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# sportscotland's contribution to the **Active Scotland** **Outcomes Framework**

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## **Key Findings**

Schools and Education,  
Clubs and Communities  
Environments

**May 2018**

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# Introduction

## About this report

This report explores the contribution of the work that **sportscotland** supports in schools, sports clubs and community groups to the Active Scotland Outcomes Framework (ASOF).

It summarises and reflects on the key findings from independent research commissioned by **sportscotland** and conducted by Research Scotland in 2017/18. Research Scotland's more in-depth technical report is available [here](#).

### The research collected:

- survey responses from **3,000** members of clubs that have been directly supported by **sportscotland**'s funding
- survey responses from **14,849** school pupils
- views of **77** young people and adults through focus group discussions

An infographic version of this research is also available, [here](#).

## Connected Research

This research was undertaken at the same time as evaluations of **sportscotland**'s supported work within both the schools and education, and clubs and communities environments, a summary of which will be available shortly.

This research also forms part of a series of evaluations being undertaken from 2017 to 2019. These look in depth at how the programmes that **sportscotland** deliver alongside partners support the sporting system. They provide insight into what is working well and what can be improved, and will be used to inform **sportscotland**'s next planning cycle.

# The Active Scotland Outcomes Framework

The Active Scotland Outcomes Framework (ASOF) describes Scotland's ambitions for sport and physical activity. It is the Scottish Government's key policy framework for delivering a more active Scotland.

The national indicators for this framework are based on national survey data, providing an overview of Scotland. The ASOF covers a wide range of activity, including sport, fitness, active play, active transport, and other physical activity. The outcomes cover the whole sport and physical activity sector.

**sportscotland** has a critical role to play, and through this research we want to understand our contribution across all six outcomes.

## Vision: A More Active Scotland

Physical activity is about getting people moving. Daily walking, playing in a park, going to a gym, training with a team or aspiring to win a gold medal - it really doesn't matter how people get active, it just matters that we do.

Being physically active contributes to our personal, community and national wellbeing.

Our vision is of a Scotland where more people are more active, more often.

## National Outcomes

Business	Employment	Research and Innovation	Young People	Early Years	Healthier	Inequalities Tackled	Life Chances
Safe from Crime	Sustainable Places	Resilient Communities	Environment Valued	National Identity	Impact on Environment	Older People Supported	Public Services

## Active Scotland Outcomes

We encourage and enable the inactive to be more active

We encourage and enable the active to stay active throughout life

We develop physical confidence and competence from the earliest age

We improve our active infrastructure – people and places

We support wellbeing and resilience in communities through physical activity and sport

We improve opportunities to participate, progress and achieve in sport

**Equality: Our commitment to equality underpins everything we do**

[Click here](#) to find out more about the Active Scotland Outcomes Framework.

# How has sportscotland helped sports club and community group members to **become more active**?

## Adult Club Members

We found that adults who are members of **sportscotland** supported clubs are largely active, and that they had become more active since joining their club.

### Key Findings

- **60%** of adult club members stated that they are more active because of their club
  - **85%** are currently active
  - **2%** are currently inactive
- **13%** of club members were **inactive** before joining their club
- The number of days of the week that adult club members are active and the amount of time spent doing physical activity on those days both increased after they joined their club

### Background Info

We followed the Chief Medical Officer's guidelines (available [here](#)), and the classifications used in the [Scottish Health Survey](#), to define what is counted as "inactive" and "active".

### Adults

- Active: at least 150 minutes of activity in a week
- Some Activity: 30-150
- Inactive: less than 30 minutes in a week

## Qualitative Findings: Club Members

Five focus groups with club members also highlighted that individuals had become more active through participating in clubs that **sportscotland** has supported.

These focus groups were held with:

- older people
- people who had previously been inactive
- disabled people
- people with learning difficulties
- young people and adults in areas of deprivation

Many of the older people and people with learning difficulties involved in the study indicated that if they were not coming to the club they would not be so active.

A few older people said that if they were not at the club, they might sit at home all day, watch TV and not get out of their chairs.

**“It’s enabled me to maintain a level of fitness.”**

Club member, older person

Young people in areas of deprivation also highlighted that they were more active on days of the week when they had club activity.

**“It’s given me the opportunity to do sport.”**

Club member, adult, disadvantaged area

### ***Supporting inactive people to be active***

*One Community Sport Hub in a disadvantaged area has set up a project jointly with the local health centre. The health centre refers people with physical and mental health issues to the hub for group work and activity. Most participants have mental health issues including anxiety and depression. Participants mainly got involved because they were referred by their GPs. All felt that it was easy to get involved, and that people in the group were welcoming.*

*The club runs once a week for two hours, and participants do as much or as little activity as they like. They usually start with tea, snacks and chatting and go in and out of various activities including table tennis, badminton, bowls, crafts and bingo. Participants felt that the group worked well because it was very relaxed, very flexible about the extent to which people participate in activities, and had no pressure to play sport.*

*Outwith this group, many participants feel isolated and spend a lot of time at home on their own. Participants enjoyed the social aspect the most – meeting people, sharing their feelings and talking with people that have similar issues. Most had made new friends through the group, and some met up outwith the group. Participants all said that they would come to the club more if it was on more often. Most were not involved in any other clubs, and often this was the only activity they did outside their home.*

**“We don’t sell sport here... it’s more of a by-product.”**

Community Sport Hub officer

# How has sportscotland helped school pupils to **become more active** through Active Schools?

We found that children who participate in Active Schools are largely more active, and less inactive, than those who do not.

## Key findings

- **37%** of Active Schools participants are more active because of Active Schools
- **16%** of Active Schools participants are currently inactive
  - This rises to **29%** if the time they spend in Active Schools activity is not included
- **17%** of female Active Schools participants are inactive, compared with **15%** of male participants
  - The gap between boys and girls is larger for children who don't take part in Active Schools (where **42%** of girls, **38%** of boys are inactive)
- **18%** of Active Schools participants living in areas of deprivation are inactive
  - This rises to **30%** if the time they spend in Active Schools activity is not included
  - **42%** of those living in areas of deprivation and not participating in Active Schools are inactive

### Background Info

We followed the Chief Medical Officer's guidelines (available [here](#)), and the classifications used in the [Scottish Health Survey](#), to define what is counted as "inactive" and "active".

### Children

- Active: at least 420 minutes of activity in a week
- Inactive: less than 30 minutes a day

## Qualitative Findings: Active Schools Participants

Six focus groups were held with school pupils. Three of these focus groups targeted those who were less involved in Active Schools, to help understand how best to engage them in physical activity, and to explore whether they are active outside of Active Schools.

Around half of the pupils who took part in the focus groups and were not involved in Active Schools were members of local sports clubs, sometimes very actively. For example, one pupil attended a kickboxing club five times a week, but didn't undertake Active Schools activity because her club activity took up too much of her time.

A few pupils said that they simply were not interested in sport or physical activity, and preferred engaging in creative activities, going out with friends, or spending time on social media.

Pupils who were less involved in Active Schools gave wide ranging and individualised reasons for not getting involved.

These included:

- not having enough time to take part
- time clashes – with other activities in or out of school
- they weren't sure how to get involved
- there were too many other distractions in their lives
- they wanted more choice and a wider range of activities – including outdoor activities
- there wasn't enough time to get changed
- the equipment at the school was too old
- simply not being interested in physical activity

Each reason was mentioned just one or two times. However, both primary and secondary pupils mentioned issues around not having enough time to get changed.

# How has sportscotland helped sports club and community group members to **stay active**?

We asked club members about their relationship with sport and the main sports club/community group that they were a member of.

All **3,000** club members who filled out the survey were asked what they wanted to achieve by taking part in sport and physical activity. The most commonly cited response was to **keep fit and healthy**:



## Key findings

- **40%** of club members have been a member of their main club for more than 5 years
- **35%** of club members take part in more than one club
  - Younger children were most likely to participate in other clubs
  - Men and women were as likely to be involved in more than one club
  - Disabled people and people in the most deprived areas were less likely to be members of more than one club
- **61%** of youth club members are defined as being 'active', compared with **40%** of all school pupils responding to the schools survey

**Focus group findings** around the impact of club participation on encouraging people to be more active in the future, and go on to further sporting opportunities, are explored in more detail in the [findings on Outcome 6](#).

# How has sportscotland helped Active Schools participants to **stay active**?

Through the schools survey we asked Active Schools participants what they wanted to achieve through taking part in sport and physical activity.

The most common responses were linked to **health and fitness**:



We then asked Active Schools participants whether they felt that taking part in extra-curricular sport and physical activity at their school made them **want to be more active in the future**.

- **94%** of Active Schools participants said that they were more motivated to be more active in the future
- **All equalities groups** showed broadly the same levels of motivation to be active in the future

## Other findings

- Levels of activity are higher for Active Schools participants
  - **57%** of Active Schools participants are active
  - Active Schools participants indicated that they spent an average of almost **2 hours a week** on Active Schools activities
  - They also spent more time being active in all other locations. Even excluding time spent participating in Active Schools, **46%** of Active Schools participants are classed as active

## Qualitative Findings: Active Schools Participants

Pupils who were involved in Active Schools were asked what they would do if they didn't have this chance at school. Responses were mixed. Some said that they would find another way to be active, while others – often secondary school age pupils - said that they would do more sedentary activities.

**“I'd go to the park to play.”**

P7

**“I'd go cycling if the weather was nice.”**

P7

**“I'd watch YouTube or Netflix.”**

P7

**“I'd go out with friends.”**

S2

**“I'd hang out with my mates.”**

S3

Other key findings around the impact of Active Schools on encouraging young people to be more active in the future, and go on to further sporting opportunities, are explored in more detail in the [section on Outcome 6](#).

# How has sportscotland helped sports club and community group members to develop physical competence?

Club members were positive about the development of their sporting and physical activity skills through their club:

- **90%** felt it had helped them to get better at sport or other activities
- **85%** felt it had helped them to be more confident in sport or physical activity
- **79%** felt it had helped them to learn a new skill

## Background Info

The survey asked younger children for a simplified “thumbs up, thumbs down” response, to help them to answer these questions.

Young people, particularly those under 10, were most likely to state that they were improving in each of these areas through their club activity.

Those living in the most deprived areas were also more likely to state that they were learning new skills and becoming more confident in sport and physical activity than other groups.

Disabled people were least likely to feel they were improving in each of these areas through their club activity.

## Qualitative Findings: Club Members

At the five focus groups with club members, most were positive about the impact of their club activity on their physical confidence and competence. Club members indicated that they were fitter and gaining confidence in playing sport. Many said that they were learning new skills and improving their reflexes and their coordination.

**“I feel a sense of achievement.”**

Club member, young person, disability club

**“I feel like a pro.”**

Club member, adult with learning difficulties

**“Last week, I definitely felt better as a result of the playing and the people I was playing with.”**

Club member, older person

A small number of club members involved in the focus groups had also achieved coaching qualifications or competed with their club.

# How has sportscotland helped Active Schools participants to develop physical competence?

Active Schools participants were positive about the development of their sporting and physical activity skills through their involvement in Active Schools:

- **83%** felt it had helped them to learn a new skill
- **79%** felt it had helped them to get better at sport or other activities
- **76%** felt it had helped them to be more confident in sport or physical activity

Results were similar across equalities groups, although secondary school pupils were most likely to feel that they were getting better at sport or other activities.

## Qualitative Findings: Active Schools Participants

Overall, pupils felt that they were getting better at sport as a result of taking part in Active Schools activity. This included both individual skills and teamwork skills. A few indicated that they were able to learn from one another.

**“It feels like it’s pushing me.”**

School pupil, ASN, secondary

In particular, some pupils with additional support needs indicated that they felt stronger and fitter as a result of taking part in Active Schools activities. Some indicated that their coordination was improving.

Some pupils had been involved in competitive opportunities through **sportscotland** supported activity. These pupils felt very proud of their achievements in competitions and felt that their skills were improving. A few had won medals and had competed locally, and one had competed internationally.

**“I’m still speechless. I felt really, really happy and really emotional.”**

School pupil, ASN, secondary

# How has sportscotland helped to improve our active infrastructure?

## Places

The Sports Facilities Fund supports capital projects that create or improve places where people take part in sport and physical activity.

### In 2016/17

- **30** awards were made, totalling over **£4m**
  - **26** were based in clubs
  - **3** were based in schools
  - **1** was a Scottish Governing Body project

## Clubs

Through the wider evaluation of **sportscotland** supported work in the clubs and communities environment it was clear that having affordable accessible and high-quality facilities was an important issue for clubs.

### Key findings

- Where clubs had received support through the Sport Facilities Fund, this was helping to provide opportunities for both the club and the wider local community.
- Clubs had also been supported through Community Sport Hubs and **sportscotland** supported SGB staff to improve access to facilities, share resources and make best use of facilities.

## Schools

The evaluation of **sportscotland** supported work in schools found, based on a small number of interviews, that recipients of the Sport Facilities Fund were very positive about the impact of new facilities.

This included greater use and access; better health and safety; enhanced school to club pathways and links; development of more sustainable sport clubs; development of interest in new sports; and supporting a more vibrant school PE department.

### Background Info

Findings in this section are taken from Research Scotland's evaluation of **sportscotland's** support to clubs and communities and schools and education.

This evaluation spoke to supported club leaders, school teachers and other stakeholders who were better placed to describe the impact of **sportscotland's** support in this area.

# How has sportscotland helped to improve our active infrastructure?

## People

### Clubs

The wider evaluation of **sportscotland** supported work in the clubs and communities environment highlighted that clubs have seen increases in the number of coaches they work with.

#### Key findings

- There are **18,600** coaches in supported clubs
  - **55%** said that **sportscotland** support had helped them a lot to develop the knowledge and skills of staff or volunteers
- There was a higher percentage increase in female coaches than male coaches across all three of **sportscotland**'s main programmes in the area.

#### Background Info

Findings in this section are taken from Research Scotland's evaluation of **sportscotland**'s support to clubs and communities and schools and education.

This evaluation spoke to supported club leaders, school teachers and other stakeholders who were better placed to describe the impact of **sportscotland**'s support in this area.

### Schools

The Active Schools programme was seen by many as underpinning other **sportscotland** supported work in schools.

Pupils and teachers believed Active Schools teams to be enthusiastic, responsive, innovative and organised. Most teachers (81%) valued the support offered by the Active Schools Coordinator.

The skills of Active Schools deliverers were rated highly, although skills did vary dependent on the individual. Most deliverers were happy with the support they received.

#### Key findings

- There are **23,200** deliverers in Active Schools
  - This is up **53%** since 2011
  - **48%** of Active Schools deliverers are qualified
- **58%** of deliverers said that support from Active Schools was very helpful

# How has sportscotland's support to sports club and community group members supported wellbeing and resilience in communities?

Club members within **sportscotland's** supported clubs said that taking part in sport and physical activity has helped them to feel healthier and closer to their community.

## Key findings

- **95%** of all supported club members feel healthier, thanks to sport and physical activity
- **76%** of adult club members feel more involved in their community
- **78%** of adult club members feel more relaxed

## Background Info

To help us explore this question we used an adapted version of the Warwick-Edinburgh mental wellbeing scale. Find out more [here](#).

We were able to ask adults these questions in slightly more depth than children, and so some questions were asked of adult club members only.

## Qualitative Findings: Club Members

Discussion with club members found that many believed that they were becoming healthier. Many of the people involved in the five focus groups were disabled, older or were previously inactive. Club members felt that they were becoming physically fitter, losing weight in some instances, improving muscle tone, and also seeing wider impacts on health such as better sleeping and more energy.

Many highlighted the positive impact of club sport on their mental health. Many pointed to a sense of community, having developed real friendships, feeling good about getting out of the house, and feeling better because of concentrating on sporting activity rather than wider issues in their lives.

**“It takes your mind off things because you're concentrating.”**

Club member, older person

**“It helps me get out of the house and that helps me get out of my own mind a bit.”**

Club member, adult, inactive to active

**“I have made a lot of friends.”**

Club member, young person, disability group

A few younger club members indicated that they had improved their communication skills, felt more comfortable within themselves and become more independent – which had positively impacted on their school life.

Many club members highlighted that these positive benefits had occurred because of the welcoming environment within the club, and the focus on community and friendship.

# How has Active Schools supported wellbeing and resilience in communities?

**96%** of pupils felt that taking part in sport and physical activity made them feel happy.

Secondary pupils and disabled pupils who took part in Active Schools activities were much more likely to say it made them feel happy than those who did not take part in Active Schools.

Overall, Active Schools participants gave more positive responses for all of the questions that related to wellbeing.

## Key findings

- **98%** feel healthier
- **92%** of Active Schools participants feel more confident
- **87%** of Active Schools participants say that sport and physical activity helped them to make friends
- **91%** of secondary Active Schools participants feel more included
- **88%** of secondary Active Schools participants feel interested in new things

## Background Info

For school pupils we took into account the SHANARRI indicators of wellbeing. Find out more [here](#).

This is linked to the Curriculum for Excellence and is used in schools, meaning that pupils were more familiar with many of the terms used.

Younger children were served a simplified set of questions, and questions used either a “thumbs up, thumbs down” option, or a “smiley face” sliding scale.

## Qualitative Findings: Active Schools Participants

In the six focus groups with pupils, most of those who took part in sport and physical activity said that they felt healthier and happier when taking part in physical activity. Almost all pupils who were quite active – particularly through Active Schools - said that taking part in sport and physical activity made them feel healthier. However, pupils who were less active were far less likely to say that taking part in sport and physical activity made them feel healthy.

Most pupils who were quite active felt that it also made them feel confident and able to make friends. A few mentioned wider impacts in relation to increasing focus in school and managing anger.

**“I feel like football helps you keep your anger down.”**

School pupil, P5, disadvantaged area

**“It makes you feel like you have done something, and you have been socialising too.”**

School pupil, S3

Some pupils with ASN indicated that they felt excited and nervous before competitions, but calm, tired and proud afterwards. They felt that this was good for you.

### ***Reducing challenging behaviour in schools***

*In one area, P5 pupils had been involved in a targeted Active Schools initiative which aimed to reduce fighting in the school playground. This initiative was developed in a school with high levels of deprivation. The Active Schools team invited local clubs to support the initiative, and had a high level of interest. A bowling club was selected, to deliver activity to the pupils involved in fighting, along with some buddies who had not been involved.*

*The pupils were aware that not everyone was invited to join the project, but got involved because they felt it looked interesting. The pupils enjoyed the activity because it was not competitive, and they felt that people were less likely to get upset as a result. A few pupils said that it helped them to focus in class, concentrate better and manage their anger more effectively.*

*“It’s helped me with my writing because I can focus better now.”*

*Pupil, P5*

*One pupil who was relatively new to the school found that this project, and wider sporting activity, had really helped him to make friends and increase his confidence. This pupil now felt much happier at school.*

*“I started with no confidence because I didn’t know if I would have any friends.”*

*Pupil, P5*

*“It makes school fun.”*

*Pupil, P5*

# How has sportscotland supported sports club and community group members to participate, progress and achieve in sport?

## Key findings

- **91%** of supported club members aged 13+ felt that they were achieving their own personal goals within sport and physical activity
- **49%** believed that being involved in a club had also helped them to be more active outside the club.
- **36%** said it had helped them to get more interested in other sports clubs or groups.

## Background Info

We wanted survey respondents to be able to tell us whether they were achieving their own personal goals in sport.

For this reason, we allowed them to first set their own goals through an open-ended question.

We followed that by asking whether they felt that they were achieving these goals.

We also asked adult club members why they had initially decided to join their main clubs:

- **58%** had joined to learn or improve skills
- **46%** joined to socialise and meet other people
- **42%** joined keep fit
- **40%** joined to challenge themselves

There were significant variances in the reasons for joining by respondent age. However, socialising and keeping fit were common reasons for joining across all age groups.

Analysis shows similar reasons for joining clubs across other equalities characteristics.

## Qualitative Findings: Club Members

The five focus groups with club members found that some individuals were members of more than one club. For example, in the focus group with three disabled people and their parents and carers, all three indicated that they were very active through a wide range of activities. This included clubs supported by **sportscotland**, other clubs and groups including

social and community groups, and other opportunities such as outdoor activities. A few indicated that seeing other club members performing at a higher level had encouraged them to enter competitions and increase their activity levels. However, a few disabled club members found that high demand for certain activities like horse riding and gymnastics could create issues around accessing further opportunities.

In the focus group with older people, most participants were not members of other sport clubs or groups. Some used to be members of clubs, including yoga, bowls and swimming, but were no longer involved for health reasons or because of travel difficulties. One older person said she had never joined a sports club before because she didn't think she was any good at any sports. One older participant went to exercise classes and the gym, one was part of a walking group and another did some gardening at a local community group.

**“Now I’ve come to a standstill because I’m not able to bowl or do yoga anymore.”**

Club member, older person

In the discussion with people who were previously inactive, most did not attend other clubs or groups. Two said that they occasionally swam, and a couple said that they sometimes went walking. These club members had not gone on to join other clubs or groups. Although most said they would do more at their current club if it was on more often, none had gone on to try activity elsewhere.

### ***Sustaining interest in physical activity***

*One young disabled woman joined a sports club seven years ago. Her father said that she was initially reluctant to attend the club, and had to be encouraged to take part. However, in the past 18 months she has become self-motivated to attend herself. She has reached the stage where she has got to know people and believes it is safe to participate.*

*“She is now involved more independently.”*

*Parent*

*“It’s fun. I like taking part.”*

*Young woman*

# How has sportscotland supported Active Schools participants to participate, progress and achieve in sport?

When asked what they wanted to achieve through taking part in sport and physical activity, secondary school Active Schools participants most commonly stated they wanted to be:

- **healthy,**
- **fit;** and
- **better at sport**

**76%** of respondents believed they were achieving these goals

## Key findings

- **84%** of Active Schools participants felt that being involved in Active Schools activity (defined as sport and physical activity at school, outside of PE) had helped them to be more active outside school
- **66%** felt that they had become more interested in other sports clubs or groups outside school

## Background Info

We wanted survey respondents to be able to tell us whether they were achieving their own personal goals in sport.

For this reason, we asked secondary pupils to first set their own goals through an open-ended question.

We followed that by asking whether they felt that they were achieving these goals.

## Qualitative Findings: Active Schools Participants

In the six focus groups with school pupils, young people were asked whether being involved in sport and physical activity in school, through Active Schools, had helped them to be more active outside school or get more interested in other sports clubs or groups outside school.

Views were mixed. Overall around half felt that it did help them to be more active outside school, and half did not. A few pupils gave examples of how they felt more inspired and keen to be involved in sports. For example, two S3 pupils had played basketball and archery through Active Schools, and continued this interest through

joining a local club. A few other pupils had felt inspired to try new and different sports because of the opportunities they had through Active Schools.

**“Yes, because you get inspiration from school.”**

School pupil, ASN, secondary

**“I like bowls because it’s not boring, and it’s made me more interested in target games.”**

School pupil, P5, disadvantaged area

**“It’s inspired me to try playing golf with my uncle.”**

School pupil, P5, disadvantaged area

Some pupils said they got involved in clubs because their friends went, rather than as a result of activity in school. A few pupils mentioned that they didn’t get involved in clubs because they didn’t have enough time to take part, or because clubs were too expensive.

# Profile of survey respondents

## Clubs

The response from club members was very strong, with 3,000 responses received. A full breakdown of the profile of the respondents to the clubs survey is available [here](#).

### Key findings

#### Age

Respondents' ages generally reflected our understanding of club membership, with 55% aged under 18 and 13% aged over 55.

#### Sex

Slightly more respondents were male (52%) than female (47%).

#### Disability

8% of club members stated they were disabled .

#### Ethnicity

Most respondents (90%) were either white Scottish or white other British.

#### Sexuality

Most (91%) said they were heterosexual/ straight.

#### Religion

Most (58%) said they did not belong to any religion, religious denomination or body.

#### SIMD (Deprivation)

Most club members were from the least deprived parts of Scotland. A relatively small proportion (7%) were from the 20% most deprived areas.

### Background Info

The results of this research are based on a sample survey, which was self-selected and self-reported.

This means that responses are not necessarily representative of all club members or school pupils.

However, when taken in its context the profile of the survey respondents does provide some valuable insight that can help to understand the makeup of these populations.

# Profile of survey respondents

## Schools

The response from schools was also very strong, with over 4,000 responses received from Active Schools participants. A full breakdown of the profile of the respondents to the schools survey is available [here](#).

### Key findings

#### Age

More responses came from primary pupils (67%) than secondary pupils (33%).

#### Sex

Slightly more young men (53%) than young women (45%) responded.

#### Disability

11% of pupils stated that they had a disability. However, a high proportion (10%) did not know.

#### Ethnicity

Most respondents (92%) were white Scottish or white other British, and 7% indicated they were from a minority ethnic group.

#### SIMD (Deprivation)

There was a good spread of responses in terms of deprivation, with broadly a fifth of Active Schools participants responding from each quintile in the Scottish Index of Multiple Deprivation.

### Background Info

There are challenges that come with asking for equalities information from children.

In both surveys, respondents were asked only for information that was appropriate to their age. Some characteristics, for example sexuality, were only asked of adults.

As a result, the total number of responses to some characteristics is lower than the overall survey response.

One clear area of learning was in the difficulty of asking young children for information relating to disability – reflected in the high numbers who answered “don’t know” here.

# Additional Notes

## Physical Activity and the Scottish Health Survey

This research used the same definitions for physical activity as the Scottish Health Survey (SHeS), but the physical activity levels found through this research are generally lower than those reported through the SHeS.

It is important to keep in mind that respondents to the SHeS are supported in filling out the survey by a researcher who can help them to consider forms of physical activity that they might overlook, like gardening or active play. The surveys used within this research were completed without that additional prompt.

For this reason, results may not be directly comparable with the SHeS.

## Interpreting the results

The results of the research are based upon a sample survey, therefore all figures quoted are estimates rather than precise percentages. It should be noted that the responses are not necessarily representative of the overall school pupil or club member population due to the self-selection and self-completion nature of the survey, rather they are representative of the respondents to the survey.

The number of responses in both surveys are sufficiently large that at the overall level the reader should have confidence in the results. However, when the survey results are analysed at a more detailed level, for example, when considering certain equalities characteristics where the sample sizes are smaller, results should be treated with greater caution.