gained as a result have "come through in classes and other school projects."

"I have to lead by example as the captain. I have to show them that I am trying."

"You have to push them on – if you don't, they won't try."

Simon's sense of responsibility for others has increased through coaching other players. Despite being unable to play due to injury, Simon continues to observe his team's performance, and give them constructive feedback.

Health and fitness

Simon said he feels faster and stronger, more confident in himself and safer. He said that he is a lot less scared to go out at night.

Simon has also improved his eating habits:

"I used to get sweets and fizzy juice everyday but now I might have a bag of crisps and that's about it."

Confidence

Simon feels more confident about his body image now, something which he struggled with in primary school.

"I'm more confident and open as a person."

Simon said he feels more confident generally, because he has found something he is passionate about:

"Rugby has taken over my life."

Better relationships

Simon believed his communication skills have improved because the programme has given him more opportunities to meet new people, for example talking to players from his own and other teams, learning from them and getting along.

⁸ The participant's name has been changed to protect their identity

"You never know if they will be in your team one day."

"Even if you don't see them outside of practice, they are your teammates."

Core Skills

Simon said his decision-making skills have improved. He says that this has helped his performance in exams and tests.

"During a game you only get few seconds to decide, you can't hesitate."

Behaviour

Simon said that the programme has helped him learn how to respect others more:

"If you're not respectful to the ref you get sent off."

Simon explained that he has had anger issues in the past, but the programme has taught him the importance of controlling this. He has not had any problems with his temper since joining the Schools of Rugby programme.

Simon felt that being part of the programme has enhanced his reputation within the school community. There are expectations of positive behaviour of Schools of Rugby participants and they take pride in themselves and their team.

"We're examples for the school. You try harder to show who you are. You've got to keep your grades up otherwise you're not doing rugby."

4. Next Steps

Simon said the programme has helped him to discover a passion for sports. In the future he does not want to sit in an office all day, and is keen to pursue a sports related career, ideally playing rugby. Simon wanted to try out for the under 18 club team in his community but was injured at the time of the trials. He plans to do this in the future.

"It got me into sport and it is something I am passionate about."

Simon said that knowing what he wants to do in the future has made him work harder in the programme and at school.

"Rugby is not easy, and training is difficult, but it pushes you, so you don't give up easily."

Schools of Rugby Case Study 4 - Mairi's Story⁹

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby programme. It describes the impact of the programme on the young person and explores their aspirations for the future.

2. Background of the young person

Mairi is in S2 and is the captain of the girls' Schools of Rugby team. Mairi said that through the programme she and her teammates are learning basic rugby skills, working towards playing full competitive games. The team also works on increasing their fitness levels through running drills to increase their stamina. Mairi has boxed competitively for 6-7 years, and has now discovered a passion for playing rugby.

"I love it."

3. Outcomes and impact

Team working

Where boxing is a solo sport, Mairi enjoys the team aspect of the Schools of Rugby programme. She said that the programme has given her the opportunity to become part of a team, which has helped her develop better communication skills and make new friends. She said that the team have developed close relationships, and she feels comfortable talking to them.

"Everyone listens to you and what you want to say. I can express myself more to other people."

⁹ The participant's name has been changed to protect their identity

Health and fitness

Mairi said that she was less fit before joining the Schools of Rugby programme, despite boxing. She feels stronger because of the programme, and more able to deal with physical challenges.

"I was not very fit when I joined but now my stamina and strength are better - when I get tackled, I can get back up again."

Confidence

Mairi said that joining the programme has given her more confidence in her sporting abilities. She has developed the confidence to attend new boxing clubs and to join a local rugby club.

"It really boosts your confidence."

Positive activity

Mairi said that she is competitive by nature, which can sometimes come across as aggressive. She feels that playing rugby has helped her to channel this energy in a more positive way.

"I have a lot of anger, rugby lets me let go of it, it's kind of relaxing."

Decision-making

Mairi said that taking part in the programme has helped her develop her decision-making and observational skills. She said that taking part in Schools of Rugby has allowed her to experience making decisions quickly while under pressure. She believes that this has benefitted her when sitting exams and tests in school.

"In rugby, I need to speak up a bit - there are judgements that I have to make about positioning."

She feels that improved observation skills have helped with her homework for other subjects because she pays closer attention to detail.

"We get homework in Rugby too - we're told to watch a bit of a rugby game and see what the player is doing wrong or right."

"I never used to be quite as focused, I was distracted a lot."

Responsibility

Mairi said that the programme has made her feel more responsible for how she spends her time. She said that she now allocates more time for her homework and other tasks, for example being organised for school and rugby training the night before.

"In the game, you're responsible for what you do - you play your part. That means turning up to training and bringing your kit."

4. Next steps

Mairi expressed an interest in undertaking an SRU refereeing course as part of Schools of Rugby. She feels that the programme has broadened her options for the future, which in turn has encouraged her to become more motivated in school.

"I'm too young just now but I think it will help me - I want to do something sporty when I'm older, I don't want to be stuck in an office."

"Being in the programme has shown me that there are a lot more things I can do - PE, personal training, or a rugby professional."

Schools of Rugby Case Study 5 - Karen's Story¹⁰

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby. It describes the impact of the programme on the young person and explores their future aspirations.

2. Background of the Young Person

Karen is in S2 and had not played Rugby before P7. She first experienced rugby at her primary school sports day, and she realised that she enjoyed playing a contact sport. The Rugby Lead of her current school also visited Karen's primary school to introduce the Schools of Rugby programme. Therefore, when she started high school Karen was keen to join the programme. She has since joined the local rugby club.

Schools of Rugby pupils take part in a combination of in and out of school sessions. Pupils train in teams and sometimes play mixed male-female touch rugby. They practice passing and tackling.

Karen is a Rugby Ambassador for her school. As part of this role she visits primary schools with teachers and talks to pupils about her experience of the programme.

"We go speak at our own primary schools. I enjoy getting the younger kids to ask questions and answering them."

Karen said she enjoys everything about the Schools of Rugby programme, but she particularly enjoys the bus trips to and from games against other schools, when they play music and socialise.

"I love it, it's one of my favourite things to do."

¹⁰ The participant's name has been changed to protect their identity

3. Outcomes and Impact

Leadership skills

The programme has helped Karen to develop her leadership skills. This is her first experience of a leadership position. She said that the coach asked her to be the team captain for a few games, and now her teammates ask her to be their captain.

"They respect the decisions I make."

Karen said that she ensures that she is open about the decisions she makes. If her teammates think that she has made a wrong decision, she encourages them to talk to her about it and listens to their suggestions.

Health and fitness

Karen said that the programme has helped her to improve her physical skills and knowledge of nutrition to keep her fit and healthy. She now thinks about portion sizes, and said that when she makes unhealthy food choices she feels that she cannot play as well as she normally can.

"I watch what I eat now."

Karen said that she can run for longer since joining the Schools of Rugby programme and feels stronger because of playing and training.

"I can run more. I used to not be able to run half a lap."

Confidence

Karen said that she used to be less confidence and more anxious prior to joining the Schools of Rugby programme. She said that she is now more confident and less nervous about making mistakes because of the programme.

"In S1, I felt nervous to get it wrong, I was quite hard on myself. Now, I have the confidence to get things wrong, now I try. My hand is always up, I'm not afraid to ask for help anymore."

Karen told us that the Schools of Rugby programme gave her the confidence to audition for the school's theatre production. She said that she felt more able to audition because she was less afraid of making mistakes and getting embarrassed.

"I would not have done it before, but rugby helped me go for it. It was the scariest thing in my life."

Additionally, because of her improved levels of health and fitness, Karen has lost weight. She explained that this has helped her become more confident about her body image.

"I feel more comfortable wearing skirts and tops with shorter sleeves."

Relationships

When Karen started high school, she did not know many other pupils. Through the programme, she was able to form new friendships. This makes her feel more comfortable in class because she has more friends and feels more comfortable interacting with others.

Karen has recently started babysitting her four-year-old brother. She didn't feel very confident with him previously, but since joining Schools of Rugby, she believes she has become more observant which helps when she is taking care of him. Because of her role as a Rugby Ambassador, Karen has also learned how to communicate more effectively and be more patient with younger pupils.

Karen's mother is currently doing a college course and Karen has been helping her with Mathematics. She said she feels more capable of helping

her mother because working in a team has helped her understand that people learn at different paces.

4. Next steps

Karen said she wants to train to be an accountant in the future. She wants to continue to play rugby in her spare time because it has been good for her health and wellbeing.

"It's a way to get out my frustration and stay active."

Karen said that she now feels more confident about achieving her future goals, because the programme has helped improve concentration levels and focus.

Schools of Rugby Case Study 6 - Emma's Story¹¹

1. About this case study

This case study is about a pupil who participates in Scottish Rugby's CashBack for Communities Schools of Rugby programme. It describes the impact of the programme on the young person and explores their aspirations for the future.

2. Background of the young person

Emma is in S6 and had never played rugby before joining Schools of Rugby. Since joining the programme, Emma plays for the female team. She heard about the programme through a friend, and the coach asked her to join the programme in 2017.

"I was not really interested in rugby before then."

Emma takes part in two curricular Schools of Rugby sessions, on Tuesdays and Thursdays. The female team also trains after school on Thursdays. They compete with other female school teams monthly.

3. Outcomes and impact

Leadership skills

Emma said that the Schools of Rugby programme has supported her to develop leadership skills through coaching. Coaches give all players the opportunity to lead a class or training session. This involves participants preparing a training plan, and the class assess their performance at the end of the session.

Emma teaches technical skills and game analysis to younger players, and helps them to identify areas for improvement. She attended an SRU

¹¹The participant's name has been changed to protect their identity

Coaching Academy and gained a Level 1 Coaching Award. Emma said that she has used her leadership skills elsewhere, for example when helping to coach her younger sister basketball.

“Coaching skills are transferable and can be used in other sports.”

Emma feels that the programme encourages participants to behave responsibly, during games and in school generally. Players are ambassadors for the sport in and out of school.

Team working

Emma believes that her team working skills have improved because of the programme. She thinks this is because rugby is a team-oriented sport, and everyone has a role to play. She explained that the team “uses code speak” so that other teams will not understand their tactics. When the team makes mistakes during games “these belong to the team, and not the individual.” Coaches teach players to be supportive and non-judgemental of one another.

“We learn from our mistakes, they are not viewed as negative. Don’t dwell on it and move on.”

Health and fitness

Emma said that the Schools of Rugby programme has improved her health and fitness. She said that before she joined the programme she was not confident doing PE. She did not enjoy running in front of other people, or fitness-based training.

Now Emma feels that her fitness has improved while enjoying herself. She said that she feels stronger, has more stamina and can train for longer. She thinks more about eating well because it helps her performance. Her family and friends have noticed that she has become more interested in sport.

“I wasn’t very engaged in sport or physical activity before. This feels like fun, you don’t realise that you are working so hard.”

Confidence

Emma said that the programme has improved her confidence on and off the field. She likes that the coach recognises and reinforces the skills she is developing and her achievements, and this has helped build her confidence.

She said that her improved confidence has helped her in other areas, for example public speaking. Emma added that her family and friends have commented on her improved confidence, and link it directly with taking part in the programme. Emma said that coaches encourage everyone to participate and she has observed other people becoming less shy.

“Before I started the programme I was quite shy. Rugby has made me more assertive – you have got to get involved and shout.”

Better relationships

Emma commented that she has developed better relationships with her teammates and coaches since joining the programme. She talks to her family about programme activities, and her parents attend games to watch her play.

Emma said the way she behaves around and interacts with others has changed positively since joining the programme. She feels that she communicates better with others and has made new friends. She also mixes more with pupils in other year groups, which she did not so before.

“The team is like a family. We look out for each other and team support is encouraged.”

Positive activity

Emma likes that the programme allows her to focus something other than schoolwork for a time. It makes her feel like she is achieving and learning new things.

"It makes me happy."

She also said that taking part in the programme has "opened my eyes" about rugby as a positive activity. When she joined, her mum was concerned about her safety. However participants learn health and safety skills, how to spot the signs and reduce the risk of injury. This makes playing the game safer and her mum does not worry about her safety as much anymore.

"It breaks down barriers and preconceptions - it's not that scary."

Lessons learned

Emma said that having a good coach is essential to the success of the programme. She is motivated and inspired by her rugby coach, who has made her feel that she can achieve more.

"I didn't feel like that before."

Emma noted that it is beneficial that the school and local rugby club have a close working relationship. This encourages players to progress if they want to. The school and club share information about players, games and competitions and make sure that local rugby activities are coordinated.

4. Next steps

Emma has joined her local rugby club since taking part in the Schools of Rugby programme. Her school coach encouraged her to join and she attends twice a week. She hopes that it will help her improve her practice and develop her skills further.

She wants to develop her leadership and coaching skills further by gaining a Level 2 Coaching Award. This would qualify her to coach older players - under 15s - and to teach rugby in primary schools.

"I want to help to promote the game."

"The programme has widened my horizons."

5: Conclusions

This Section sets out our conclusions about the first year of CashBack Schools of Rugby and explores the lessons learned, and how these can be used to shape the future direction of the project.

Conclusions

1. Overall, the programme has achieved its outcomes, evidenced by the self-evaluation results and the school stakeholder and parent/carer surveys. This evidence is supported by extensive qualitative data.
2. Young people reported a significant increase in the extent to which outcomes increased for them across all six agreed CashBack for Communities outcomes, when comparing how they felt on a scale of 1 to 10 at the start and at the end of the programme.
3. There were a few outcome indicators where agreed targets have not yet been met. For example:
 - a. Outcome 1: Young people reported feeling able to do new things. Of the young people who reported no increase against this indicator, was a large group that scored 10 at the start and remained 10 at the end. These young people felt that they had no issue with their capacity to do new things, and there was no room for improvement. If this group had been taken out of the sample, the number of young people who felt able to do new things would have risen to 78%, slightly over target. Excluding this group would mean that for the young people where improvement was possible, this improvement was achieved.
 - b. Outcome 2: Senior pupils achieving SQA Level 4 Award: in year 1 only 52% of senior pupils achieved an SQA level 4 Award, against a target of 75%. Pupils not having achieved the award, will have the opportunity to do so in year 2 and 3.
 - c. Outcome 3: Young people represent their school in a game of rugby against another school. This indicator was under target this year.
 - d. Outcome 5: Attendance and attainment. The evidence collected for these outcome indicators show that progress is only slightly below agreed targets.

Recommendations

1. There is room for Scottish Rugby to become more pro-active in organising more rugby fixtures between schools, or potentially organising games between schools and local rugby clubs, to provide more opportunities for young people to represent their schools in a game of rugby. A particular focus on organising more games for senior and female teams would be useful.



2. Scottish Rugby could help schools to better promote the Schools of Rugby programme. For example, it could distribute the CashBack for Communities evaluation report to the participating schools to highlight good practice within the programme.
3. Scottish Rugby might look at how it can facilitate the development of stronger links between schools and their local rugby clubs, where this has been highlighted as an issue.
4. In order to reduce the administrative requirements of the programme for the participating schools to a minimum, we would suggest that the self-evaluation questionnaires are completed by young people only at the end of each the year.
5. In order to prepare schools better for the administrative requirements of the programme, we propose to send a schedule with data collection requirements and other programme deadlines to each school, before the start of the new school year.