



**LONDON
SPORT**

APPENDIX I

Sutton School Partnership



Sutton School Partnership

Context

Sutton School Sport Partnership (SSP) were categorised as a trusted partner and invested in to identify and manage multiple Satellite Clubs across the borough. Sutton was one of the six boroughs selected as a focus area due to being a funding 'cold spot' in the preceding two years and having high levels of inactivity and deprivation.

Activity:

The School Sport Partnership (SSP) received £25,000 of funding to establish ten clubs focused around educational establishments in the borough. The aim of the project was to survey all Year 9 students across 10 schools in Sutton.

The decision to work with Year 9 students was a practical one; the borough-wide targets in Sutton are about early intervention, and teachers often find it harder to re-engage students in physical activity from Year 10 onwards.

The aim of the Satellite Clubs was to provide opportunities for their 'less active' students and to find out what activities they would be interested in trying. The schools in Sutton have an ethos of being led by youth voice and it was important for this to be reflected in the Satellite Clubs they would organise. Without this, they felt they would not be responding to their students' needs which makes any activity less enticing or engaging for their students.

Sutton School Partnership

To identify the activity levels of students, behavioural questions from the Active Lives Survey for Children and Young People were included. To get a better understanding of the attitudes of students regarding sport and physical activity, questions from Sport England's 'Under The Skin' segmentation research were included. Students were also asked to choose from a list of activities that they would like to do as well as answering what prevents them from being more physically active.

Impact and Success:

In total, 1,776 students completed the survey:

- 232 students identifying as 'less active'.
- The most popular activities selected by the 'less active' students were swimming (32%), climbing (31%) and cycling (28%).
- The most common responses regarding barriers to participation were lack of perceived ability ('I'm not good at it' 36%), lack of time (32%), or that they did not like sport or physical activity (30%).

Sutton School Partnership

Each school received a detailed report based on the findings from their less active students. Not all schools gave feedback on the reports. Of those who did, most said that knowing their students, they were not surprised by the personality types that were identified. Some schools were keen to utilise the youth personality segmentation with all sessions within their school, whereas for others, it was an extra 'thing' they needed to do.

Challenges and Missed Opportunities:

A major challenge that affected these clubs was Covid-19. The country had been in national lockdown and students had been learning from home for a couple of months by the time they were asked to complete the survey. Students were asked to answer questions based on their current behaviours and opinions, however, some of the teachers reported that they were surprised at some of the students who had identified themselves as 'less active'. The teachers felt the results may have been different had the survey been completed in a "normal" school year.

In asking students to complete the survey at home, the teachers found it harder to track which students had completed the survey. Had the surveys been completed at school, teachers believe there would have been a higher completion rate as they could control when the students completed the survey rather than setting it as homework.

Sutton School Partnership

It had been intended that over the academic year patterns of attendance for individual students (using a digital solution that anonymised the data) would be explored and that a cohort of students would keep journals and engage in focus groups to better understand the impact of delivery style and characteristics of the settings had on mindset and engagement.

Reflections for the future:

If repeating this type of work with schools and considering the curricular and extra-curricular offer:

- Listening and acting on youth voice – whether through a formal survey or informal conversations, using students' opinions to shape the delivery of sessions is vital. When the needs of the target groups are considered, clubs are more likely to be successful.
- Build a strong relationship with schools – if schools understand and value the approach then they are more engaged in the project. If schools are passionate and motivated, then this is passed onto students.
- Target a specific group of students – the schools in Sutton chose year 9 students, however, they could have targeted any year group. Sutton SSP said engaging a specific sample group made the project more manageable.

Sutton School Partnership

- Have a bank of coaches ready from a variety of sports – there are a wide variety of coaches and organisations that are keen to work with schools. Having a bank of coaches ready is essential so that once you are aware of students' preferences, this helps develop sessions more quickly.

Still to Learn:

Current delivery of the projects is still ongoing and will provide an understanding of customer (pupil) journey over the academic year. The intention is to do a scaled back insight piece exploring fluctuations in attendance and the impact of factors such as physical environment and delivery style.