

Evaluation of the CashBack Schools of Rugby Programme 2018-19 (Year 2)

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 2018/19, the second 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 January 2019 and May 2019 and was based on a mixed methods research design that involved several stages.

Quantitative research was carried out across all fifteen schools and involved the following elements.

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- **Junior self-evaluation surveys** – analysis of self-evaluation surveys for the junior phase pupils (S1-3) participating in the Schools of Rugby programme (410 responses from 15 schools).

 - **Senior self-evaluation surveys seniors** – analysis of the self-evaluation survey for the senior phase pupils (S4-6) participating in the Schools of Rugby programme (70 responses from 9 schools).
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- **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 (103 responses from 10 schools).

 - **School Stakeholder Survey** – A survey administered to Rugby Leads, coaches, relevant teachers and senior management staff of participating schools (65 responses from 14 schools).
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This year, we focused our qualitative research on eight schools: Auchenharvie Academy, Ayr Academy, Castlebrae Community High School, Cumnock Academy, Levenmouth Academy, Lornshill Academy, Springburn Academy and St. Andrews Secondary School. This research included the following elements.

-
- **Young People interviews** - semi-structured interviews with 21 young people taking part in the Schools of Rugby programme across 8 schools.

 - **Focus Groups** – 22 focus groups with 113 participants in 8 participating schools.

 - **Case Studies** – 6 impact case studies telling the story of young people taking part in the programme, based on interviews with the young people.

 - **Rugby Lead interviews** – semi-structured interviews with Rugby Leads in 7 participating schools.

 - **Rugby coach interviews** – semi-structured interviews with coaches in 4 participating schools.

 - **Senior management interviews** – semi-structured interviews with 7 Head or Deputy Head Teachers of 5 participating schools.
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2: Programme Impact

This section describes the impact of Year 2 of the 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

In Year 2, the Schools of Rugby programme was delivered to an additional 922 young people.

- 113 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.
- 557 junior phase pupils (S1-3) who attend one of the 15 participating high schools.
- 252 senior phase pupils (S4-6) attend one of the 11 participating high schools with a secondary rugby programme.

In Cashback Phase 4 to date the programme has worked with 3,787 pupils in 15 schools across Scotland.

This study is reporting on research undertaken with high school pupils that attended the extended curricular programme in Year 2: 842 juniors and 129 seniors. The results are then used to provide a representation of the outcomes for all those young people who joined the CashBack Schools of Rugby programme in Year 2.

Progress towards CashBack for Communities Outcomes

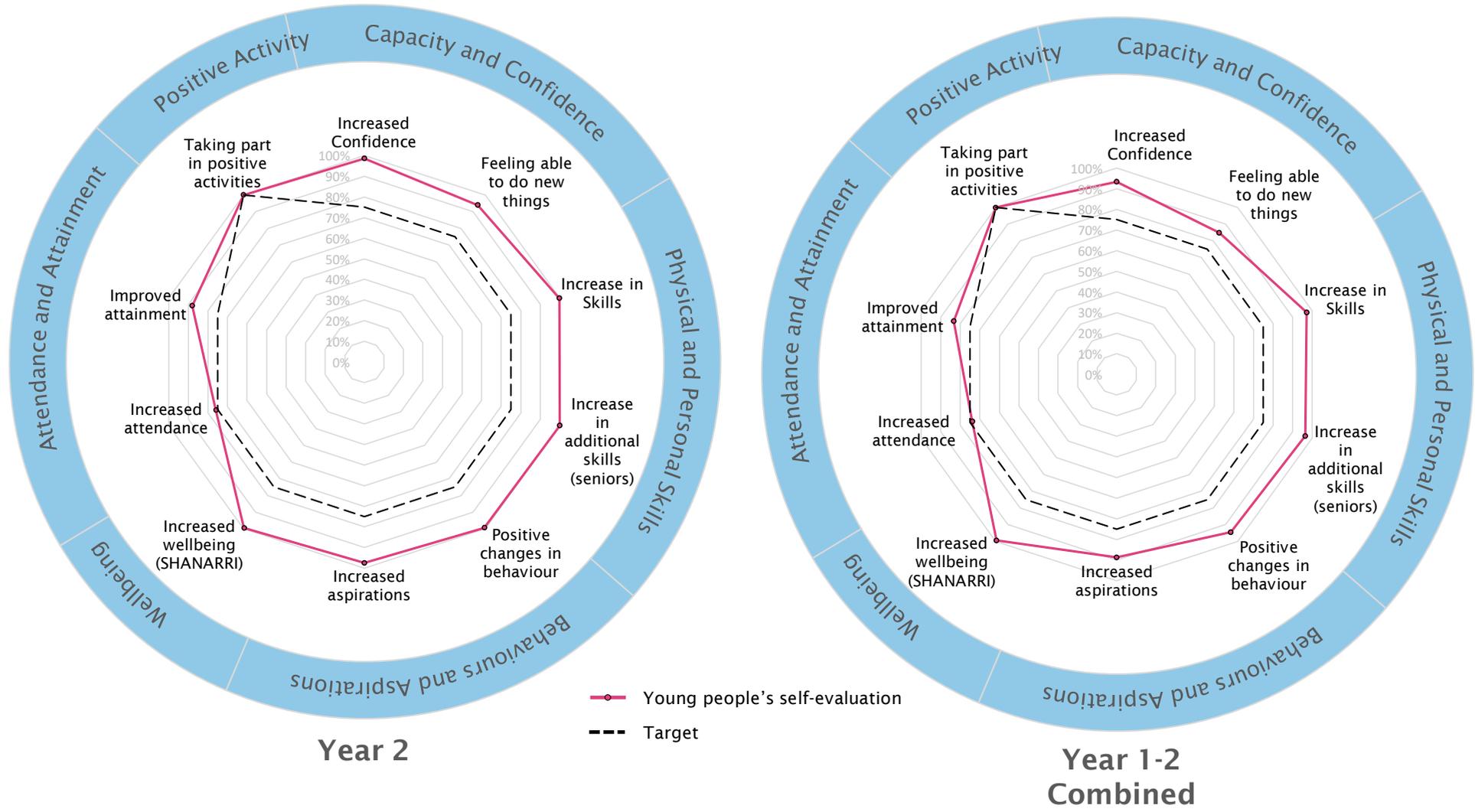
Figure 2.1 (overleaf) shows young people's self-evaluation data for Year 2 of the programme and for the programme overall.

Figure 2.1 demonstrates that the Schools of Rugby programme has made significant progress towards all six agreed CashBack for Communities outcomes. Year 2 self-evaluation results have surpassed all targets and for Year 1-2 combined the programme has exceeded or is on target in most areas.

More detailed data on the programme's overall progress on all outcomes and indicators for Cashback Phase 4 can be found in Section 5.



Figure 2.1: Progress Towards Cashback Outcomes





Outcome 1: Increased capacity and confidence

The majority of both young people (99%) and other stakeholders (95%) reported an increase in confidence in the young people, exceeding the agreed targets. One indicator of increased capacity, feeling able to do new things (94%), exceeded target while the other two, doing new things (68%) and seniors working with juniors (61%), were slightly below target.

SUMMARY EVIDENCE OUTCOME 1			
Number of young people	%		Target
913	99%	Young people report increased confidence	75%
		<ul style="list-style-type: none"> 98% of junior pupils report increased confidence 100% of senior pupils report increased confidence 	
867	94%	Young people report feeling able to do new things	75%
		<ul style="list-style-type: none"> 94% of junior pupils report feeling able to do new things 96% of senior pupils report feeling able to do new things 	
628	68%	Young people go on to do new things after Schools of Rugby	75%
155	61%	Senior pupils work with juniors	75%
	95%	Other stakeholders report increased confidence	75%
		<ul style="list-style-type: none"> 100% of schools report increased confidence of young people 90% of parent/carers report increased confidence of young people 	



Young people’s perspectives

Self-evaluation

Most young people reported an increase in confidence (95%) and capacity (94% - defined here as feeling more able to try new things) from their participation in the programme, exceeding the agreed CashBack for Communities targets.

We asked young people to state whether they agree or disagree with a range of statements relating to confidence and capacity. Figures 2.1 and 2.2 show the percentage responding positively to each of these statements.

Figure 2.1: Young People Survey - Increased Confidence
% of young people responding positively

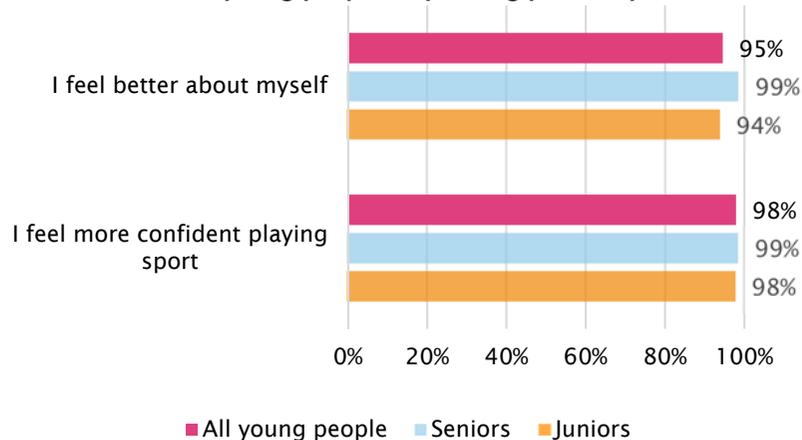
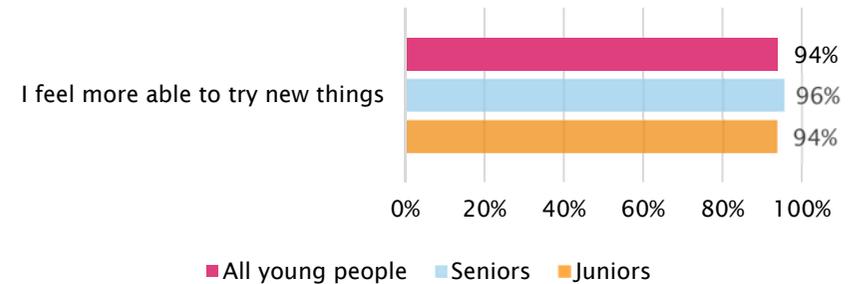


Figure 2.2: Young People Survey - Increased capacity
% of young people responding positively



Views of young people

Increased confidence

Many young people spoke about how taking part in School of Rugby had helped to improve their confidence in social situations. For example, several said they had gained the confidence to talk to new people, felt more able to form new friendships or had become more assertive in getting their opinions across. Some young people talked about how they had previously struggled socially due to low self-esteem or anxiety, but that rugby had helped them to get past this.

“it’s got me talking to people I wouldn’t usually”

“I don’t feel people judge me as much”

“I’ve made pals with other people just by talking to them at rugby.”

“With rugby, you have to actually speak. I know I can speak to anybody now and start a conversation.”

Some young people said that rugby had made them feel more confident in other parts of school life. Young people commonly mentioned feeling more confident in speaking up in class and asking questions.



"I get that boost of confidence from rugby that I can take into other classes"

"it's given me a more positive outlook, which has helped in other areas - like having the right mindset for exams"

Many young people also talked about how their confidence as players had improved significantly. In particular, young people frequently stated that they were much more confident in the physical aspects of the game, becoming less afraid of contact and tackling.

"Before, I used to watch it on TV and thought hmm no. But now I'm not so scared of contact and tackles."

"Trying to get my first tackles - I thought I would get injured. Once I developed the technique, I became more confident."

In discussions young people gave a variety of reasons why they thought taking part in school of rugby had helped to boost their confidence. Some young people spoke about the positive impact of the encouragement received from coaches and teammates. Others said that improving their skills and ability as players or winning matches had a big effect on their confidence. A few young people indicated that School of Rugby had taught them that it was okay to make mistakes, which gave them the confidence to try things.

"people cheer you on and give you encouragement"

Increased capacity

The majority of young people we spoke to said that they now felt more able to try new things on the pitch. As well as feeling more comfortable with tackling and contact, young people mentioned feeling better able to try new techniques or play in new positions on the pitch. Several young people had joined their local rugby club or were intending to in the near future.

In addition, many of the young people mentioned how rugby had inspired them to try other sports or forms of exercise. For example, they talked about going to the gym more or taking part in sports such as volleyball, handball, tennis, boxing, hockey and scuba diving. Some said they did this because they wanted to maintain or build upon the fitness they had developed through rugby. For others, taking part in rugby had helped to remove barriers or negative perceptions about taking part in sport.

"I used to be nervous about trying new sports but it's easier to get stuck in since starting rugby"

"after rugby I felt like I could take on any sport"

"rugby made me feel that I wanted to be more active"

A few young people said rugby had enabled them to put themselves forward for roles of responsibility. For example, one young person (profiled in a case study later in this report) put herself forward to be a sports ambassador for her school. Another young person said that rugby made him feel more able to do things for himself and motivated him to go out and get a part-time job.

"my family have noticed that I'm more independent and more able to do things by myself...It helped me to get a job - I wouldn't have had the confidence to apply before rugby"

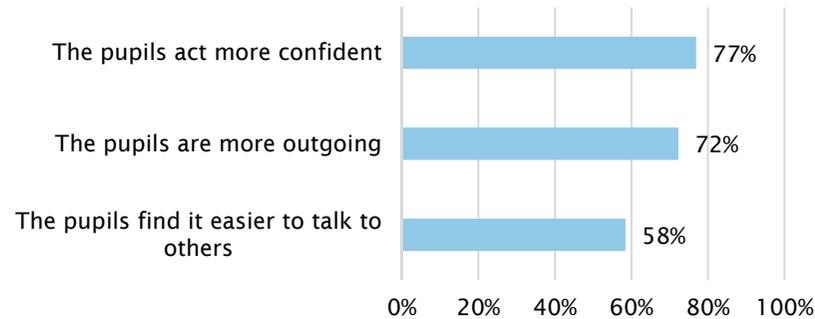
Schools' perspectives

All school stakeholders reported that at least 75% of participating young people had increased their confidence.

The majority said that young people acted more confidently, became more outgoing or found it easier to talk to others as a result of the programme (see Figure 2.3).



Figure 2.3: School Stakeholder Survey - Increased Confidence



In interviews and survey responses, school stakeholders also commented on the difference in confidence they have seen in young people and how this has helped them to become more engaged in school life.

“They seem more confident in their own ability through their progress in rugby. They may not receive this confidence through a more exclusive academic route.”

“They are more confident to face new challenges and situations.”

“I’d say rather than acting confidently, they appear to BE more confident.”

“One S3 pupil has improved greatly, partly due to involvement with the School of Rugby. He has become more confident and has developed leadership skills and is now contributes to school life in a positive manner.”

“[they have] more confidence in participating in school wide activities”

“They contribute to the wider life of the school”

“They are more engaged in school”

““One boy who was very shy got picked to represent Scotland in Japan last year. Before, he wouldn’t talk and struggled, now he talks in front of the class.”

[I’ve observed] shy kids becoming extroverted and opinionated”

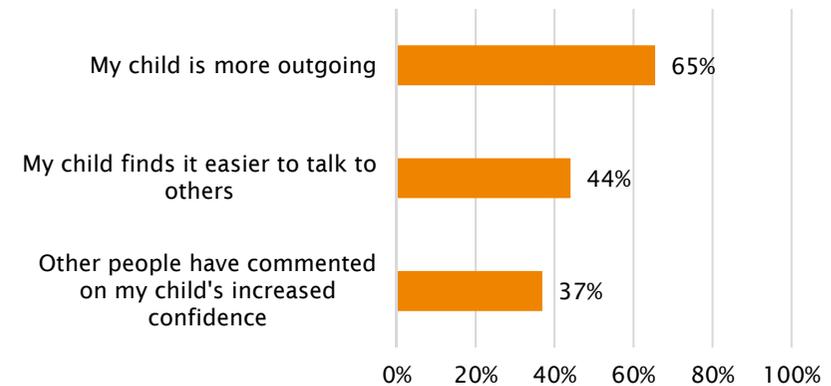
Parent/carers’ perspectives

Nine out of ten parents/carers (90%) reported an increase in confidence in their child as a result of taking part in School of Rugby.

The majority of parents/carers (87%) also said that their child was more likely to try new things because of their involvement in the programme.

Most parents/carers (65%) said that their child had become more outgoing, just under half (44%) said their child finds it easier talking to other people and just over a third of parents/carers had received comments from other people about improvements to their child’s confidence (see Figure 2.4).

Figure 2.4: Parent/Carer Survey - Increased Confidence





"[my child] socialises more with friends, playing rugby with them outside of school."

"My child was confident to begin with but I do feel she has become more confident being part of the program and it has helped her settle into secondary school."

"Great skills and coaching the girls team has gave her more confidence in herself"

"More resilient and reflective"

"[the programme is] Giving her a little bit of purpose, she enjoys feeling like she's doing well and making a difference"

"He was being picked on now he is fine"



Outcome 2: Increased physical and personal skills

All young people (100%) and almost all other stakeholders (97%) reported an increase in skills, exceeding the agreed targets. The number of seniors reporting an increase in agreed additional skills (100%) was also well above target. The percentage of senior pupils achieving an SQA Level 4 Award (51%) was below the agreed target.

SUMMARY EVIDENCE OUTCOME 2			
Number of young people	%		Target
922	100%	Young people report increased skills	75%
		<ul style="list-style-type: none"> 100% of junior pupils report increased skills 100% of senior pupils report increased skills 	
252	100%	Senior pupils report additional increased skills	75%
128	51%	Senior pupils achieved SQA Level 4 Award	75%
	97%	Other stakeholders report increased skills of young people	75%
		<ul style="list-style-type: none"> 100% of schools report increased skills of young people 94% of parent/carers report increased skills of young people 	

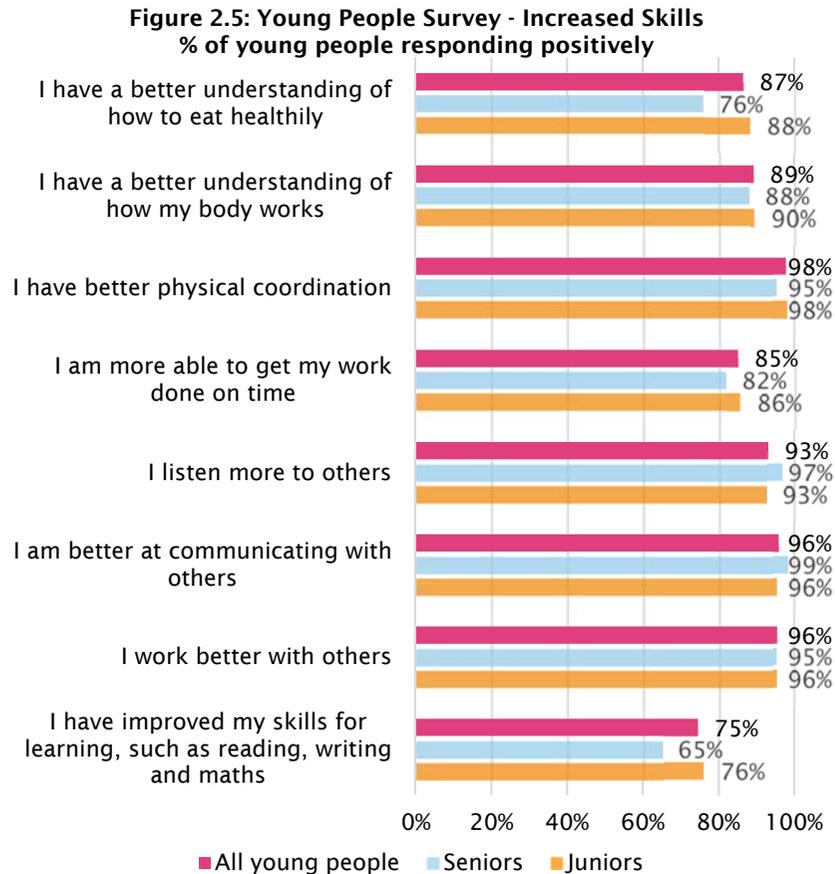


Young people’s perspectives

Self-evaluation

All young people (100%) reported an increase in their personal or physical skills, against a target of 75%.

Figure 2.5 demonstrates the areas in which young people felt their skills had improved.



For senior pupils there is a CashBack target for additional skills. Figure 2.6 shows positive responses from senior pupils against these skills.

Figure 2.6: Young People Survey - Additional Skills (Seniors)
% of young people responding positively



*Based on number of young people who had opportunity to coach or referee

Views of young people

Physical skills

During interviews young people described a range of physical skills they had developed through the programme. Many spoke about the new rugby-specific skills they had gained such as passing, tackling, scrumming, rucks, positioning, tactical awareness and rugby terminology.

Young people also commonly discussed new skills in relation to general physical fitness. For example, young people said they had improved their stamina, strength and co-ordination. For many young people, taking part in School of Rugby had a significant impact on their fitness and some indicated that prior to getting involved they had been almost totally inactive.

"I've got more stamina, I can run for longer"

Personal skills

Almost all young people we spoke to said they had developed new personal skills through taking part in School of Rugby. Improved communication was commonly highlighted, with young people stating that they had become, for example, clearer at getting their messages across, better at providing constructive criticism to others and more talkative on and off the pitch.

"I'm a quiet person but while doing the refereeing I was very loud - my throat hurt afterwards"

"I used to shut my family off but now I'm more open to talk to them"

Many young people described improvements in their teamworking skills including working better with others, listening to and respecting others' opinions, following instructions, and proactively giving encouragement to teammates.

"its given me a sense that its better to be part of a team rather than a single person"

"you have to listen to every single person because they all have their own ideas"

Many young people had the opportunity to take on roles of responsibility in School of Rugby sessions, such as captaining a team or helping to coach younger players. This helped them to improve their leadership skills and

gain a better understanding of the challenges involved in guiding the work of others.

"I understand more about how frustrating it is when people don't listen"

Hard work and perseverance were frequently mentioned by young people. Some spoke about how competing with players who were better than them or their desire to get better on the pitch had improved their work ethic. Some said that through making mistakes on the pitch they had developed a more positive approach to dealing with them. Where in the past they might have responded negatively, they now work harder to make sure it doesn't happen again.

"[if I make a mistake] I'll just keep going and try to forget about it."

"its harder to play against them but you try harder which makes you a better player"

Some young people said that improved decision-making on the pitch had also helped to improve their decision-making in other areas. For example the nature of decision-making required on the pitch has helped young people to become quicker in their decisions, calmer in pressured situations and able to make better choices.

"I used to just panic when I got the ball but now I don't"

Several young people talked about having developed better organisational and timekeeping skills through the programme. Many of these young people said that the need to remember their kit, to get to sessions and games on time and to leave sufficient time to get ready at the start and end of sessions had a positive impact on their skills in these areas.

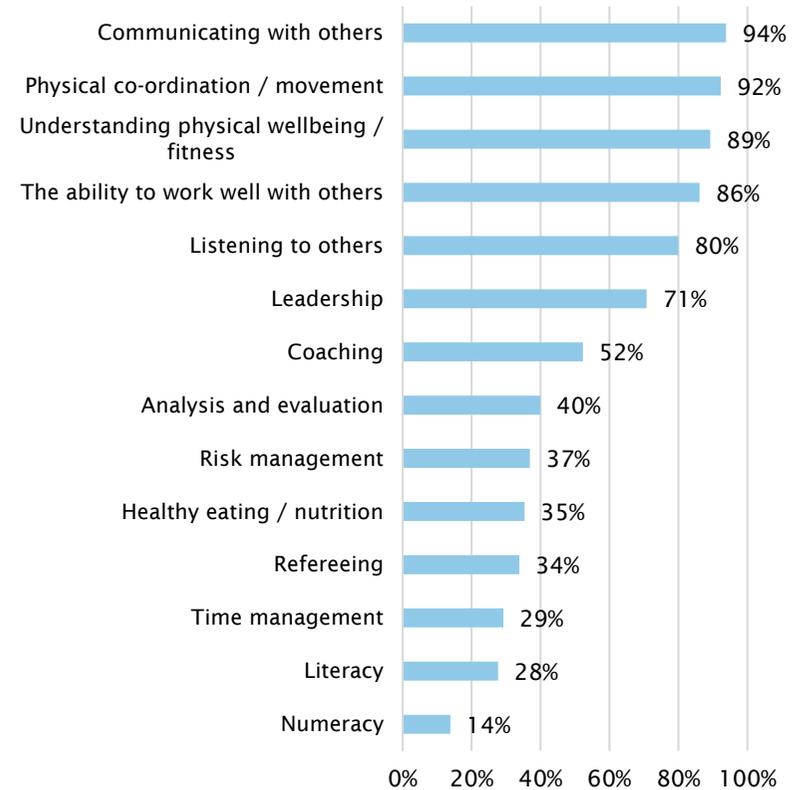


Schools' perspectives

All school stakeholders (100%) said that the School of Rugby programme had led to an increase in skills for the young people that participated.

Of the increased personal skills reported by school stakeholders, improved communication (94%) and teamworking (86%) were most common. A majority of stakeholders also reported improved co-ordination/movement (92%) and better understanding of physical wellbeing/fitness (89%).

Figure 2.7: School Stakeholder Survey - Increased Skills



In interviews, some school stakeholders commented on the programme's impact on the skills of young people.



"it encourages positive decision-making. Thinking about all options on the pitch translates to other areas"

"Within the school its improved teamworking. They like to be part of it, win or lose."

"As a group, they work a lot better and they appreciate that they don't have to be best friends to do it."

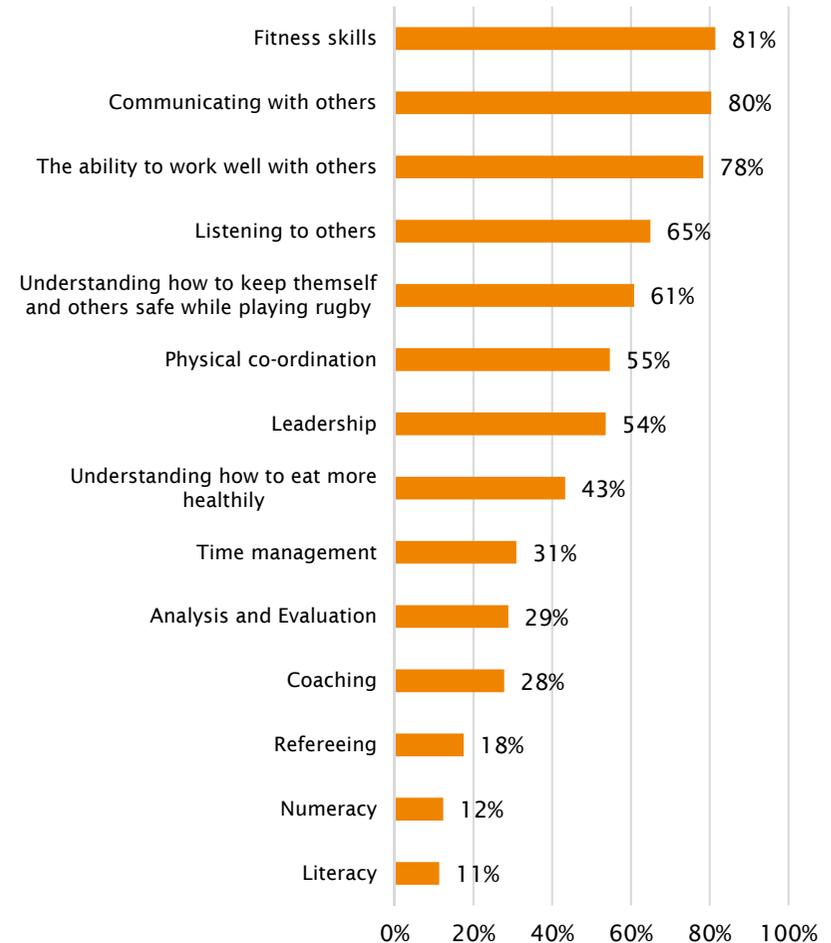
"The S1s' timekeeping is better."

Parent/carers' perspectives

Almost all parents/carers (94%) reported that their child had learned new skills through participating in the School of Rugby programme.

The skills which parents/carers most commonly reported seeing their child develop were fitness skills (81%), communication (80%), teamworking (78%) and listening (65%).

Figure 2.8: Parent/Carer Survey - Increased Skills



"He has enhanced his skills as well as gaining new transferable skills."



Outcome 3: Improved behaviours and aspirations

Almost all young people reported positive changes in their behaviour (99%) and increased aspirations (97%), well above agreed targets. The number of other stakeholders reporting improvements in young people’s behaviour (73%) was slightly below target, however, other stakeholders reporting increased aspirations in young people was on target (75%). More than half of young people participating (60%) represented their school in a game against another school.

SUMMARY EVIDENCE OUTCOME 3			
Number of Young People	%		Target
913	99%	Young people report positive changes in behaviour	75%
		<ul style="list-style-type: none"> 99% of junior pupils report positive changes in behaviour 100% of senior pupils report positive changes in behaviour 	
894	97%	Young people report increased aspirations	75%
		<ul style="list-style-type: none"> 98% of junior pupils report increased aspirations 96% of senior pupils report increased aspirations 	
555	60%	Young people represented their school in a game of rugby against another school	100%
	73%	Other stakeholders report positive changes in behaviour	75%
		<ul style="list-style-type: none"> 88% of schools report positive changes in behaviour 57% of parent/carers report positive changes in behaviour 	
	75%	Other stakeholders report increased aspirations	75%
		<ul style="list-style-type: none"> 84% of schools report increased aspirations 65% of parent/carers report increased aspirations 	

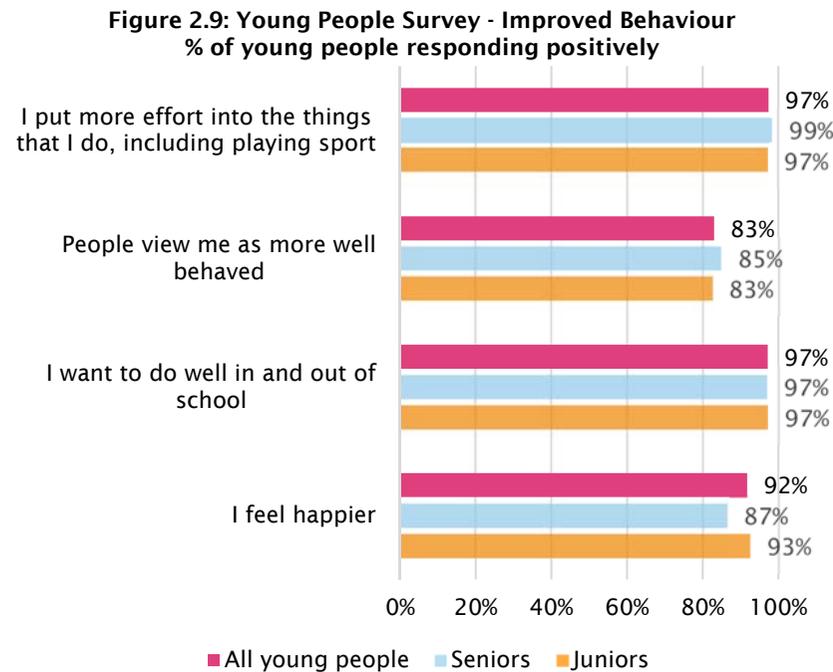


Young people’s perspectives

Self-evaluation

Almost all young people (99%) indicated that their behaviour had been positively influenced by participating in the programme.

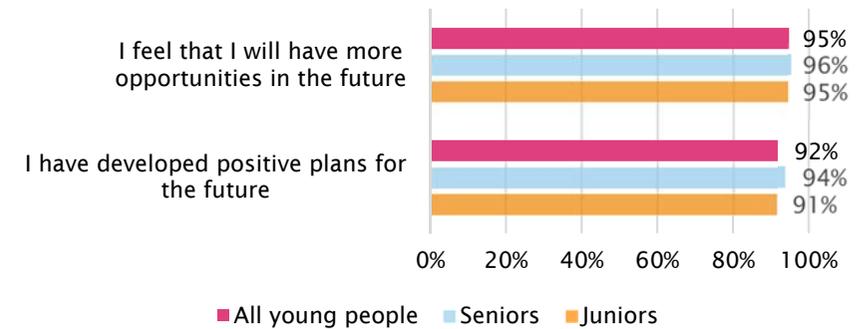
We asked young people to state whether they agreed or disagreed with a range of statements relating to behaviour. Figure 2.9 shows the percentage of young people who responded positively to each of these statements.



The majority of young people (97%) also reported that their aspirations for the future had increased, well above the Cashback target of 75%.

Figure 2.10 demonstrates young people’s responses to statements relating to aspirations.

Figure 2.10: Young People Survey - Increased Aspirations
% of young people responding positively



Views of young people

Improved behaviour

Respect was a common theme in discussions with young people. Many young people spoke about how they had learned to be more respectful towards people through the programme, including teammates, coaches, referees, opposing teams and teachers. Some young people said that respect had been the specific focus of discussions with their coaches, while others said that they had learned about it informally during sessions.

“You’ve got to give respect to get it. [the coach] gives you respect and makes you work to keep his. He treats you as an equal”

Young people commonly mentioned how their sportsmanship had improved. Several talked about how they had learned the importance of, for example, giving encouragement to others, shaking hands after games, making up after arguments on the pitch and congratulating opposing teams. For some young people playing with people of different abilities and skill-levels had helped them to become more patient and/or less judgemental.

"I used to shout at people on the pitch but I've learned to be more accepting"

"rugby helped me to stop judging people, to recognise that everyone is at a different level"

The need to carry on good behaviour off the pitch was also regularly discussed by young people. In particular, many young people spoke about the importance of positive behaviour in other parts of school such as following rules, listening to teachers, arguing with teachers less and working hard in class. For many young people there was an understanding that bad behaviour in other parts of school could jeopardise their place in the School of Rugby.

"if you don't behave in class, you don't get to play rugby"

"I like rugby and don't want to stop it, so I give the cheekiness a bye"

Some young people spoke about there being certain standards expected from those involved with School of Rugby, covering areas like behaviour, timekeeping, attendance and school uniform. In some schools these standards were formalised in a code of conduct which pupils sign at the start of the year.

Several young people gave examples of how taking part in School of Rugby had made a positive impact on their behaviour more generally, both inside and outside of school. A few young people thought that they had become more considerate of others and their feelings.

"I think about people more than I maybe used to"

A couple of young people said that they were less likely to take their anger or frustration out in inappropriate ways as they had learned to direct it in other ways on the pitch.

"now I can channel my aggression into something"

"frustration builds up elsewhere but you can release it on the pitch"

One young person said that he had previously been involved in anti-social behaviour outside of school but being part of the School of Rugby had helped steer him away from that.

"I used to get in trouble outside school. Rugby has given me something positive to focus on"

Several young people mentioned improvements in how they communicate with others. Young people talked about giving more consideration to their tone and communicating appropriately in different circumstances (e.g. talking with referees or coaches as opposed to teammates, giving instructions to teammates with lesser understanding of the game or helping to coach younger children). One young person thought that the need to get messages across concisely on the pitch had helped her to more clearly articulate what she wants to say in other areas.

"I know how to talk to people in different situations"

Increased aspirations

Prior to starting the programme, many of the young people we spoke to already had an idea of what they want to do in the future. Young people were interested in a diverse range of careers, including law, engineering, joinery, mechanics and veterinary medicine.



A few young people said that they were interested in pursuing careers in rugby and credited the programme with developing their interest in the game. A couple spoke about how the skills they had gained through the programme or what they had learned from their coaches had given them the belief that they could play professionally in future.

"I didn't used to think I was good enough - now I'm a lot better"

Other young people expressed an intention to forge careers as P.E. teachers or sports coaches as a result of their experience on the programme. One young person commented on how he though the example set by his rugby coach would help him in his future career.

"[the coach] is a good teacher, he shows me how I could be a good teacher"

A few young people said that the skills they had gained through School of Rugby, such as hard work, perseverance and self-belief, would help them to achieve their goals in the future.

"through the programme I've learnt that lots of things are possible...if you've got the ball you have to believe "I'm the man that's going to score this try". If you don't believe you'll never get it - you need that belief to drive you forward"

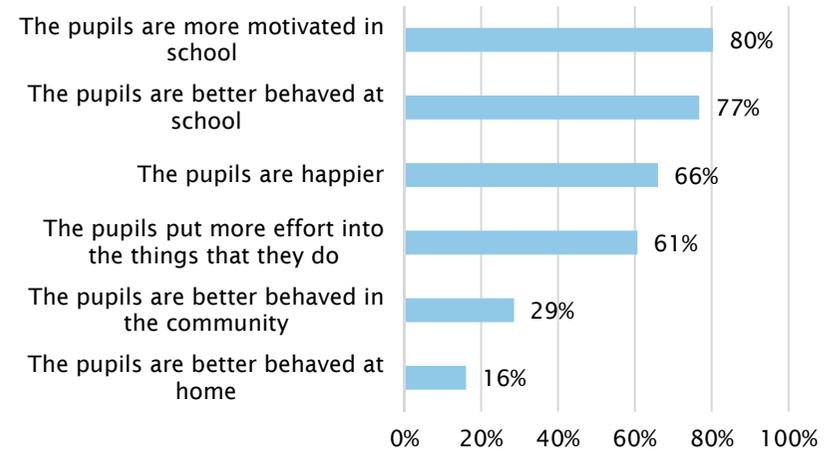
Schools' perspectives

The majority of school stakeholders (88%) reported that taking part in School of Rugby has had a positive impact on the behaviour of at least 75% of the young people participating.

The majority of school stakeholders reported improvements to young people's behaviour in the school setting, as well as improvements to overall

happiness and effort. A minority of stakeholders reported improved behaviour outside of school (see Figure 2.11).²

Figure 2.11: School Stakeholder Survey - Improved Behaviour



In surveys three school stakeholders provided further comments on the programme's impact on young people's behaviour. One said that the code of conduct young people had signed as part of the programme had a significant impact on the behaviour of many.

"The code of conduct has changed many of the children into behaving better and being better organised for school. They get what it means to be a team player."

² The likely reason for this is that school stakeholders do not have in-depth knowledge of pupils' behaviour outside of school. However, this could not be verified from comments.



Another stakeholder commented on how improved behaviour on the programme has not always translated to other parts of school.

"Some pupils are successful on School of Rugby but struggle to manage their behaviour in other aspects of school"

Another stakeholder indicated that changes to young people’s behaviour are hard to measure, but that certain aspects of the programme seemed to have a persuasive effect (this view appears to be reinforced by young people’s self-evaluation results).

"This is hard to measure as we don't know what they would be like without the School of Rugby influence. Participants are certainly motivated to behave when the threat of them being excluded from School of Rugby is a reality."

In interviews, some school stakeholders provided comments on the programme’s impact on young people’s behaviour.

"The boys are learning respect for their teammates, surroundings and environments."

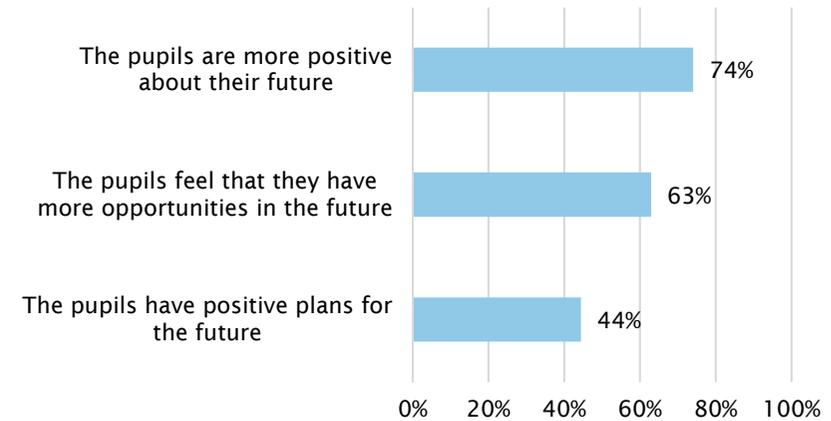
"There are some absolute characters but the structure of rugby and getting to take part in a physical contact sport will make them behave because they don't want that removed."

"It's a healthy outlet and I have seen pupils control their anger and aggression in a positive manner."

Most school stakeholders (84%) said that School of Rugby had a positive impact on the aspirations of the majority of young people taking part.

The majority reported that young people were more positive about their futures (74%) and felt that they would have more opportunities in future (63%). However, less than half (44%) said young people had developed positive plans for their future (see Figure 2.12).

Figure 2.12: School Stakeholder Survey - Increased Aspirations



"Pupils now feel part of something that is school-based and community based. This is a more positive feeling for them rather than being part of ASBO as some of their peers are."

"They seem to care more."

"[the programme has] Opened a route to a new sport that they may never had opportunity or confidence to play."

"Pupils are aware that they have now found an area of the curriculum that they are confident in pursuing"

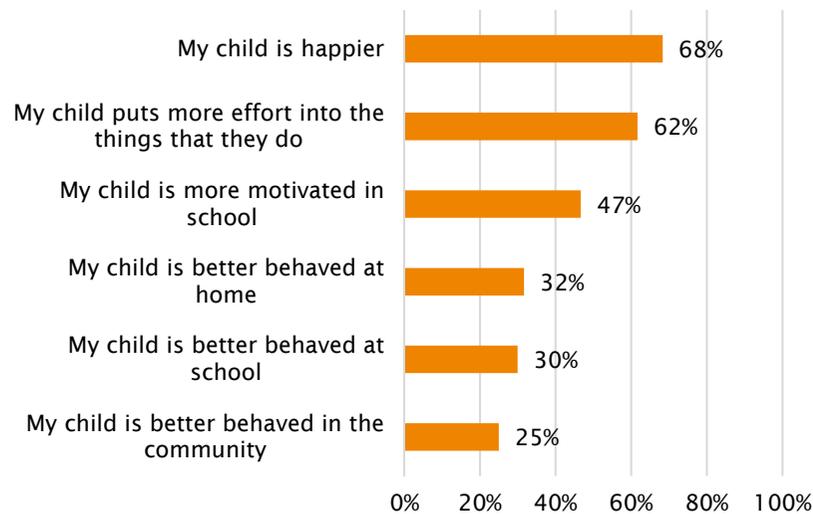


Parent/carers' perspectives

More than half of parents/carers (57%) reported improved behaviour in their child as a result of the programme.

The majority of parent/carers said that their child was happier (68%) and puts more effort into things that they do (62%). A minority of parents/carers reported improved behaviour of young people in school and the wider community (see Figure 2.13).

Figure 2.13: Parent/Carer Survey - Improved Behaviour



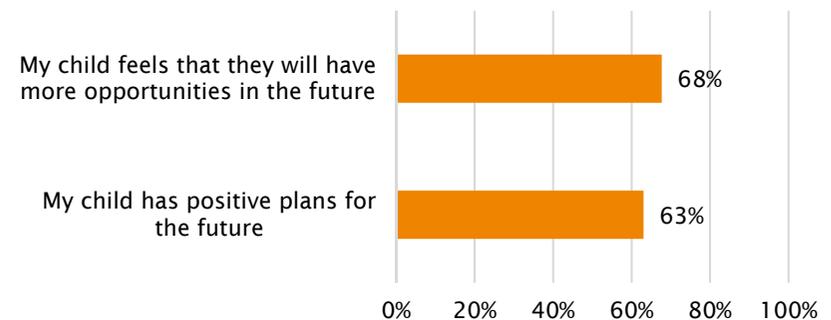
"She's happiest doing rugby and coaching"

"He's learned to be much more patient and respectful."

Almost two-thirds of parents/carers (65%) indicated that the programme had positively influenced their child's aspirations for the future.

Most parents said that their child felt more optimistic about the opportunities they will have in future and had developed positive plans (see Figure 2.14)

Figure 2.14: Parent/Carer Survey - Increased Aspirations



"[the programme] Boosted his confidence as he wanted to try rugby before but wouldn't as he was shy."

"[my child] wants to play rugby for Scotland"

"He sees opportunities for coaching and teaching"

"[the programme] has proved to me he can do anything he puts his mind to"



Outcome 4: Increased wellbeing

All young people (100%) and most other stakeholders (92%) reported an increase in wellbeing against one or more of the SHANARRI³ indicators.

SUMMARY EVIDENCE OUTCOME 4			
Number of young people	%		Target
922	100% ⁴	Young people report improved wellbeing (SHANARRI) <ul style="list-style-type: none"> ▪ 99% of junior pupils report increased wellbeing (SHANARRI) ▪ 100% of senior pupils report increased wellbeing (SHANARRI) 	75%
	92%	Other stakeholders report increased wellbeing (SHANARRI) of young people <ul style="list-style-type: none"> ▪ 100% of schools report increased wellbeing (SHANARRI) of young people ▪ 83% of parent/carers report increased wellbeing (SHANARRI) of young people 	75%

³ 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.

⁴ Figures have been rounded to the nearest whole number. This is why the overall figure is 100% despite the fact that not all junior pupils (99%) reported an improvement.



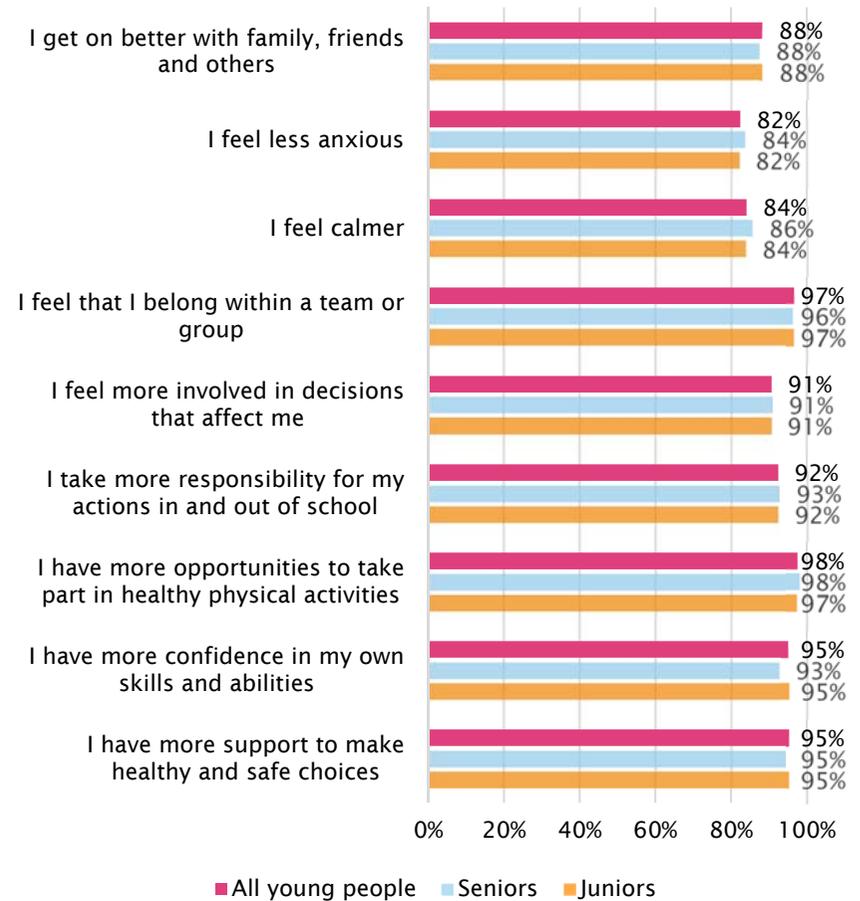
Young people’s perspectives

Self-evaluation

100% of young people reported that School of Rugby had a positive impact on their wellbeing, measured against one or more of the relevant SHANARRI indicators. This is well in excess of the agreed target of 75%.

Figure 2.15 shows the percentage of positive responses from young people against a range of statements reflecting improved wellbeing.

Figure 2.15: Young People Survey - Improved Wellbeing
% of young people responding positively





Views of young people

Healthy

Young people reported that their health had improved through increased physical fitness. For example, young people spoke about having lost weight and/or improving their stamina, strength, speed and agility. Several young people commented that playing rugby had helped with their asthma, improving their breathing and overall endurance during sport.

Young people also learned more about diet and nutrition. Some noted that they had cut down on unhealthy things like sweets and fizzy drinks and were eating more fruits and vegetables. Many increased their knowledge of the right foods to eat to boost performance in sport and the benefits of hydration. On rare occasions a young person mentioned having cut down on unhealthy habits like smoking.

"I've lost a lot of weight"

Achieving

Many young people said they felt a sense of achievement in being part of the programme. Young people reported that in certain schools there is a status or prestige attached to School of Rugby and they felt proud to be involved.

Young people also took pride in their achievements on the pitch. For example, young people said that improving their own skills, competing with bigger and better players and winning games gave them a sense of achievement.

Several young people said that as a result of the programme they had received more formal recognition of achievement. Some schools hold end-of-year award ceremonies where there are prizes in categories such as best player, best newcomer or most improved. A few young people spoke about medals they had received from competing in rugby tournaments.

A few young people spoke about certificates or qualifications they had attained. For example, a few had been encouraged and supported by their coach to work towards Saltire Awards for volunteering and one young person gained a refereeing qualification.

Active

Young people frequently said that prior to taking part in School of Rugby they had been quite sedentary or spent a lot of time indoors but were now exercising and getting out more regularly.

For many, playing rugby had encouraged them to do additional activities or training to help improve their fitness and performance. Young people mentioned going to the gym more to do extra cardio or weight training and several said that since joining School of Rugby they have been inspired to take up other sports (discussed earlier under Outcome 1)

Respected

Many young people spoke about being treated with respect by their coaches and teammates. As highlighted under Outcome 3, respect for others was emphasised regularly by coaches and rugby staff. During interviews many young people talked about the reciprocal nature of respect – how they had given respect to others and received respect in return.

Several young people also mentioned the respect they felt from others in the school, including teachers and fellow pupils. For many, being part of School of Rugby and representing the school encouraged other people to treat them with respect.

"people respect you because you're playing for the school"

Responsible

Young people spoke about planning for themselves more, being more organised and managing workloads better as a result of taking part in the programme. For example, young people mentioned being more responsible in terms of remembering their kit, packing their own bag, timekeeping, planning their travel and completing homework on time. It was common for young people to state that they had become less reliant on their parents.

"Now I'm more organised and pack everything for myself"

Some young people said that successfully overcoming challenges on the pitch had encouraged them to confront challenges off it. For example, one girl described how getting past her fear of tackling helped her to address other fears she had, such as speaking out in class

"rugby helped to get past that fear and just do it"

Through the programme many young people said they had learned to be a responsible team member. For example, young people commented on the need to not let people down, to give encouragement to others on your team and to own mistakes – taking responsibility for them and working harder in practice to make sure they don't happen again.

"if I make a bad pass or tackle I'm able to say that was my fault. And the next time I'll try harder."

"people shout at you a lot less if you own up to it"

Some young people indicated that the programme had encouraged them to act more responsibly as there were always clear consequences for bad behaviour, such as being sent off or, in more serious cases, excluded from the programme.

Included

It was regularly mentioned in discussions how welcoming young people found the programme and how friendly they found programme staff and their teammates. Many young people also noted how easy it was to get involved, particularly for those with limited ability or experience of playing rugby.

"you have a laugh and its not too serious"

"my coach is good because he always makes me feel I can just play without being intimidated"

Most young people said they had made new friends and/or had been able to spend more time with their friends as a result of taking part in the programme. Some young people commented on how having a shared interest had helped them to form strong friendships with their fellow School of Rugby participants.

"I've got more pals"

"I've got a better friendship group now"

"when we first started we didn't really talk to each other but we all help each other now - we're like a family"

The programme helped some young people feel more connected to the wider school community. For example, young people mentioned how P.A. announcements about games the team had won made them feel more included in the life of the school. Some young people said that other teachers had taken interest in what they were doing in School of Rugby, which helped to build stronger relationships with them.

"teachers approach me to ask about rugby"



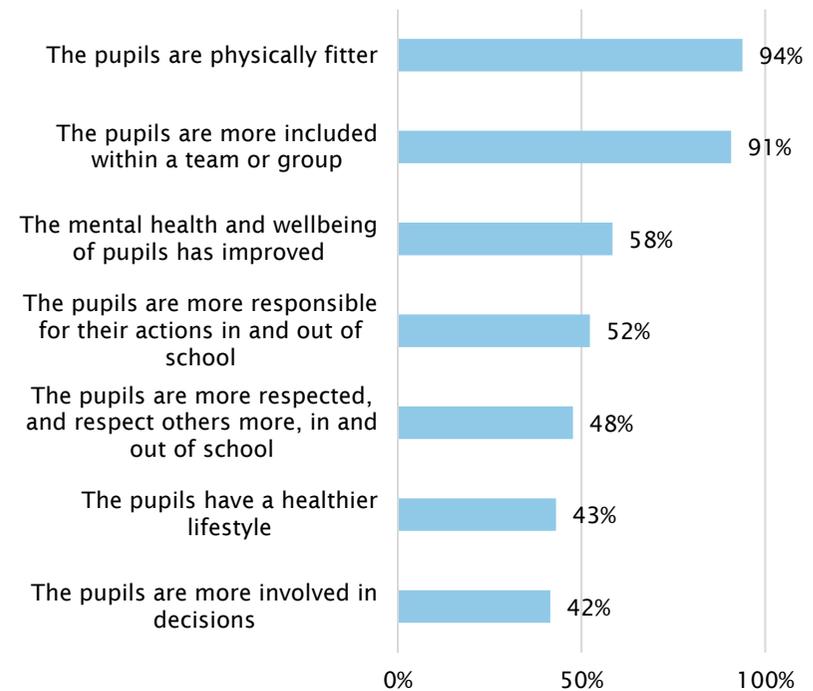
Schools' perspectives

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

School stakeholders reported progress against a number of SHANARRI indicators (see Figure 2.16):

- **Healthy:** physically fitter (94%), healthier lifestyle (43%) and improved mental health (58%).
- **Active:** physically fitter (94%) and healthier lifestyle (43%).
- **Respected:** Feeling more respected and respecting others more (48%).
- **Responsible:** More responsible for their actions in and out of school (52%).
- **Included:** more included in a team or group (91%) and more involved in decision making (42%).

Figure 2.16: School Stakeholder Survey - Improved Wellbeing



In interviews and survey responses, school stakeholders also commented on the programme's impact on young people's wellbeing.

"To me the mental health aspect is huge."

"The programme has provided opportunities to many people who would not normally have had the chance to participate in so much positivity and healthy activities."

"There's probably a lot of boys who wouldn't talk to each other if they were not part of School of Rugby."



"[young people] that are overweight are getting involved in sport. There's advantages of being bigger and they are finding success in places they do not usually have success in."

"The boys are taking responsibility to be more active in their own time."

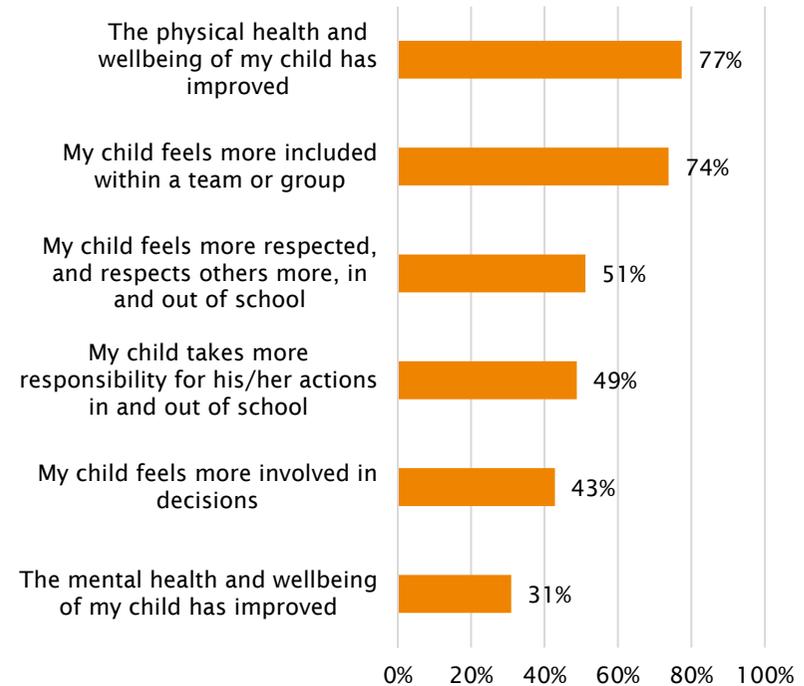
Parent/carers' perspectives

The majority of parents/carers (83%) felt that young people's wellbeing had improved as a result of taking part in the Schools of Rugby programme.

Parent and carers reported increases against several SHANARRI indicators (see Figure 2.17):

- **Healthy** - Improved physical (77%) and mental health and wellbeing (31%).
- **Respected** - More respected and respect others more (51%), and more involved in decisions (43%).
- **Responsible** - Take more responsibility for their actions (49%).
- **Included** - More included within a team or group (74%) and more involved in decisions (43%).

Figure 2.17: Parent/Carer Survey - Increased Wellbeing (SHANARRI)



Parents/carers were also asked to report on the specific differences the programme has made to the health of their children (see Figure 2.18).

Most parents/carers said there were improvements in their child's physical fitness (85%) and lifestyle (59%). A minority reported improvements in other areas.

"On days when my daughter has played rugby she comes home in a better mood. She gets on with her family better and is more willing to do her homework."



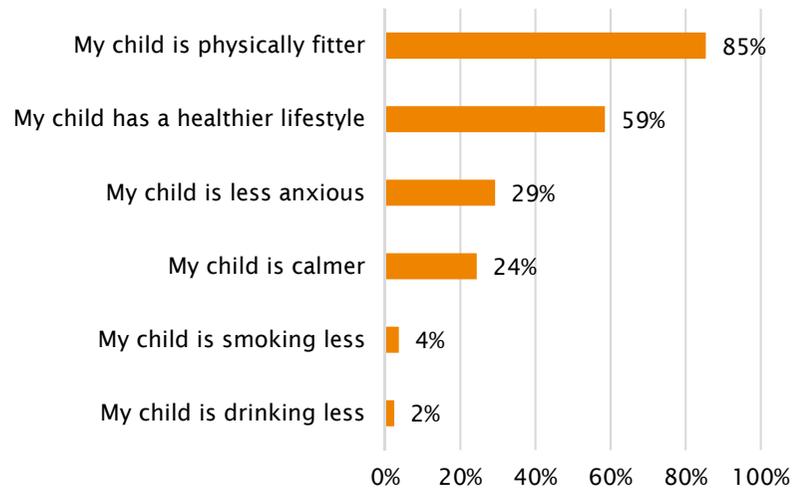
"My son loves being included in a team. It has built his confidence and physical wellbeing and has really helped him"

"He enjoys being able to take part in something he loves with his friends."

"[my child has been] educated on the importance of fitness and the use of daily exercise to promote his academic ability."

"My son is Type 1 diabetic so any physical activity has a positive effect in keeping his blood sugar levels in range."

Figure 2.18: Parent/Carer Survey - Improved Health





Outcome 5: Increased school attendance and attainment

The number of young people that reported improvements to school attendance and attainment was above target (76% and 88% respectively). Results for other stakeholders was slightly below target for both indicators (68% and 66%).

SUMMARY EVIDENCE OUTCOME 5			
Number of young people	%		Target
701	76%	Young people report improved attendance at school	75%
		<ul style="list-style-type: none"> 77% of junior pupils report improved attendance at school 69% of senior pupils report improved attendance at school 	
811	88%	Young people report increased attainment at school	75%
		<ul style="list-style-type: none"> 90% of junior pupils report increased attainment at school 78% of senior pupils report increased attainment at school 	
	68%	Other stakeholders report improved attendance at school	75%
		<ul style="list-style-type: none"> 91% of schools report increased attendance at school 45% of parent/carers report increased attendance at school 	
	66%	Other stakeholders report increased attainment at school	75%
		<ul style="list-style-type: none"> 86% of schools report increased attainment at school 46% of parent/carers report increased attainment at school 	

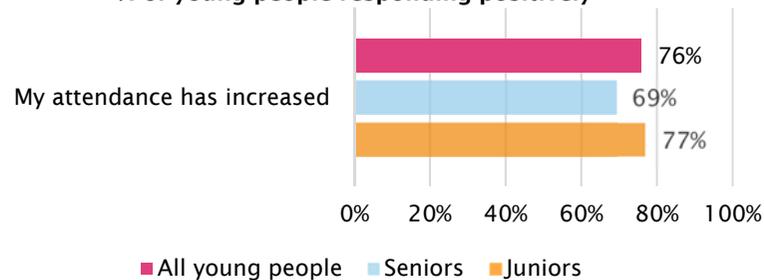


Young people’s perspectives

Self-evaluation

Around three-quarters (76%) of young people reported that their school attendance had improved since taking part in School of Rugby. Senior pupils were slightly less positive than juniors about the impact of the programme on attendance. However, overall the results from young people’s self-evaluation are above target.

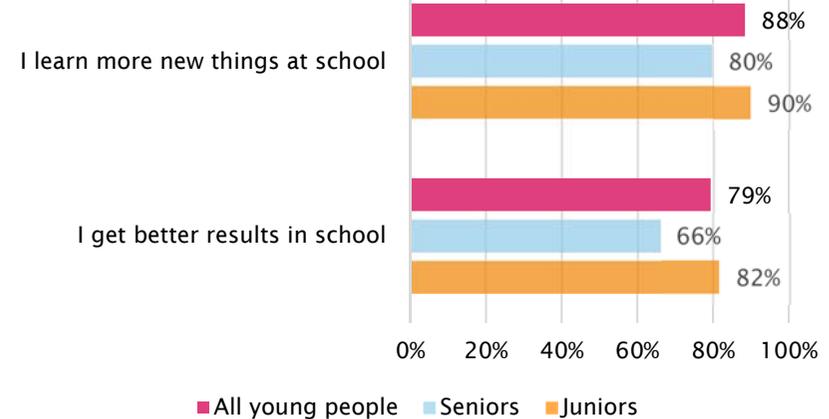
Figure 2.19: Young People Survey - Improved Attendance
% of young people responding positively



The majority of young people (88%), and junior pupils in particular, were positive that the programme has had a positive effect on their performance in school.

Figure 2.20 shows the percentage of young people responding positively to statements related to attainment.

Figure 2.20: Young People Survey - Increased Attainment
% of young people responding positively



Views of young people

Increased attendance

During discussions most young people indicated that their attendance had typically been good, so there was little room for improvement before joining School of Rugby. Even if attendance was not an issue for them, many young people stated that they look forward to School of Rugby days or that being part of the programme made it feel easier to come to school.

“it gives me something to look forward to in the week”

While unlikely to have had a major impact for all young people, there were a few who said that the programme had a significant influence on their attendance. For example, one young person said that he had previously had issues with absenteeism but that his enjoyment of rugby had changed his attitude towards school.



"I used to miss school a lot but now I'm around 100%"

Another young person said that taking part in School of Rugby has helped to ease the symptoms of her asthma, which had helped her to miss fewer school days through ill-health.

"it's helped me come to school more often - not stuck in my bed"

Improved attainment

In interviews most young people indicated that either they had strong grades prior to joining the programme or they did not think the programme has had a significant impact on their grades (positively or negatively). However, there were some young people who spoke about the positive impact the programme had on their academic performance.

A few young people said that the expectation placed on them by the programme to apply themselves and behave in other classes had helped them to concentrate or work harder.

"knowing I need to behave in class has made me get better grades"

"[on schoolwork] I've got a lot more out of it"

Several young people spoke about how the confidence they had gained from taking part in the programme had made it easier for them to contribute in class and ask for help when required. This had a positive impact on their performance.

A few young people said that their grades in P.E. had improved as a result of the physical skills they had gained through the programme.

While discussions did not suggest it was an issue for most young people, a few did indicate that their grades had suffered slightly in the subjects they

missed for School of Rugby periods. A couple of young people said that additional supported study periods after school might help to alleviate this.

Schools' perspectives

The vast majority of school stakeholders (91%) said that the Schools of Rugby programme has improved young people's attendance at school.

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

In interviews some school stakeholders commented on the programme's effect on attendance and attainment.

"Kids look forward to School of Rugby days. It gets them out of bed in the morning"

"For some School of Rugby is the only positive connection they have with the school"

Parent/carers' perspectives

Just under half of parents/carers (45%) reported that their child's school attendance had improved as a result of taking part in the School of Rugby programme.

Around the same amount (46%) said that the programme has had a positive impact on their child's attainment.

"My son feels more motivated to do well in and out of school"



Outcome 6: Participating in positive activity

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

SUMMARY EVIDENCE OUTCOME 6			
Number of young people	%		Target
922	100%	Young people participated in rugby programme	100%
		<ul style="list-style-type: none"> 100% of junior pupils participated in rugby programme 	
		<ul style="list-style-type: none"> 100% of senior pupils participated in rugby programme 	
922	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 	
		<ul style="list-style-type: none"> 100% of senior pupils participated in rugby for the first time 	

Young people’s perspectives

Self-evaluation

All young people (100%) that participated in the programme took part in positive activities.

Young people were also asked to respond to statements related to trying other positive activities. The majority of young people said that since taking part in School of Rugby they take part in more new activities (92%) and enjoy trying new activities more (95%).

Figure 2.21: Young People Survey - Positive Activity
% of young people responding positively

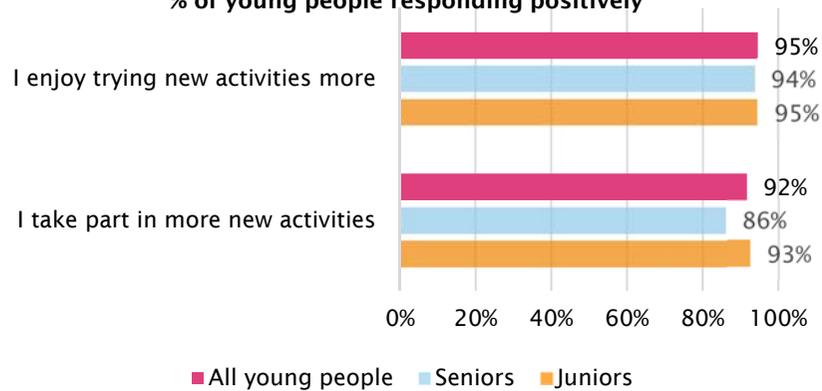


Figure 2.22: Young people responding positively to School of Rugby statements (Positive Activity)



Views of young people

During interviews and focus groups, young people were asked to respond to a series of statements relating to School of Rugby (See Appendix A). Figure 2.22 shows that almost all interview and focus group participants (95%) responded positively to the statement “I enjoy taking part in Schools of Rugby”

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

Management of the programme

On the whole, School of Rugby leads, coaches and senior school staff were very positive about the management of the programme.

While there were no significant problems reported, some minor issues were raised during discussions. For example, a couple of rugby leads said that they had been prevented from being more hands-on with the programme due to other teaching commitments. They suggested that if schools allotted them more protected time to focus on School of Rugby they would be better able to manage the programme on top of their other duties.

"It's timetabled when I'm teaching so I'm reactive rather than proactive"

Several interviewees mentioned the complexity that can be involved in trying to adequately timetable School of Rugby within the wider curriculum. One rugby lead suggested that this was particularly challenging for the S1 year group as numbers are not finalised until the start of term. They suggested that confirming before the end of the previous school year which pupils will be involved would make timetabling easier.

Based on discussions, attitudes to the programme from other teachers are generally positive. However, some senior school staff indicated certain

colleagues have concerns about the potential consequences of taking pupils out of their classes.

"staff are concerned about pupils' ability to catch up"

The size of schools can pose challenges for management of the programme. For example, one lead commented that because their school has relatively fewer pupils overall, absences and injuries are more keenly felt and the programme is in competition with similar programmes (such as School of Football or Dance) to recruit young people. Interviews with coaches and leads suggested that for larger schools with bigger programmes there can sometimes be logistical issues around organising transport to fixtures.

A few interviewees suggested that the organisation of fixtures could be improved as they are not currently spread out evenly over the year (one lead described a significant drop-off in fixtures following the Christmas break). This can affect the engagement with the programme as young people's interest can lessen when they are not working towards playing games.

Support from Scottish Rugby

There was widespread consensus from rugby leads, coaches and senior school staff that the support from Scottish Rugby to deliver the programme was very good. Interviewees commented that Scottish Rugby staff were committed, enthusiastic, helpful, reliable and receptive to ideas. Rugby leads and coaches also frequently mentioned that staff were readily available and always willing to speak



"The support from Scottish Rugby was outstanding"

"They're good about following through with ideas"

Interviewees were generally positive about the flexibility offered by Scottish Rugby and how they trusted that rugby leads know their own schools best. However, a couple noted that, while Scottish Rugby staff were always contactable, the approach to supporting schools could feel too hands-off at times. They indicated that that they would welcome, for example, more training for rugby leads, more structure/clearer expectations and more learning events with other schools.

"additional guidance might be useful"

The funding from Scottish Rugby to deliver the programme was seen as crucial by schools particularly, as noted by one interviewee, given the funding cuts being made in local authorities. The kit and equipment provided by Scottish Rugby was also highly valued by schools.

"The funding is more important than it's ever been"

One rugby lead indicated that as a school which is new to offering rugby in any form, they do not have an existing stock of kit or equipment for pupils to use and many are unable to provide their own. They suggested that additional funding would be helpful to make up for this shortfall. A few leads/coaches indicated that there were occasionally delays in receiving kit and equipment which could be challenging.

"Not having kit makes a difference to kids"

Partnerships

Most schools work in partnership with other organisations to deliver the programme. In addition to local rugby coaches and clubs, interviewees described partnerships with a range of organisations, including:

-
- **Local authorities/Education Departments/Active Schools Coordinators** – additional funding, support to provide additional workshops for young people, help with primary transitions

 - **Child and Adolescent Mental Health Services** – workshops for young people

 - **Colleges and universities** – provision of coaching assistants and students to deliver additional workshops for young people

 - **Local businesses** – sponsorship and fundraising
-

Overall leads, coaches and school staff indicated that partnerships schools were working well and partners were bringing value to the programme. Many said that they are hopeful of increasing partnership working in the future and would be interested in identifying partners to deliver sessions or workshops on specific topics such as wellbeing, mental health and nutrition.⁵

One rugby lead commented that the relationship between their school and the local rugby club could be stronger, evidenced by the lack of young people from the programme making links to the club. They indicated that the club's development officer could have been more proactive in trying to get young people to join the club.

"The Development Officer maybe didn't push hard enough"

⁵ Some schools already include sessions or workshops on these topics in the School of Rugby programme.

Monitoring and Evaluation

Views on the monitoring and evaluation requirements of the programme were mixed. Some said that they felt that the expectations placed on schools were manageable and that the processes were straightforward. Others thought that arrangements had been problematic at times. For example, interviewees mentioned that the volume of information requested could be excessive, that reports were too frequent or that the reporting template could be time-consuming or difficult to complete.

It is worth noting that where interviewees had been critical of monitoring and evaluation arrangements, several referred to the fact that Scottish Rugby had previously initiated discussions about simplifying the process and recent changes to the reporting template were viewed as an improvement.

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:

- Making new friends
- Playing fixtures against other teams and representing their school
- Competing against better players (sense of achievement)
- Learning new skills and applying these in competitive games
- Improving their health and fitness

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

- Other players disrupting sessions (and coaches not being strict enough with them)

- Training drills could sometimes be repetitive and too basic for some players
- Sustaining injuries
- Playing outside in the winter

The referral process

The criteria for referral varies for each school, however most interviewees described a reasonable amount of flexibility in accepting young people onto the programme. The programme receives referrals from teachers and pastoral care teams, self-referrals from pupils. Schools also work with feeder primaries to identify potential participants and offer taster sessions. In most schools the programme is open to any pupil that would benefit from it in some way. Reasons for referrals described by school representatives included:

- Behavioural issues
- Attendance issues
- Lack of confidence or social skills
- Pupils expected to have a difficult transition to secondary school
- Pupils who would benefit from help to integrate (such as recent immigrants or those who have recently moved to the area)
- An interest in rugby

There was a general consensus that the right young people are being referred to the programme. However, a couple of school representatives said that it is not without challenges, given some of the issues young people are being referred for. For example, interviewees mentioned experiences of young people with behavioural issues proving difficult to coach or disrupting sessions for others. Some school staff members were aware of pupils not taking School of Rugby seriously, viewing it as a means of missing other classes rather than an opportunity to learn.



Wider benefits of Schools of Rugby

As well as benefitting young people directly, there are a number of ways School of Rugby has benefitted participating schools, local rugby clubs and the wider community.

Benefits for schools

Rugby leads, school staff and coaches described a range of benefits from the programme for schools. Several commented on the contribution the programme makes to the wider ethos of the school. Many of the values taught through the programme overlap with the core value of individual schools, such as respect, perseverance, and positive attitude. Some also commented on the benefit of having similar messages coming from role models who are not teachers, as this helps to reinforce them with young people.

"It's instilling values like respect and engagement, which are important to school"

Some school representatives spoke about how the programme makes an additional contribution towards the wellbeing of the school overall. The outcomes for individual young people around improved physical and mental wellbeing benefit the whole school. One head teacher also noted that the programme introduces additional physical activity into the curriculum which helps the school to meet national targets.

The programme allows schools to improve the overall offer for pupils. Specifically, school staff mentioned the benefits of having rugby coaches with particular skillsets come in to the school. This allows them to extend the range of activities available to pupils and also offer something that is different. It also provides opportunities for staff to learn new skills and techniques from coaches.

"they [P.E. staff] have learned new skills and are now more confident to deliver a rugby block in P.E."

Improved engagement was frequently discussed by school staff and rugby leads. School representatives credited the programme with providing an additional incentive to behave and work hard for young people. Staff also commonly said that the programme had been successful in engaging certain young people who had previously been disinterested in school.

"It's a way of engaging kids on a pathway that appeals to them"

Many rugby leads, coaches and school staff were positive about the impact of the programme on pupils' attendance and attainment and gave anecdotal evidence of this in interviews. In particular, improved performance in P.E. was mentioned by several school representatives. However, a number of interviewees indicated that it was quite difficult to measure or isolate the specific difference the programme has made in the areas of attendance and attainment.

One school representative said that working with primary schools to organise taster sessions and identify potential participants had helped to improve the relationship between them.

"I don't think we would have as good transition links with primaries"

Improved parental engagement was highlighted by several interviewees. Many parents have taken an active interest in the programme, communicating with rugby leads, attending fixtures and occasionally helping out during games. Some schools have seen a positive response from parents to fundraising events. In one school which has a high number of parents for whom English is not their first language, the programme was seen as an accessible and effective means of engaging with them.

"there's a community feel to the programme"

"it helps to keep them informed of what's going on in school generally."

School staff also described the reputational benefits for the school in offering the programme. For example, some interviewees spoke about how the programme and its associated benefits for young people appeals to parents when deciding on a secondary school. Others indicated that having a strong sporting element adds value to the school. In some schools programme activities had received coverage in the local press which had helped to improve the school's profile in the community.

"parents have deliberately sent their kids to our school because of School of Rugby"

"we won the school's first ever trophy"

Benefits for local rugby clubs

In Year 2 of the programme an additional 144 young people joined a local rugby club, bringing the total number of young people joining clubs during Cashback Phase 4 to 448.

Several coaches talked about the benefit to local clubs in improving access and interest in the sport and creating additional opportunities for them to recruit players at the grassroots level.

"We get more people playing rugby."

As one coach explained, improving youth recruitment can have a significant impact on the longer-term sustainability of clubs. This coach described how the club previously had dwindling membership numbers and been in a poor position financially. However, its involvement in youth programmes, including School of Rugby, had helped to revive interest in the club and it was now in a much stronger position both on and off the field.

"In our senior team at the club, most have come through the youth programme."

Benefits for the community

Some interviewees offered perspectives on the benefits of the programme to the wider community, though these were largely based on anecdotal evidence.

A couple thought that the programme, by giving certain young people a positive focus, provided a distraction or deterrent to anti-social behaviour, particularly for those who made links with clubs or continued to play rugby outside of school.

"Sport is sometimes the only structure they have."

One head teacher was positive that School of Rugby teaches young people key values that they take home with them, allowing them to spread beyond the programme itself.

"Rugby teaches respect, that translates to the wider community"

One rugby lead discussed how young people going out and playing competitive fixtures against other teams had helped to build the sense of pride in the local community. They described how the school is situated in an area of high deprivation, with no sporting teams nearby, but local people had responded positively to the programme.

"it gives the area something to get behind"



Suggestions for improvement

While rugby leads, coaches and senior school staff were very positive about the programme overall, many offered suggestions for how it could be improved in future. These included:

-
- Additional opportunities for young people to go on trips (e.g. to watch rugby matches).
-
- A more consistent spread of fixtures for young people throughout the year.
-
- Additional guidance for rugby leads and schools (especially for those that are new to the programme).
-
- Introducing good practice events for schools to share learning with each other.
-
- Adding some form of recognised qualification/accreditation for all participants in the programme.
-

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

-
- More periods and training sessions overall (especially in schools where the programme is not part of the curricular timetable).
-
- More fixtures against other teams.
-
- More opportunities to see professional gameplay/training and more visits from professional players.
-
- Girls-only programmes in schools that don't currently have them.
-
- More female coaches.
-
- New equipment and more of it.
-

-
- Schools to make more effort to give rugby the same status as other sports (many young people felt that School of Football in particular received greater recognition in their school)
-

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 – Jennifer’s Story⁶

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Jennifer is in S2 and has been taking part in School of Rugby since S1. She had never been in to sport and had never played rugby before but got to try it during P.E. and joined School of Rugby shortly after that. Jennifer used to dislike school and would get in trouble regularly, but being involved in School of Rugby is helping to change that.

Activities

Jennifer has two periods of School of Rugby per week (and would like to do even more). Sessions have been a mixture of skills training out on the pitch and fitness and strength training in the gym. Jennifer’s favourite parts of training so far have been learning about rucks and hand-offs. Jennifer’s school have also had the chance to play games against other teams and when we spoke to Jennifer she was proud to report that they were undefeated.

Outcomes and impact

Confidence

In the past Jennifer has struggled with anxiety and low self-esteem but thinks that rugby has helped her to deal with these feelings better. She said that the encouragement she has received from her coach has really boosted her confidence. Jennifer also indicated that at times when she is feeling anxious or down, School of Rugby has been a good release because she can just focus on playing and nothing else.

“it shows me that there’s someone who believes in me”

Due to her anxiety Jennifer has also previously had difficulty in making friends, often feeling worried that other people would judge her if she said the wrong thing. However, the social aspect of School of Rugby has helped to break down Jennifer’s preconceptions and she has grown close to her teammates.

“its helped me to build friendships with other people”

Jennifer is now more likely to start a conversation with someone new and to ask questions when she doesn’t know the answer. She said this is because rugby has taught her that its okay to get things wrong and make mistakes, which gives her the confidence to talk more. Jennifer also credits rugby with improving her communication skills.

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



"I used to stutter all the time but now I don't - rugby taught me not to over-think things"

Behaviour

Jennifer admitted that in the past her behaviour towards others was not as good as it could have been. She said that she often found herself involved in fights and arguments but that rugby had helped to mature her as a person and see that there was no point in behaving that way. Jennifer also thought that knowing that you have to behave well to remain part of School of Rugby was a big incentive to walk away from arguments when they arise.

"I used to be in fights every other week, but now I don't"

Jennifer has always been treated with respect by her coach and teammates and this has encouraged her to think about how she acts towards others. Previously, Jennifer said that she would often lose her temper and raise her voice at people, including her teammates, teachers and family. Now she has learned to be more patient and is more respectful, both on and off the pitch.

"I used to shout at people but I've learned to be more accepting"

Responsible

Being part of a team has given Jennifer a sense of duty towards her teammates. She said that she feels a responsibility to do her best for the team and to give her teammates the same level of encouragement and support they give her.

"I hate letting people down now - that's my team so I'll try for them"

Jennifer also said that through rugby she has developed a much more positive approach to dealing with mistakes in general. Before, she would

respond angrily when she made an error and just get frustrated, but now she is much calmer and puts more effort in to accepting and learning from her mistakes.

Attendance and Attainment

School of Rugby has given Jennifer an incentive to attend school more regularly. Jennifer's attendance has not always been consistent and she came close to being excluded from school as a result. Now, though, because Jennifer looks forward to the days she has School of Rugby and knows that her coach would be disappointed if she misses school on other days, she is taking her attendance more seriously.

"I used to get threatened with being left out of school but now I come all the time"

Jennifer said that taking part in School of Rugby has inspired her to become a P.E. teacher. Because of this she is trying harder when she is in school and getting in trouble less, which has led to an improvement in her grades, particularly in P.E. and maths.

"I used to hate P.E. but now I love it"

Next steps

Jennifer is planning to become a P.E. teacher and intends to keep playing rugby in her free time. Her coach has encouraged her play for her local rugby club and, while she does not feel confident enough to do it yet, Jennifer hopes to join soon.

Schools of Rugby Case Study 2- Lee's Story⁷

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Lee is in S4 and has been taking part in School of Rugby since S1. He had not played the game before but has grown extremely passionate about it over time. Since joining School of Rugby Lee has also begun playing for his school's rugby team and last summer he joined his local rugby team.

Activities

Lee takes part in School of Rugby training sessions twice a week after school (when he was a junior pupil he also had curriculum School of Rugby sessions). A typical session involves drills to work on improving skills followed by a game. Through School of Rugby Lee has also regularly had the chance to play games against other schools and take part in tournaments. As a senior pupil Lee is often asked to help lead warm-ups during sessions and has assisted his coach in delivering some of the primary school taster sessions in the local area.

Outcomes and impact

Confidence

Lee said that taking part in School of Rugby has had a massive effect on his confidence. He thinks that the friends he's made through the programme and the sense of being part of a team have helped to boost his self-esteem and his family have also noticed the difference.

"My confidence has improved - my mum says that quite a lot"

Lee now feels more able to do things that he previously struggled with. He is more talkative with friends and family, he contributes more in class and can maintain eye contact with people.

"I struggled to hold a conversation but now I do it with friends, family - everybody"

The positive experience Lee has had with School of Rugby and the confidence he has gained has opened him up to trying things that he wouldn't have previously been daunted by. For example, he recently put himself forward to take part in trials for the Scotland rugby team and last year was selected to be part of the School of Rugby squad that visited Japan.

"I'm less intimidated by new experiences"

Behaviour

Lee said that because of School of Rugby he thinks much more about being respectful towards people. This is something that he talks regularly with his coach about, but he has also learned more about it naturally through interactions with others on the pitch.

As a senior pupil Lee has been given additional duties during sessions such as leading warm-ups or helping to coach younger pupils. He has also had the chance to captain the team during games. He said that this has taught him about not letting others down and leading by example. He now feels more responsible for his actions, both on and off the pitch.

"I do think about my actions a lot more and how my decisions affect other people"

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



Lee also thinks that he has become more disciplined and focused since taking part in School of Rugby. Before, he had a short attention span and often didn't put in as much effort into things as he should. A key lesson he learned through rugby – that if you don't apply yourself you don't get to play – has helped Lee to develop a “goal mindset” which he has been able to use in other areas, including his schoolwork.

In addition, Lee credits School of Rugby with keeping him away from some of the negative activities that young people can get involved in (drinking, smoking, anti-social behaviour, for example).

“Because of rugby I have no interest in [negative] things that others my age are doing”

Attainment

Lee believes that the discipline and focus he has gained from taking part in rugby has led to an improvement in his school results. He said that he now concentrates more during class and works much harder. Better grades in many subjects, particularly in maths which was a subject he has struggled with previously, are a reflection of the extra effort he put in.

“I've got a lot more out of it”

Health

Prior to joining School of Rugby Lee did not play any other sports or take part in much exercise. Being more active through School of Rugby has helped him to improve his physical fitness and he has been motivated to put in extra time training and going to the gym. Over time Lee has seen a vast improvement in his stamina and this has made him a better player. Lee has also improved his knowledge of healthy eating and has found that his diet is much better all round. He has been able to apply this knowledge to eating the right foods before a game to improve his performance.

“Before rugby I would sit around playing Xbox”

Next steps

Lee is keen to pursue a career in rugby. He is hopeful of playing professionally when he is older but would also be interested in coaching and his School of Rugby coach is helping him to explore his options in this area.

Schools of Rugby Case Study 3 – Kelly’s Story⁸

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Kelly is in S4 and has always enjoyed playing sport, though she had never played rugby before. When she was in S2 she had the chance to take part in a rugby taster session and found that she really liked it, so she decided to join School of Rugby. Since then she has also taken part in a rugby summer camp and has joined her local club.

Activities

During School of Rugby Kelly has done a mixture of skills training and gym work. She has particularly enjoyed the training drills to help improve her throwing and catching skills and tactical awareness. Kelly has learned how to do full contact tackling (something she had never done before) and has really enjoyed getting better at it. Kelly’s favourite part of the programme has been the activities that have allowed her to travel outside of school and meet new people, such as playing games against other schools or trips to Murrayfield.

Outcomes and impact

Confidence

Kelly said that before joining School of Rugby she found unfamiliar situations intimidating and was always nervous about speaking to people she didn’t know. Through the programme Kelly has been able to meet new people and try things she would not have done otherwise. This has helped her to overcome her anxiety and given her the confidence to push herself beyond her comfort zone.

“I’m meeting new people regularly now and I find it easier to talk to them.”

Previously Kelly said that she often felt as though her opinion didn’t matter so she kept things to herself. Now she feels more confident in sharing her ideas with friends, family and classmates and feels more at ease in asking for help when she needs it.

“I have a better idea of how to get my opinions across”

Kelly finds it much easier to talk in public now, and has used this new-found confidence to, for example, get involved in delivering rugby taster sessions for primary school pupils and present at an assembly for the whole school. She has also become a sports ambassador for the school which involves engaging with pupils and staff to help improve the school through sport. Kelly attributes School of Rugby with giving her the confidence to go for this opportunity and helping her to stand out in her interview.

Leadership skills

When Kelly first started School of Rugby felt too intimidated to give instructions or encouragement to her teammates. However, improving her abilities as a player and gaining confidence and communication skills has made Kelly much more comfortable taking on a leadership role during games. Kelly also spoke about how she has helped to mediate arguments between other people on the pitch.

“I know how to motivate my teammates and make them feel better about themselves.”

In addition to taking on more formal leadership duties during sessions and games, Kelly believes that she has also been able to lead others by example. She thinks that her competitive approach and willingness to always try harder helps others (teammates and opponents) to do the same.

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



Patience

Kelly reported that through School of Rugby she has learned to be a lot more patient with people. She used to let other people's immaturity or negative comments get to her and would often respond in a negative way.

"[before School of Rugby] if someone was to say something to me I would talk back, causing more drama, but now I let it be."

Through rugby Kelly said she has learned to think more about the reasons why someone may have said something negative to her and respond more calmly. Kelly has been able to apply this more patient approach both in school and at home.

Feeling included

Kelly said that her involvement with School of Rugby has helped to raise her profile around the school. Teachers regularly approach her in the corridor and ask how rugby is going and, because of the experience she has gained through School of Rugby, staff have asked her to help with other sporting events in the school. This has helped Kelly to feel better connected to the wider school community.

"I always get a lot of praise from staff about what I do."

Within rugby sessions themselves, Kelly said that initially she was quite intimidated as she didn't know many of the people there (at Kelly's school the programme is run jointly with another high school). She also felt as if her abilities on the pitch weren't at the same level as others, which was daunting to begin with. Despite this Kelly said that her School of Rugby teammates were always welcoming and made her feel included.

Health and Fitness

Kelly is asthmatic and would often find it difficult to breathe during sport or get chest pains. Through Rugby Kelly said she has learned more about how to control her breathing when she is playing. This is combined with an overall improvement in Kelly's fitness which has resulted from increased physical activity through playing more rugby. She now has improved stamina and feels much more comfortable during sport.

"I can run for much longer than before"

Kelly has also learned about nutrition and knows more about the right diet to improve her performance and recovery. She has applied this knowledge to changing what she eats before and after games and said she is generally eating better all-round.

Next steps

Kelly is thinking about a career in medicine but she intends to continue playing rugby as a hobby. She is planning to keep playing for a club and wants to continue to progress as a player so she can play at a higher level.

"[School of Rugby] made me keen to keep it up when I leave school - I didn't think about this before"

Schools of Rugby Case Study 4 – Tracy’s Story⁹

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Tracy joined the programme after taking part in the curricular block of rugby in PE. She had never played rugby before and was hesitant to take part.

“I had a bad idea of it, I stayed away from it. I thought it was a boy’s sport and girls didn’t play it. I’m quite a girly girl, I like make-up and clothes and I didn’t like to get messy. But I started it and I really enjoyed it.”

Tracy said that taking part in the programme helped her see herself in a more positive light by building her confidence and social skills and improving her wellbeing.

Tracy is now playing at a club outside of school.

Activities

Tracy started the programme by playing a few games of touch rugby before progressing to contact. The first sessions focused on basic positions before the coaches introduced rucks and contact games. Participants also have sessions on strength and conditioning and nutrition. Tracy said she enjoys the gym sessions and the practices on the pitch most.

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

Outcomes and impact

Confidence and Capacity

Tracy said the programme and the nature of the sport made her feel more able to talk to others which was something she struggled with in the past. This was affecting her ability to navigate social situations and preventing her from trying new things.

“With Rugby, you have to actually speak. I know I can speak to anybody now and start a conversation.”

Before joining the programme, Tracy found it difficult to talk to authority figures which made it hard for her to engage in class. Since joining the programme, Tracy has built positive relationships with the coaches and the PE department which has helped her learn how to interact with adults.

“Before I started, I was really shy and I didn’t talk to the teachers.”

“I can speak up if I don’t understand a question.”

Tracy said that the programme has also helped her get more involved in her school community and she feels she has more opportunities to try new things. Though Tracy said that rugby is the only sport she is interested in pursuing, the programme gave her the confidence to take part in the school’s Beach Games tournament.

“I tried some of the games like volleyball. I wouldn’t have tried it before.”

Tracy feels that taking part in School of Rugby has helped her develop her teamwork and decision-making skills. Tracy said she used to avoid working in a group because she did not like working with others. Playing a team sport and being part of a team has helped Tracy learn to work collaboratively.

"I liked to do things on my own now I'm not bothered, I can work in a team."

Being part of a team that practices regularly has also helped Tracy build friendships by giving her a chance to play with people she did not socialise with before. She said that being able to spend time with them every week helped her get to know them and build a rapport.

"There were people I wouldn't talk to before but now I'm friends with them."

Tracy said that the fast-paced nature of the game has taught her how to make decisions under pressure and through this, she has seen an improvement in her problem-solving skills.

"In the game, you have to think of more than one strategy. You think more. When you get the ball, you go in, you look for a space."

Responsibility

Tracy said that having the support of the team and the coaches has helped her become more responsible. She said she feels more comfortable around others which has made her feel confident enough to admit when she is wrong and take responsibility for her mistakes.

"If I tackle someone wrong or they get past me, I can say 'right, that was my fault'."

"If I say something wrong, I can actually go up and say sorry I didn't mean it. Before, I would get quiet and blame everybody else."

Behaviour

Tracy said that the programme has also provided a healthy outlet for her. In the past, she found it challenging to manage her anger because she did not have a positive platform to vent her frustrations. This was negatively affecting her relationships with others.

"I'm a lot more respectful. Before, if someone said the wrong thing to me I just snapped and I'd get in trouble in class. Rugby calmed me down."

Tracy said that taking part in the programme and playing games has given her a way to let go of her anger. She said her parents have noticed this as well and have commented that she is less hostile towards others.

"I get on a lot better with adults. I used to take my anger out on them but now I take my anger out in the game."

"I'm a lot stronger mentally. Before if someone said something to me, even if they would say something and not really mean it, I would just shout at them or go for them. Now I talk to them or walk away."

Health and Fitness

Tracy talked about the nutrition workshop in S1 which showed her what healthy habits to take on like eating more fruit and vegetables. Tracy said she feels motivated to incorporate healthy foods into her diet because of the difference it can make in her performance.

"If I was to eat just sugary stuff, I would struggle to keep up."



Tracy said she has also seen an improvement in her strength and muscle development. Though she had previously done a lot of cardiovascular exercise, taking part in the programme helped her build muscle and increased her strength.

"Before I had done a lot of running but doing rucks where you push against someone without touching the ground definitely strengthened my legs."

Tracy says that being active through the programme has improved her quality of sleep which helps her get up earlier and avoid being late to school. She said this has helped her maintain her attendance because before, if she was running late for school, she would often choose to miss the whole day.

"If I was late, I'd just stay off."

Wellbeing

Tracy said that because the programme gives her opportunities to talk to more people, she now feels more comfortable in social situations. This has had a positive effect on her anxiety.

"Rugby helped my anxiety. I'm having less panic attacks. I used to have two or three a week."

Taking part in the programme has also improved Tracy's outlook. She said she feels happier than she was because rugby gives her a goal to focus on and motivation to improve herself.

"I enjoy it, it takes my mind away from other things. It helps me be what I want to be."

The programme has also had a positive effect on Tracy's body image. Tracy said she disliked the way she looked before she joined School of Rugby. Since getting involved, Tracy said she feels better about her appearance because the programme has helped her gain weight and become stronger.

"I struggled with my weight. I felt I was underweight but I've been playing, and I've put on more weight which I'm happy with."

Lessons Learned

Tracy said that taking part in the programme taught her to have more confidence and to stop viewing herself in a negative light.

"I learned to respect myself."

Tracy said that taking part in the programme and playing a sport that is very physically demanding helped her learn to appreciate her body more.

"I like that I can show people that even though I'm small, I can still tackle. I can play this sport."

Next steps

Tracy said she was inspired by seeing the development managers at the club and is now interested in perhaps pursuing a career in rugby that is behind the scenes, for example as a coach or fitness trainer. She said she is interested in developing some coaching skills through the programme to get involved with supporting the younger pupils.

"It's really helped me with everything, I think."

Schools of Rugby Case Study 5 – Scott’s Story¹⁰

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Scott is in S4 and has been on the programme since S2. Before taking part in the programme, Scott said he was quite shy and reluctant to get involved in his school’s community. He tried rugby for the first time in PE and enjoyed it and was encouraged to join the programme.

“My PE teacher thought it would be good.”

Since taking part in the programme and joining the local rugby club, Scott feels that he is more outgoing and feels proud to represent his school and be part of a team.

Activities

Scott attends School of Rugby sessions twice a week. During the sessions, the pupils mainly train as a team and take part in drills to improve their technique for tackling. Participants have also had a session on nutrition which Scott found useful. If the weather is poor, the participants go to the fitness suite and learn about strength and conditioning. Scott wishes there were more sessions on strength and conditioning.

Outcomes and Impact

Confidence

Before the programme, Scott said he struggled to talk to others and as a result, rarely participated in class.

“I used to be really shy, I wouldn’t talk to anybody. I wouldn’t talk in classes, I’d be shy in the corner.”

Scott said that taking part in School of Rugby has made him feel more confident to interact with others because of the emphasis that is put on communication and teamwork.

“It’s the communication in rugby, it’s really a team sport. You have to have a lot of communication with other team players.”

Skills

Scott said that being part of School of Rugby has given him more motivation to develop his personal and physical skills. Through the programme, he gained experience in leadership and decision-making, as well as technical skills related to rugby.

Scott said he feels more open to developing new skills because of the support he receives on the programme from the delivery staff. For example, because Scott had never played rugby before, he had no experience of tackling and felt nervous to try it.

“Trying to get my first tackles – I thought I would get injured. Once I developed the technique, I became more confident.”

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



Scott said this was because he felt comfortable explaining his concerns to the coach who worked with Scott to help him master it.

"I would tell Coach I was messing up the tackling and he would take a whole session to do drills to improve."

Scott said that taking on a leadership role was initially intimidating but the encouragement he received from the coaches helped him persevere and develop.

"It was a lot of pressure during that first game, but the coaches helped a lot as well."

Responsibility

Scott said he feels that taking part in the programme helped him take responsibility for his future. He said that finding something that he excels in gave him a direction and goals to work towards.

The experience of balancing School of Rugby and his other classes taught Scott how to manage his time. He said it made him feel responsible for maintaining his academic performance and his position on the programme.

"I'm a lot more responsible with my work. I'm not ignoring it when I come home."

Scott talked about how this has had a positive effect on his relationships with teachers. He feels that the teachers respect him because of his renewed motivation to commit himself to his schoolwork.

"Teachers from the subjects I miss during the week are helpful for it, they leave me notes so it's easier for me to catch up."

Scott also talked about feeling a sense of responsibility towards his team. He said that taking part in the programme made him feel more accountable to others and helped him become more reliable.

"A lot of people think that because I'm part of a team, I'm committed to something."

Health and Fitness

"I'm a lot more active, before I'd usually sit on my PlayStation for the whole day."

Since joining the programme, Scott has seen improvements in his strength and stamina and feels more motivated to build and maintain a healthy lifestyle.

"I try to eat a bit more healthy, I'm working on balancing my diet."

Scott said he now makes healthier choices - like trying to avoid eating sweets - because he has seen the impact it has on his performance. Scott said that taking part in School of Rugby has helped him take responsibility for his physical health and wellbeing.

"I wouldn't have joined a gym before - Rugby pushed me to start taking care of myself by going to the gym and going for jogs."

Feeling Included and Supported

Scott said that the programme helped to give him a sense of identity and community within his school. He feels that his participation on the programme gave him the chance to get to know his peers and build a positive reputation around school.

"Maybe if I'm walking down the corridor or talking with a teammate, people will ask me how rugby is going, teachers are also interested."

good experience and I would not have had the opportunity without School of Rugby."

Scott feels that he is representing the school by taking part in School of Rugby and has become a role model for others on the programme now that he has started playing for a club.

Lessons Learned

Scott feels that his decision-making skills have improved because the programme has given him valuable experience in making choices under stressful circumstances. He said that the programme showed him the importance of planning and organisation.

"When I first started the School of Rugby, I just got the ball and ran with it. Now, I think about my options and where to pass it. It's taught me to think ahead."

Next steps

Scott says he is interested in playing more rugby and ideally, playing at a professional level. He said he feels confident pursuing rugby professionally or something related to rugby because of the support he has received from his coach.

"Coach has encouraged me to take it further."

As a result of his participation on the programme, Scott said he felt that there were more avenues open to him which has made him feel more confident about his prospects for the future.

"Last year, I had the opportunity to go to Japan, they took us out for a week, and we had a big massive training session. That was a really



Schools of Rugby Case Study 6 – Yvonne’s Story¹¹

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, examines what works well and what could work better, and explores their aspirations for the future.

Background to the young person

Yvonne is in S4 and started School of Rugby in S3. She had not played rugby before joining the programme but enjoyed sports, so her PE teacher encouraged her to take part in the programme.

“I couldn’t tell you anything about rugby, I thought it was a boy’s sport.”

Before starting the programme, Yvonne said she lacked the confidence to speak up and interact with new people. Since taking part, she said she feels more able to communicate with others and has seen an improvement in her personal skills.

Activities

Participants have two sessions during curricular time and one session after school. Each session consists of drills to develop the participants’ techniques for tackling, passing and rucks. The drills also focus on building teamwork and communication skills.

“The coach puts you into different teams with people I never used to talk to.”

At the end of the session, the participants will play a short game which allows them to practice the skills they developed from the drills. There is also the opportunity to play against and train with other schools at School of Rugby tournaments held throughout the year.

“I like when we go to the games and I like the games in the hall at the end of each session.”

Yvonne said she enjoys the programme but wishes there were more tournaments and opportunities to play against other schools.

Outcomes and impact

Confidence

Before taking part in School of Rugby, Yvonne found it difficult to talk to new people and as a result, was feeling a bit closed off from her peers at school.

“I never really used to communicate with people I didn’t know before.”

Since joining the programme, Yvonne feels she has become more confident in herself and in how she interacts with others.

“I was a bit shy but now I’m able to communicate with other girls in my year.”

Yvonne said the programme and the support she received from the staff helped her gain the self-confidence to do what she enjoys, despite what others think.

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

"When I first joined, I had friends slagging me off for joining but [the coach] told me to stick at it. I feel more independent now that I stuck at it and said to my friends that I'll do what I want."

Now two of Yvonne's friends have joined her on the programme. Yvonne said that this experience gave her a sense of pride because it showed her that she can stand up for herself and be her own person.

Increased Capacity/skills

Yvonne said that rugby has made her feel more able to communicate with people by giving her a positive experience of being part of a team. Having the opportunity to attend the tournaments through the programme gave her a chance to meet new people and become more comfortable in new social situations.

"When there are tournaments, you get to mix with other schools, I like that."

Yvonne said that taking part in the tournaments also helped her build personal skills in leadership and teamworking.

At one of the tournaments, all the participants were put into groups so that each new team consisted of students from different schools. Yvonne was asked to take on a leadership role for the team she was put in. This was a new experience for her because in the past, she tended to shy away from taking charge. She said that having that chance to be a captain made her more confident as a leader and improved her capacity to speak up in front of others.

"I tried it and enjoyed it [leading the team], I was so surprised because I'd usually be standing at the back, just listening and not taking charge."

Yvonne credited the programme with developing her teamworking skills especially when it comes to making decisions as a team. Because teamwork and communication are central to the game, Yvonne said she got a lot of practice in working with others and taking responsibility in group situations.

"We're at the front making decisions which helps with other sports."

Health and Fitness

Yvonne said her fitness has improved because the large amount of running involved in rugby has increased her endurance.

"I feel like I can last longer, it's adding onto what I'm already doing."

"I don't need to stop, I'm not out of breath and my legs don't get sore."

Yvonne said that programme is helping her achieve her goal of improving her fitness. As Yvonne wants to pursue a career that allows her to be physically active, she feels that the programme plays significant role in building her basic fitness.

Lessons Learned

Yvonne said that the programme helped her learn how to manage her anger and maintain her composure in stressful situations. By seeing that her behaviour within the game has consequences, Yvonne said she learned to think about the impact of her actions.

"If you get too angry, he would tell you to sit out. It makes you want to stop and keep playing - you stop yourself so you don't get sent off."

Yvonne said that this helped her learn to treat others with more respect and not make impulsive decisions out of frustration.

"It helped with my anger management. I don't shout as much."

Next steps

Yvonne expressed interest in training to be a PE Teacher or a coach and believes that the leadership skills she developed through the programme will help her with this.

Yvonne said she chose rugby as one of her performance sports for her National 5 Physical Education assessment. Having curricular periods specifically focused on rugby supported Yvonne to develop skills that she could demonstrate for her assessment.

"Having the School of Rugby programme is really helpful, I wouldn't have picked rugby [as a performance sport]."

Yvonne said she feels more positive about improving and setting goals because of the support she receives through the programme.

"The coach is really nice, if you need help, he'll help you."

5: Overall Progress in Cashback Phase 4

	Target (Phase 4 Overall)		Year 1 %	Year 1 # of YP	Year 2 %	Year 2 # of YP	Total number of young people in Phase 4 to date	Number of YP required in Year 3 to meet target
	%	# of YP						
Outcome 1 – Increased Capacity and Confidence								
Young people report increased confidence	75%	3,375	83%	2,378	99%	913	3,291	84
Young people report feeling able to do new things	75%	3,375	65%	1,862	94%	867	2,729	646
Young people go on to do new things after Schools of Rugby	75%	3,375	81%	2,332	68%	628	2,960	415
Senior pupils work with juniors	75%	675	88%	144	61%	155	299	376
Other stakeholders report increased confidence	75%	-	96%	-	95%	-	-	-
Outcome 2 – Increased Physical and Personal Skills								
Young people report increased skills	75%	3,375	92%	2,636	100%	922	3,558	met
Senior pupils report additional increased skills	75%	675	81%	133	100%	252	385	290
Senior pupils achieved SQA Level 4 Award	75%	675	52%	85	51%	128	213	462
Other stakeholders report increased skills of young people	75%	-	99%	-	97%	-	-	-



	Target (Phase 4 Overall)		Year 1 %	Year 1 # of YP	Year 2 %	Year 2 # of YP	Total number of young people in Phase 4 to date	Number of YP required in Year 3 to meet target
	%	# of YP						
Outcome 3 – Improved Behaviours and Aspirations								
Young people report positive changes in behaviour	75%	3,375	84%	2,407	99%	913	3,320	55
Young people report increased aspirations	75%	3,375	69%	1,977	97%	894	2,871	504
Young people represented their school in a game of rugby against another school	100%	4,500	56%	1,604	60%	555	2,159	2,341
Other stakeholders report positive changes in behaviour	75%	-	79%	-	73%	-	-	-
Other stakeholders report increased aspirations	75%	-	80%	-	75%	-	-	-

Outcome 4 – Increased Wellbeing								
Young people report improved wellbeing (SHANARRI)	75%	3,375	99%	2,836	100%	922	3,758	met
Other stakeholders report increased wellbeing (SHANARRI) of young people	75%	-	96%	-	92%	-	-	-

Outcome 5 – Increased School Attendance and Attainment								
Young people report improved attendance at school	75%	3,375	67%	1,920	76%	701	2,621	754
Young people report increased attainment at school	75%	3,375	71%	2,034	88%	811	2,845	530
Other stakeholders report improved attendance at school	75%	-	73%	-	68%	-	-	-
Other stakeholders report increased attainment at school	75%	-	73%	-	66%	-	-	-



	Target (Phase 4 Overall)		Year 1 %	Year 1 # of YP	Year 2 %	Year 2 # of YP	Total number of young people in Phase 4 to date	Number of YP required in Year 3 to meet target
	%	# of YP						
Outcome 6 – Participating in Positive Activity								
Young people participated in rugby programme	100%	4,500	100%	2,865	100%	922	3,787	713
Young people participated in rugby for the first time	100%	4,500	100%	2,865	100%	922	3,787	713

6: Conclusions

This Section sets out our conclusions about the second 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. In Year 2 the programme made a significant positive impact to young people across all six agreed Cashback outcomes, evidenced by quantitative and qualitative research with young people, parents/carers, school staff and rugby coaches.
2. Young people reported significant improvements under each outcome. Across all indicators, young people's self-evaluation scores exceeded programme targets and this was supported by qualitative data which illustrated the many ways the programme has made a positive difference to their lives.
3. On the whole, young people's self-evaluation results were matched with similarly positive results from other stakeholders and additional data collected by Scottish Rugby. However, there were a few outcome indicators where results were below target, specifically:
 - a. Outcome 1: The number of young people going on to do new things after involvement in Schools of Rugby and the number of senior pupils working with junior pupils were slightly below target.
 - b. Outcome 2: Only 52% of Senior pupils achieved an SQA Level 4 Award, against a target of 75%
 - c. Outcome 3: Other stakeholders reporting positive changes in young people's behaviour was slightly under target for Year 2.

The percentage of young people who represented their school in a game against another school was also below target.

- d. Outcome 5: Other stakeholders reporting improvements in young people's school attendance and attainment was slightly below target for both indicators.

The breakdown of these results is noteworthy. The vast majority of school stakeholders indicated that there had been improvements in both attendance and attainment, while less than half of parents/carers said that this was the case.

4. Attendance and attainment was not the only outcome in which there were notable differences between the views of school stakeholder and parents/carers. School stakeholders were also significantly more positive than parents/carers that young people had improved their behaviours and aspirations.

The reasons for the diverging views of parents/carers and schools in these areas are not clear. It may be a result of the way each group was consulted – parents/carers were asked about the impact on their own child while school stakeholders were asked to comment on pupils overall. It may be the case that parents/carers are less inclined to agree that their own child had prior issues around attendance, attainment, behaviour or aspirations so are less likely to recognise improvements. It is also possible that, as the programme is school-based, most of the impact on young people's behaviour would be observed in school, where it is less visible to parents.



5. It was clear from interviews with school staff, rugby leads and coaches that the programme has also made a positive impact on schools, local rugby clubs and the wider community.
6. Overall, programme operations and the contribution of Scottish Rugby staff are viewed positively by stakeholders. Some issues and suggestions for improvement were highlighted by school staff and coaches, though these were mostly minor. For example, some schools indicated that they would welcome more training for rugby leads, more structure or clearer expectations and more learning events with other schools.
7. In most areas, results from Year 2 have maintained or improved upon Year 1 results and for the indicators that were less positive in Year 2 the differences are relatively minor.
8. The programme has already met overall targets for improving the skills and wellbeing of young people and, with a similar level of recruitment of new pupils in Year 3, the programme is on course to meet targets in most other areas. However, there are a few indicators that may require more focused attention in Year 3:
 - a. If targets for outcomes relating to senior pupils are to be met then Year 3 results will need to improve upon Year 2. Assuming Year three results are similar to Year 2, the number of seniors working with juniors, gaining additional skills and gaining an accredited award will all fall slightly below overall targets.
 - b. The number of young people representing their school in a game against another school has been well below target in both Year 1 and Year 2. These results align with the findings from discussions with young people in which they frequently mentioned that they would welcome more opportunities to play competitive fixtures against other teams.

Recommendations

1. Scottish Rugby could review the amount of guidance currently given to rugby leads, particularly those in schools that are relatively new to the programme. Consideration could be given as to how best achieve the balance between trust/flexibility and giving a clear steer to schools on the expectations of Scottish Rugby.
2. We propose exploring opportunities for improving learning between Schools of Rugby, including the possibility of the school learning events suggested in interviews with school stakeholders.
3. It would be beneficial to Scottish Rugby to invite further feedback on monitoring arrangements from rugby leads. Previous efforts by Scottish Rugby to simplify the process have been appreciated by rugby leads, though it is clear that many still find it burdensome.
4. There would appear to be scope to increase opportunities for young people to play in competitive fixtures against other teams. In particular, Scottish Rugby could consider how to increase the number of competitive fixtures for schools overall and how to ensure regular fixtures at all times of the year.
5. All stakeholders should consider what additional opportunities or support might be beneficial to ensure that more senior pupils are able to achieve agreed outcome targets in Year 3.

Appendix A: Results of additional self-evaluation with focus group participants

During interviews and focus groups, young people were asked to respond to a series of statements relating to School of Rugby. The following figures demonstrate the percentage of young people responding positively to these statements.

Figure A.1 shows the number of young people responding positively to statements on capacity and confidence.

Most interview and focus group participants (85%) said that their confidence had increased and a majority (81%) also said their capacity had increased.

Figure A.1: Young people responding positively to School of Rugby statements (Capacity and Confidence)



Figure A.2 shows the number of interview and focus group participants responding positively to statements on skills.

Almost all interview and focus group participants (95%) said that their physical skills had improved and most (81%) agreed that their personal skills had developed.

Figure A.2: Young people responding positively to School of Rugby statements (Skills)

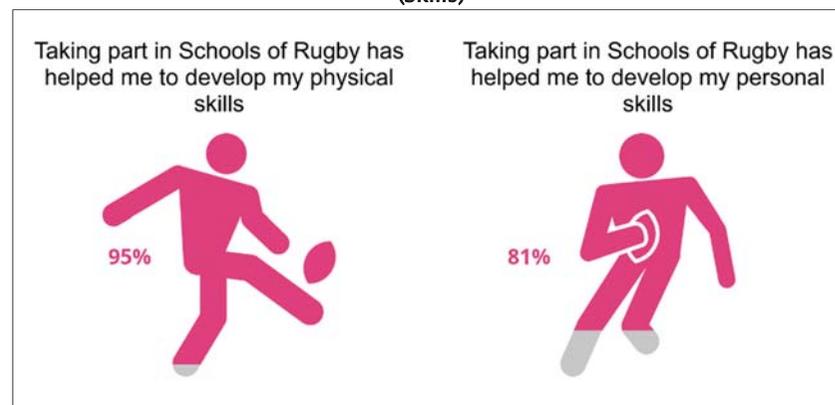


Figure A.3 shows the number of interview and focus group participants responding positively to statements on behaviours and aspirations.

Two-thirds of interview and focus group participants (66%) said that taking part in School of Rugby had improved their behaviour and around three-quarters (74%) said that they now think more positively about their future.

Figure A.3: Young people responding positively to School of Rugby statements (Behaviours and Aspirations)

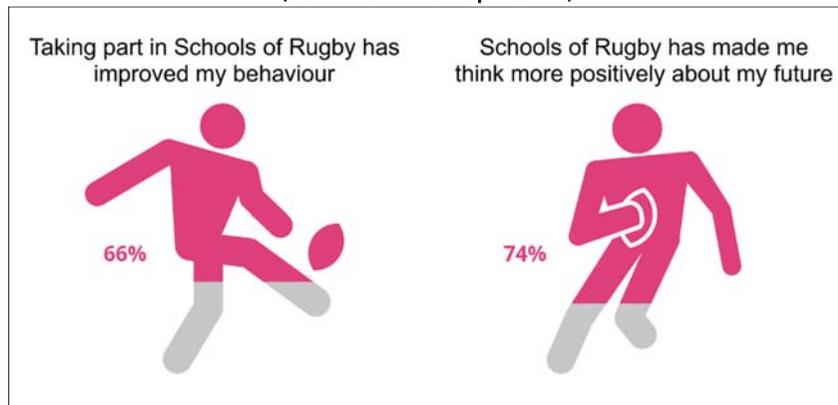


Figure A.4 shows the number of interview and focus group participants responding positively to statements on wellbeing.

Three-quarters of interview and focus group participants (75%) said that taking part in School of Rugby had made them more responsible, most (92%) said they felt more included and almost all (99%) said they were now more active.

Figure A.4: Young people responding positively to School of Rugby statements (Wellbeing)

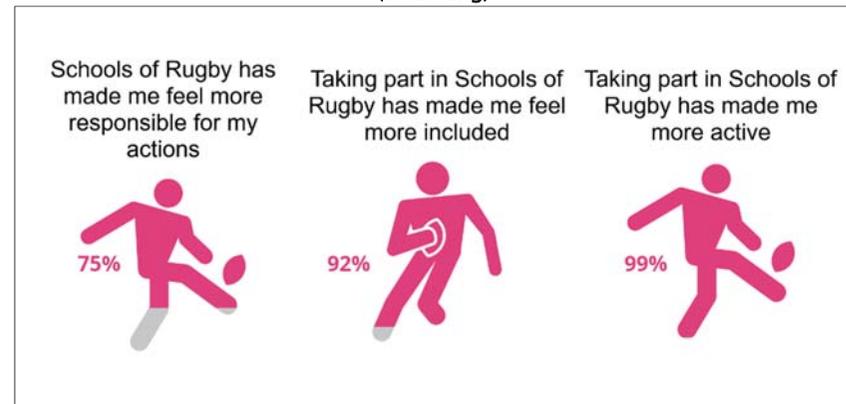
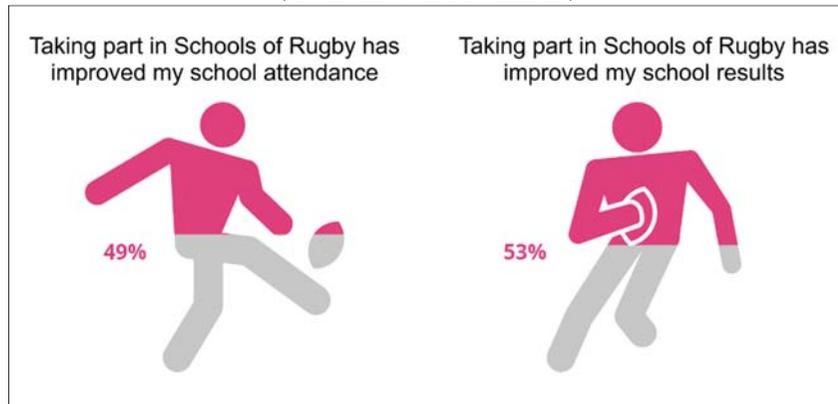


Figure A.5 shows the number of interview and focus group participants responding positively to statements on attendance and attainment.

Just under half of interview and focus group participants (49%) said that taking part in School of Rugby had improved their school attendance and just over half (53%) said that their school results had improved.

Figure A.5: Young people responding positively to School of Rugby statements (Attendance and Attainment)



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