



LEADERSHIP, COACHING & VOLUNTEERING EVALUATION 2019-2020

“Shining stars that want to positively impact their peers.”

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Executive Summary

This year's Leadership, Coaching and Volunteering (LCV) programme began strongly and saw the delivery of high impact Coaching Academies across the country. Lead staff demonstrated the impact of drawing on their local networks in order to target new schools not previously involved and in order to deliver high impact events for Young Activators.

Those girls able to commence delivery in schools revealed appetite and motivation which extended into the summer term and the lockdown period. Where invited to do so, Young Coaches/Activators continued to act as 'virtual' positive role models for their peers and to support their school or County's online engagement with the wider community.

The positive response to leadership that Young Coaches/Activators have shown at each training event, back at their schools and more recently during lockdown, reveal extensive appetite to continue to support their peers. Girls' continued motivation during the Summer term suggests that they understand the positive impact of activation on their peers' mental health, well-being and sense of community. This may be worth leveraging further early in the 2020-2021 academic year.

Young Coaches/Activators' Academy

The infographics below illustrate the success that Lead staff had this year with regards to breadth and extent of recruitment of girls to the Young Coaches/Activators' Academy. Of the 1,881 girls recruited to the LCV Young Coaches/Activators' Academy, 24% are BAME and 8% are SEND students. Young people were recruited from an average of 6 schools per County. The overarching female recruitment target was 1,250 girls. This target was exceeded by 50%.

WE WANT TO MAKE THE PROGRAMME AS GOOD AS POSSIBLE, FOR IT TO BE MEANINGFUL AND MAKE LINKS WITH UNI OF CUMBRIA.

ONE OF OUR TRAINING DAYS IS A LEADERSHIP DAY WHERE WE INVITE PRIMARY SCHOOLS TO COME UP AND THEN OUR LEADERS (PLUS UNI STUDENTS AS MENTORS) LEAD THE YOUNG ONES. WE ALSO WORK WITH LOCAL PROF REFEREE ASSOCIATION WHO DELIVER A DAY SUPPORTED BY OUR COACHES.



A significant amount of time and attention is applied to the planning and delivery of the Young Coaches/Activators' Academy in each region. This is a product of some of the difficulties managing logistics across multiple participating schools but also of Lead staff commitment to ensuring that Young Coaches/Activators' experiences are positive, empowering and might awaken a passion for leadership. Staff engage local sporting partners and university staff to co-deliver and to act as role-models and on occasion, also give girls the opportunity to participate in adventurous activities that challenge self-perceptions.

As a result, recruitment to the events is successful and the impact on girls' enthusiasm, self-confidence and appetite for leadership perceived to be high. Staff report positive year on year engagement from participating schools and (mostly) continued commitment from schools which otherwise can be reluctant to take students in Year 10 off timetable.

LCV programme participation and impact statistics

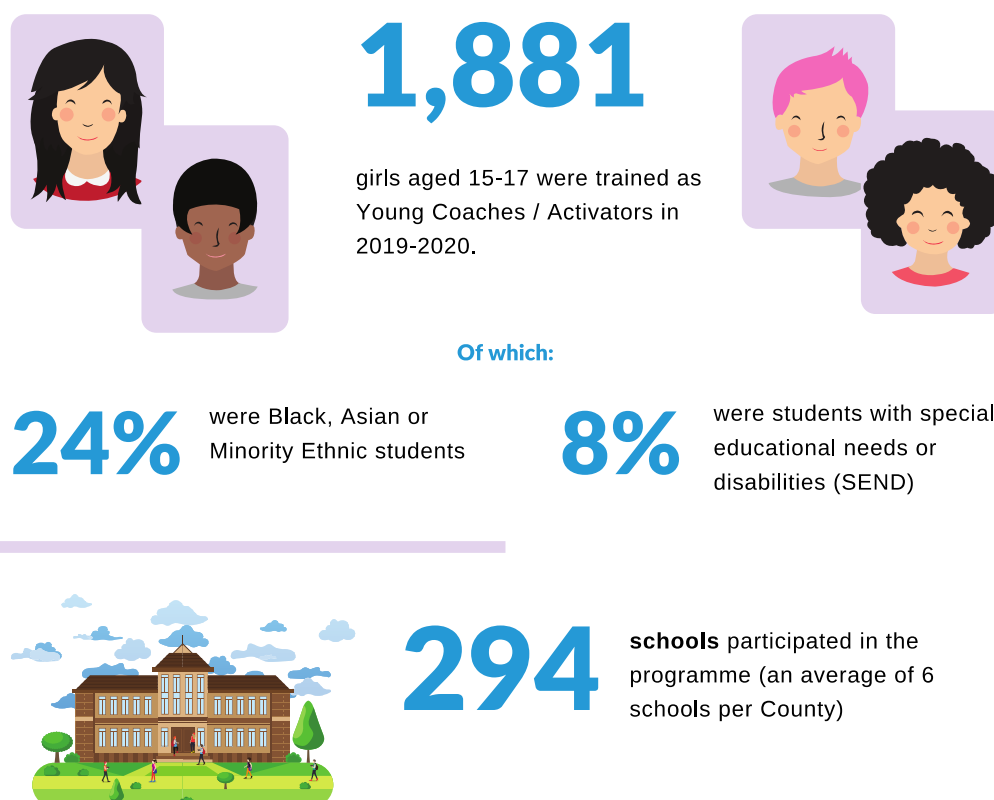


Figure 1 Participation data 2019-2020

Delivery in schools

In total during the Autumn and Spring terms, 6,620 participants accessed wider sporting opportunities through the sessions delivered by Young Activators. This is just over half of those that the programme was targeted to reach and consistent with the back-weighted nature of delivery of the programme. Of these 6,620 students, 21% were Black, Asian or Minority students and 7% were students with special educational needs or disabilities.

Staff were invited to submit participation data in the Autumn and Spring terms only this year, since formal activity was not possible during the Summer term. In fact, many Young Coaches/Activators did continue to informally motivate their peers and to support and promote the Virtual School Games.



6,620

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Of which:

21%

were Black, Asian or Minority Ethnic students

7%

were students with special educational needs or disabilities (SEND)



43%

of the 6,620 participants (2,848) that accessed wider sporting opportunities through sessions delivered by Young Coaches/Activators had previously done less than 60 minutes exercise per day across the week.

Figure 2 LCV impact data 2019-2020

Girls activities at school are consistent with plans made during training e.g. to put on lunchtime clubs for Year 7s, to launch a dodgeball club, to extend a dance club to run after school or to set up an informal netball club. YST's snap survey conducted amongst Lead staff at the end of the academic

year revealed multiple instances where (when their school offered them the opportunity) Young Coaches/Activators extended their remit into a virtual context.

- Set up inter-house challenges
- Helped develop the skills videos for virtual competition
- Created an Inclusion Activity
- Created a poster advertising health and wellbeing
- Create a word search promoting leadership or school games

Leadership and Volunteering Survey

The Leadership and Volunteering (L&V) Survey is a rebrand of the YST Workforce Audit and is now hosted online. It allows YST to capture pupil engagement as a participant and in the workforce in extra-curricular, inter-school and community sport and physical activity. It has successfully proven its ability to support schools to capture insightful data which tracks trends and identifies hot spots for targeted activity. It prompts greater discussion around interventions to address underrepresentation and shows potential for tracking change over time.

A pragmatic perspective on the completion of the Leadership and Volunteering Survey (L&V Survey) reveals greater perceived benefit in the completion process than in the dataset that it yields. Staff report favourably on the process of reflection and departmental discussion required and how this contributes to effective debate about barriers to participation and how these can be addressed.

Early promotion in the academic year (e.g. via School Games Officers (SGOs)) is effective, as are offers of help with completion and expectation of completion prior to the start of the LCV programme. Focus on well-being and the role of leadership within community at the start of the 2020-2021 academic year warrants continued emphasis on the L&V Survey, which can provide insight into the reach and likely impact of activity amongst some of the most vulnerable audiences.

The experiences of Summer 2020

The challenging nature of remote teaching meant that leadership programmes had to take a back seat during the summer term 2020, though YST's resources had a wider relevance than normal where PE departments incorporated them into their online delivery.

Leadership thrived in different ways under the challenging circumstances of lockdown: young people were able to support and motivate one another virtually and demonstrated the positive impact of this on a sense of community and student well-being. The fullest picture of the impact of school closures on young people is yet to be understood, but it is apparent that young leaders (including

unofficial peer to peer leaders) can play a role in bringing people together, in social identity and potentially also in supporting mental health.

Recommendations

Top-line recommendations follow. Further recommendations are detailed in each section below:

- The extent of focus on the nature and delivery of the Young Coaches/Activators' Academy means that actual delivery by girls in schools is often back weighted towards the second half of the school year. It might be helpful to consider helping Lead staff to consider how Young Coaches/Activators can begin their practical leadership journey earlier in the Spring term.
- There may be merit in ensuring that coordinating staff in partner schools are given training in the purpose and opportunity of the LCV programme. This will facilitate girls' delivery in their own settings and will support recruitment year on year.
- Lead staff are keen to be prepared for potential disruption to delivery in schools next year and are motivated to ensure that tools to support virtual leadership training, delivery and participation are made available by YST.

Part One: Background to the Lead School Network

The Youth Sport Trust (YST)'s work seeks to pioneer new ways of using sport to improve children's wellbeing and to empower practitioners to develop these approaches.

A YST Lead School Network was established in 2011 to create a national movement of over 150 schools that drive individual and whole school improvement through different specialist areas of; Inclusion, **Leadership Coaching & Volunteering (LCV)** & Health and wellbeing. This infrastructure of specialist schools helps to ensure a strategic approach to innovation, concept development and delivery.

The network of 50 Lead LCV Schools focuses on both delivery of projects, testing and developing new interventions, from which key insights are shared with partner schools nationwide. Their work is directly linked to Sport England's framework [Coaching in an Active Nation: The Coaching Plan for England](#) and focuses on **developing the skills of young people as coaches and activators**, positioning young people as drivers in the delivery of physical activity, sport and play for their less active peers.

Young Coaches/Activators

The terms 'Coaches' and 'Activators' are used interchangeably as part of this programme. The term coaching has multiple connotations and is viewed differently by practitioners. However ultimately young people are all developing their skills to create, influence and implement activity for their peers, supporting them to have a positive experience when engaging in activity. YST have the flexibility to name the programme whichever fits best for their schools.

Champions of a female workforce



The focus for Lead LCV schools in 2019-2020 was the continued development of the female workforce: to upskill and educate girls and to provide them with the confidence to deliver sessions that meet the needs of their peers and to provide participants with a positive first coached experience.

Participation is relatively high amongst girls in YST leadership programmes but there is a significant drop off at point of transition from leadership within structured school programmes to that of coaching in the community. Just 17% of the formalised coaching workforce is female: something YST hopes to address through the Young Coach/Activator Academies and Girls Active Coaches Camp.

Part Two: 2019-2020 overview

In 2019-20 twenty five LCV schools were invited to deliver and support two strands of activity:

1. Young Coaches / Activators' Academy

- Deliver core training modules plus bespoke content to 25 girls (Young Coaches/Activators) aged 15-17 recruited through 4-6 partner secondary schools.
- Support each Young Coach/Activator to each work with a minimum of 10 young female participants in school-based sport / physical activity for a minimum of 10 weeks (250 girls per LCV school)

2. Girls Active Coaches Camp (GACC)

- Select two girls from amongst the 25 Young Coaches/Activators in each setting to attend a three-day residential camp at Loughborough University in April 2020.
- At GACC girls to receive support from subject experts, national governing bodies and hear from influencers across the world of women's sport.
- Girls follow up with a participation festival and 6 weeks of delivery during the summer term.

In addition, a third strand of activity sought to engage partner schools in the completion of a leadership and volunteering insight survey to collect data regarding engagement of under-represented groups:

3. Leadership & Volunteering Insight Survey (formerly Workforce Audit)

- 50 Lead staff support the completion of 12 L&V Surveys from schools across their county
- Also to encourage 6 to 8 schools that complete the survey to engage 10 young people (aged 12-15) from an underrepresented group within leadership activity.

Young Coaches/Activators Delivery Model

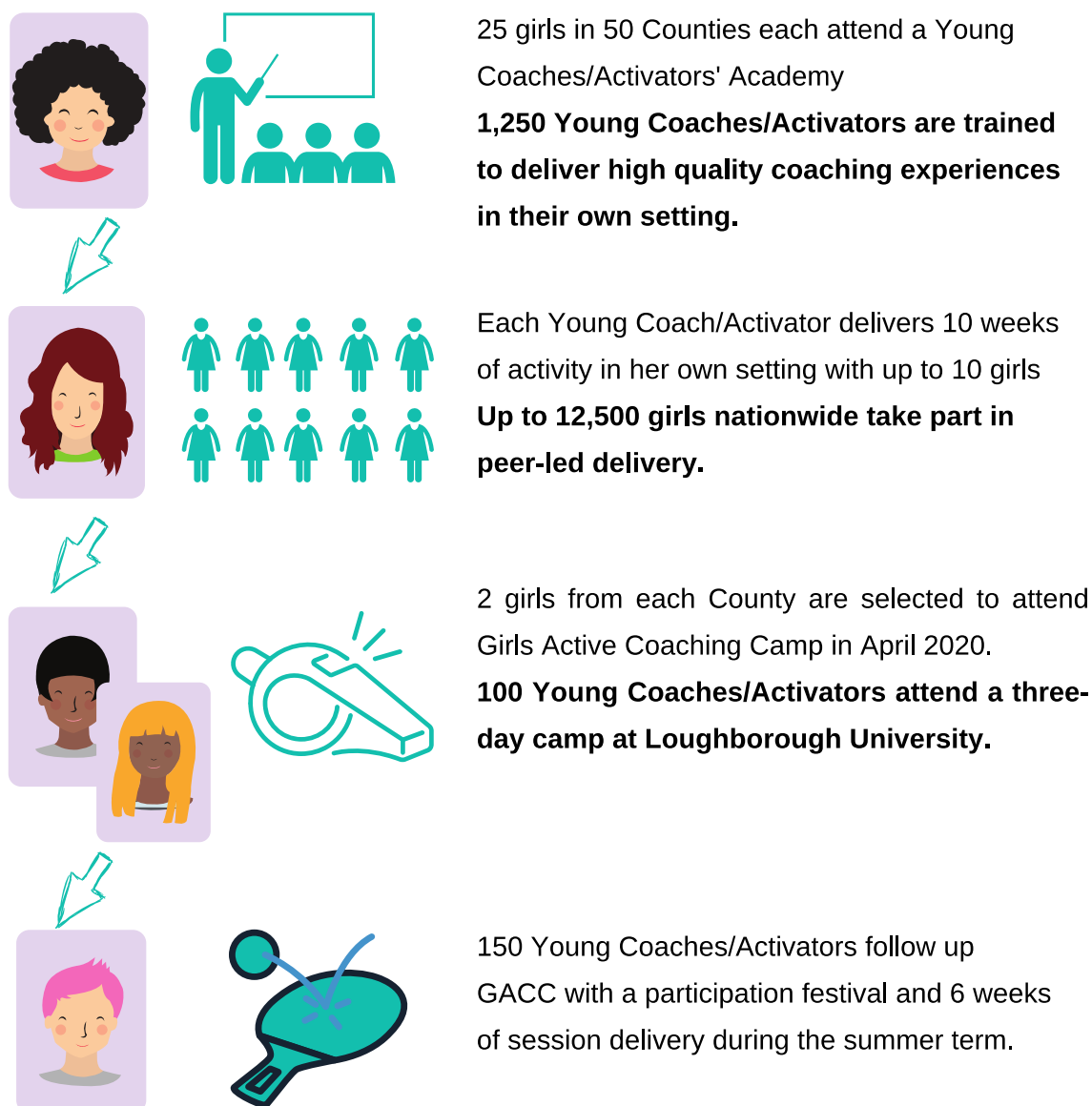


Figure 3 LCV objectives 2019-2020

The impact of COVID-19 on 2019-2020 delivery



In March 2020 the threat of COVID-19 required schools to close to all students other than those deemed vulnerable or that were the children of key workers. Remote learning became the norm for the vast majority of

students for the remainder of the Spring term and throughout the Summer term.

Fixtures were cancelled and delivery of conventional PE and sport was replaced with online learning. Staff were mindful of the limitations of virtual delivery for students, many of whom have limited digital access or may live in challenging circumstances. Extra-curricular activities were curtailed or reduced, and teachers focused on well-being and mental health alongside their students' learning.

Lead staff were unable to continue the Young Coaches/Activators coaching programme beyond March 2020 and GACC was cancelled. In most instances Lead staff were unable to contact participating students directly, though did so where possible and continued to liaise with PE staff at their partner schools.

The summer term for Lead staff permitted reflection on which aspect(s) of the LCV programme might have value in the event of further school closures or a new delivery expectation, and what this might look like. It also supported conversation for colleagues in partner schools across the County, looking ahead to 2020-2021 and the role of leadership. These discussions also permitted some further promotion of the L&V Survey. All of these impacts are explored within this report.

Planned and actual research outcomes

Research sought to undertake an independent evaluation of LCV School Network activities in 2019-2020 in order to provide evidence of outcomes achieved and to draw out recommendations for future development of the network. Key research questions are included within Appendix One and expanded upon below. Those marked in bold were those that could be partially or fully researched in the context of school closures.

- 1. Qualitatively capture the impact of the programme on all stakeholders but prioritise quantitative data gathering opportunities and insights**
2. Explore the extent to which the LCV programme drives up the standard of coaching and activation within partner schools with reference to CARE¹
- 3. Explore the extent to which the programme supports an incremental, positive experience of coaching amongst participants**

¹

4. Explore staff response to completion of the L&V Survey, the concept of 'like me' recruitment and any impact of the survey on the diversity of the workforce within schools
5. Explore the extent to which girls deliver the projects defined within their training sessions over the following weeks and if core programme design is not adopted, the reasons for this
6. Focus on the journey of girls through Camp and its impact on them and their peers afterwards.

Planned and actual methodology

Research was planned amongst LCV Lead staff, their colleagues in partner schools, amongst Young Coaches/Activators and amongst beneficiaries taking part in organised sport and physical activity. In this way researchers planned to engage the widest audience of stakeholders and those impacted by the programme and to understand discrete impacts on audiences further under-represented in leadership e.g. girls with SEND or BAME girls.

In practice due to the impact of COVID-19, no face to face research took place and much of the discussion with practitioners focused on delivery of the Coaching Academy where this had taken place and on their experiences in seeking completion of the L&V Surveys. Much of the Young Coach/Activator work was curtailed by the closure of schools to all but a few students, whilst GACC itself had to be cancelled.

However, some practitioners *were* able to reflect on the benefits to girls of participation in the Young Coach/Activator Academy and also on the possible long-term impacts of the L&V Survey. These are both expanded on further in this report.

Planned methodology

- 1  **Participation and impact** measures via termly reporting data.
- 2  Extent to which the LCV programme **drives up the standard of coaching and activation** via pre and post programme interviews, school focus groups with Young Activators and observations in schools.
- 3  Extent to which the programme supports an **incremental, positive experience of coaching** via school focus groups with participants.
- 4  **Response to the L&V Insight Survey** and impact on the diversity of workforce within schools via pre and post programme interviews, post completion interviews with partner school staff plus interviews with 'rejector' staff.
- 5  **Extent to which girls deliver their projects** and reasons for any amends to programme via school focus groups with Young Activators and post-programme interviews with lead staff.
- 6  **Journey of girls through Camp and its impact on them and their school / peers** via journals / shadowing of 10 girls at Camp and school focus groups with Young Activators.

Available data to draw upon

Autumn & Spring data sets submitted.

Pre and post programme interviews with 38 lead staff.

Limited opportunity for face to face. YST has conducted groups in the summer term.

Autumn, Spring & Summer data submitted. Interviews with 38 lead staff.

Autumn & Spring data submitted. Interviews with 38 lead staff. No term time focus groups.

GACC cancelled prior to most lead staff finalising recruitment.

Figure 4 Planned research activity and available data sources July 2020

I WANT IT TO INSPIRE THEM TO CONTINUE BEING INVOLVED IN COACHING, LEADING AND VOLUNTEERING AND ALSO TO CONTINUE IN OUR LEADERSHIP PATHWAY.

GCSSES ARE A DIFFICULT YEAR SO I WANT THEM TO COME BACK IN Y12.

”

Research findings

Part One: Young Coaches/Activators' Academy

1. Timing and nature of recruitment

The following infographic illustrates the success that Lead staff had this year with regards to breadth and extent of recruitment of girls to the Young Coaches/Activators' Academy. Of the 1,881 girls recruited to the LCV Young Coaches/Activators' Academy, 24% are BAME and 8% are SEND students. Young people were recruited from an average of 6 schools per County. The overarching female recruitment target was 1,250 girls. This target was exceeded by 50%.

LCV programme participation and impact statistics

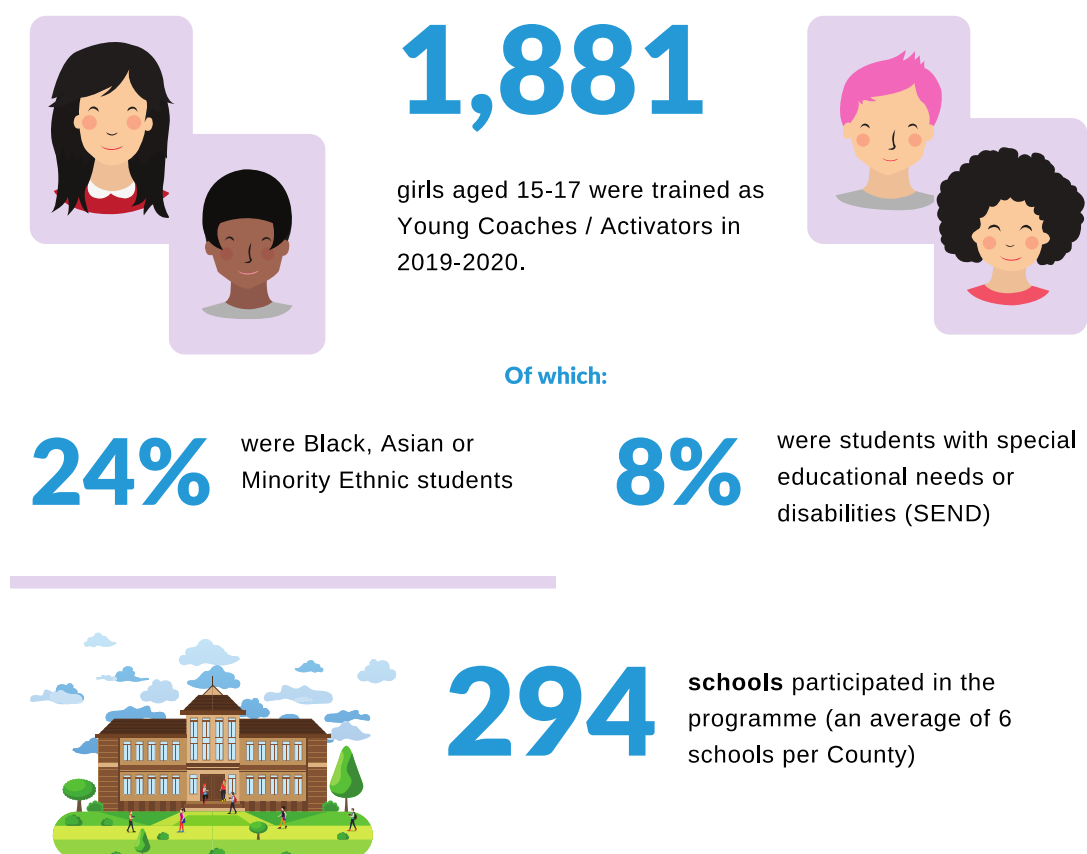


Figure 5 LCV impact data 2019-2020

Lead staff employed a variety of recruitment methods including direct application by students and hand-selection by each school. Staff variously sought young people with leadership aptitude or experience: their sporting ability was less a factor than their attitude and outlook. Some regions adopted a 'like me' approach to recruitment, seeking those girls that themselves were less likely to take part in sport and physical activity. Others sought positive role models: girls that showed they were passionate about what they do and that have empathy.

OURS WERE A MIXED BUNCH: SOME SHY OR GEEKY, OTHERS OUTGOING. ALL THE SORT OF GIRLS THAT FIT THE 'LIKE ME' PROFILE. YOUNGER GIRLS WON'T BE INTIMIDATED.



Method of recruitment did not appear to have an impact on the perceived quality of Young Activators, though Lead staff do note that a more overt 'recruitment' or application process creates a greater sense of privilege amongst those selected. It was not clear whether a formal recruitment process is a deterrent to any particular group of students.

Some Lead staff applied previous experience to promotion of the LCV programme. A variety of methods were used to ensure take up: although the programme offers significant value, the school context is cluttered and there are many demands on young people's time.

WITH IT BEING SUCH A BIG, RURAL COUNTY IT'S HARD TO GET KIDS TO TRAVEL. SO NOW WE KEEP IT WITHIN OUR PARTNERSHIP AND IT WORKS REALLY WELL. I DO OPEN IT UP TO OTHER SGOS BUT THEY UNDERSTAND THE BARRIERS. YOU COULD HAVE 4 ACADEMIES IN THE COUNTY ALONE!



Some re-named it from LCV Conference, others chose to tie up with County Sport Partners and offer added value. Some ran a taster day that preceded the sessions themselves.

2. Delivery of Young Coaches/Activators' Academy

Recruitment of girls to the Young Coaches/Activators' Academy typically commenced during the Autumn term, with training taking place later that term and during the Spring term. Five schools (10% of the total) planned to run their training in the second half of the Spring term and as a result were prevented from doing so by school closures.

The format of events differs across each region.

- Most common are multi-session training programmes. These allow young people to reflect (and in some cases begin to deliver activity amongst their peers) between each session. However,

these are logistically demanding, and some Lead staff report that non-attendance at one of the three sessions can impact Young Coaches/Activators' attendance.

WE HELD DEC, JAN, FEB: WEDS AFTERNOON TRAINING SESSIONS
AS STUDENTS ARE OFF TIMETABLE 2PM - 4PM.

MIGHT KEEP IT GOING BEYOND FEB AS IT'S QUITE A NICE
TOUCHPOINT. THIS IS A REAL EXTENSION OF THE LEADERSHIP
ACADEMY. THEY MIGHT BE MOTIVATED TO GO AND WORK IN
PRIMARY SCHOOLS.

”

- Also popular are one-day events, sometimes held in tandem with other YST training events for young people. These large-scale events facilitate the involvement of local partner organisations and can be 'high impact' in terms of their scale, provide opportunity for young people to hear from high profile speakers and be hugely immersive.

IT MAKES THEM FEEL PART OF A BIGGER PROGRAMME: PUTS IT
INTO PERSPECTIVE NATIONALLY AND GIVES THEM A FEELING
THAT THEY CAN MAKE A DIFFERENCE.

”

IT HAS A DIFFERENT FEELING WHEN IT'S JUST GIRLS: IT'S MORE
OF A MOVEMENT.

One downside of such events is the required notice that must be given in order to take students out of school for a full day. This meant that many Young Coaches/Activators didn't have any direct contact with the leadership programme until later in the Spring term. Running the day in parallel with another YST training event can generate a real sense of scale and excitement, though it is important that accompanying staff are made aware of separate objectives for each trained cohort.

Three examples of training events that draw on local partners to deliver with impact

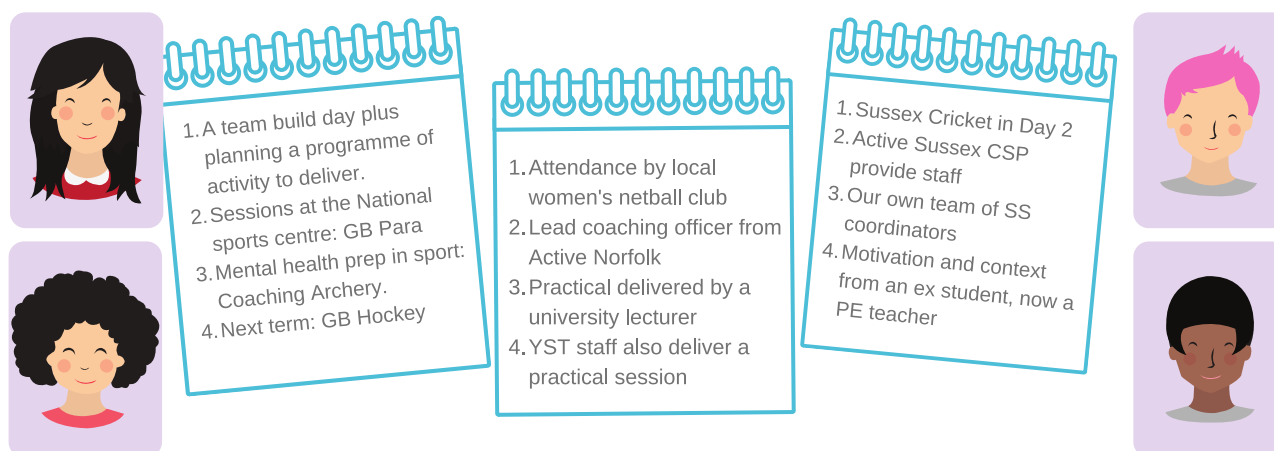


Figure 6 Examples of multi-partner training events

The format of training (whether multi-session or a one-day event) does not appear to influence young people's engagement in the session content itself and it is important that Lead staff can continue to be flexible in their programme design in order to respond to local pressures and opportunities. However, there is merit in approaches that facilitate attendance, that create a sense of expectation and pride and that are single-minded.

3. Impact on girls

Interviews with Lead staff revealed high personal commitment to girls' experiences at the Young Coaches/Activators' Academy. Staff recognise the inherent value to participants of a positive training experience in terms of their immediate personal confidence, motivation and aspirations to lead. But they also reveal longer-term ambitions: namely for girls to be inspired to consider their personal coaching pathway.

There is disparity in terms of the perceived value of the training content (some staff view it as an introduction to 'activation', others as a first-step on the coaching ladder), however all agree that the events enable young people to explore and identify their coaching skills with a view to seeing themselves in a new light.

I'D LIKE THEM TO GO BACK INTO THEIR SETTINGS AND:

1. IMPROVE OPPORTUNITIES FOR THEIR PEERS
2. SUPPORT LEVEL 2 EVENTS
3. WANT TO CONTINUE ON A COACHING / LEADERSHIP JOURNEY INCLUDING NOT IN SPORT.



Lead staff are keen for girls to return to school motivated to support their peers, though less focused on quantifiable engagement objectives than on girls' ability to respond to leadership opportunities. This may be a pragmatic response to difficulties of ensuring that every setting offers each girl a chance to engage ten of her peers over a ten-week period. One Lead staff member interviewed noted that they are running a teacher training session within their Young Coaches/Activators' Academy, in response to this need.

KEY TAKEAWAYS FOR THE GIRLS?

- CHANGED PERSPECTIVES AROUND GIRLS' PARTICIPATION
- GENERAL CONFIDENCE AND KNOWLEDGE TO GO AWAY AND RUN THE ACTIVITIES
- MOTIVATION TO ENSURE THAT THEIR CLUBS ARE WORTHWHILE AND MEANINGFUL



Lead staff are less well able to articulate the activities that girls will undertake back in their respective settings, perhaps due to a slight disconnect between the training hub and each girl's delivery setting. However, in the absence of this confidence staff focus on girls' motivation and potential to impact others.

NOT THE SPORTIEST BUT THOSE SHOWING PROMISE WITH LEADERSHIP, PREPARED TO GO BACK INTO THEIR SCHOOL AND BE A SHINING STAR AND INCREASE ACTIVITY.



4. Recommendations

1. Provide schools with 3-4 best practice examples of training formats alongside the pros and cons of each. For new Lead staff this initial scoping activity can prove time consuming.
2. Encourage Lead staff that plan to hold just one training day to schedule this for the Autumn term or first half of the Spring term in order to give ample opportunity to Young Coaches/Activators to deliver prior to the busy Summer term.
3. Consider the inclusion of a staff training module to ensure common understanding of expectation across all events.

Part Two: Delivery in schools

1. Nature of activity

In most cases Lead staff had not had an opportunity prior to the closure of schools to gather information on Young Coaches/Activators' activities in schools. Insight was anecdotal but largely consistent with the plans girls made during their training sessions e.g. to put on lunchtime clubs for Year 7s, to launch a dodgeball club, to extend a dance club to run after school or to set up an informal netball club. The nature of the activity was of less importance to Lead staff, who want to ensure that a) young beneficiaries have a positive experience of participation and that b) Young Coaches/Activators feel empowered to motivate and encourage others. YST's snap survey conducted amongst Lead staff at the end of the academic year revealed instances where (when their school offered them the opportunity) Young Coaches/Activators extended their remit into a virtual context:

- Set up inter-house challenges
- Helped develop the skills videos for virtual competition
- Created an Inclusion Activity
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- Create a word search promoting leadership or school games

2. Extent of activity

Staff were invited to submit participation data in the Autumn and Spring terms only this year, since formal activity was not possible during the Summer term. In fact, as is highlighted later in this report, many Young Coaches/Activators did continue to informally motivate their peers and to support and promote the Virtual School Games.

In total during the Autumn and Spring terms, 6,620 participants accessed wider sporting opportunities through the sessions delivered by Young Activators. This is just over half of those that the programme was targeted to reach and consistent with the back-weighted nature of delivery of the programme. Of these 6,620 students, 21% were Black, Asian or Minority students and 7% were students with special educational needs or disabilities.



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Figure 7 Impact data 2019-2020

3. Recommendations

1. There is merit in pulling forwards training (or an expectation of delivery start date) in order that delivery can begin earlier in the academic year. Those girls whose training does not take place until late in the Spring term realistically only have the following term to trial leadership and to gain confidence.

Part Three: Leadership and Volunteering Insight Survey (LVS)

1. Completion rates

50 Lead staff were each expected to achieve 12 completed L&V Surveys within their County (a total of 600 completed surveys). Some Lead staff observed that a more nuanced target that reflected recruitment opportunity (i.e. school density within a region) may have been more appropriate, however all had sufficient potential partner schools to target in the first instance and potentially engage.

By July 2020 252 L&V Surveys had been fully or partially completed, representing 42% of the overall volume sought. This is quite an achievement given that many Lead staff had intentionally delayed promotion and completion until the summer term, using the tool to help their schools to reflect on this year's activities and plan for the next.

Factors that influence Lead staff progress in driving completed surveys include: (1) length of time in post (and extent of local relationships), (2) perceived value of completion (i.e. where there is perceived under-representation in a County or a high representation of BAME students), (3) personal confidence with or interest in data-led applications and (4) time.

Leadership & Volunteering Survey



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Figure 8 L&V Insight Survey completion data

2. Perceived value

Most Lead staff understand that aggregated survey data will provide YST (and schools generally) with useful insight into the extent of community representation within coaching and volunteering across England and Wales and benchmarks against which activity might be measured.

With regards to the specific value to a participating school, respondents note that sometimes the act of completion may be more useful than the arising data itself. Gathering requires data collection,

liaison with colleagues and discussion re. the participation (or not) of specific groups of young people and is an active process that demands reflection. This can prompt immediate insights into gaps in either provision or participation. Staff cited a number of areas that they were hopeful the survey would support insight into: the implication being that schools are already aware of under-representation of student groups or of a particular challenge but need the data to back this up in order to tackle directly.

I THINK THAT SCHOOLS THAT WANT TO COMPLETE IT GENERALLY DO WANT TO KNOW WHAT THEY'RE MISSING OUT ON. THE PREMISE WORKS - HELPS BRING LEADERSHIP INTO A WIDER POOL.



I'm hoping it will highlight there's a need for us to focus delivery on health and opportunities.

We're quite a large school so I imagine it will show us what we don't know, as we split our boys / girls teaching.

Consistent dip in leadership when looking at in school delivery compared with community based volunteering.

We do open LCV up to boys and girls but that's not targeted to PP boys / SEND.

Going to get younger years involved in leadership as a transition. Y10s helping out the Y9s and 8s.

Figure 9 Insights anticipated from completed L&V Insight Surveys

Lead staff that are less convinced of the value of the L&V Survey (or report low interest amongst their partner schools) reveal a number of potential reservations:

- Uncertainty whether the data outputs from a completed survey lend themselves as proactively to planning and self-reflection as the discussions themselves, since they lack context.
- Low numbers of BAME or SEND students in their schools which undermine the value of any percentage-led dataset
- Existing overt focus on students in receipt of pupil premium alongside some difficulties in cross-referencing this data with participation data.

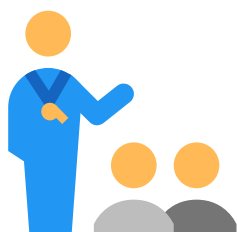
When prompted, few Lead staff were able to cite which of their schools might benefit from greater scrutiny. There is a sense that schools will be cognisant of the issues that the survey is designed to reveal and will either be already trying to address these or will have other priorities or pressures such as limited staff resource.

3. Barriers to completion

Some LCV staff consider the tool a little unwieldy, which in turn undermines their ability to motivate and support staff in their partner schools. Specifically, there is some frustration with the expectation to add specific numbers of participating students within each section. Where the numbers are very low, this seems to prompt inaccurate percentages and require some manipulation.

Other barriers include time, lack of easy access to participation data and lack of conviction of benefit. Those Lead staff that demanded completion as a precursor to participation in this year's LCV programme had success in meeting their target of 12 schools: the motivation was indirect and short-term but overcame other barriers to completion, whilst the data itself had further long-term benefits.

An exemplar experience of L&V survey completion



Survey completion is driven by an alternative motivator (access to LCV programme) but has additional benefits

- Staff motivation to complete within a timeframe
- Immediate school benefit (access to the Training Academy)
- Staff build relationship with LCV lead
- Greater departmental awareness of LCV



Early survey completion has immediate inherent value

- Department staff debate and reflect on the nature of L&V in the context of a new cohort
- Staff gain insight into L&V in own setting at the start of the year
- Data to share with SLT is available at the outset of the programme

Figure 10 Example implicit and explicit benefits of early completion of the L&V Insight Survey

4. Impact of COVID-19 on participation and response to findings

Some LCV leads chose not to promote completion of the insight survey amongst their partner schools since schools closed, for various reasons:

- Planned face to face activity (where the LCV lead would support completion) was cancelled
- Perception that schools have other priorities in terms of workload
- Perceived lack of opportunity to implement any findings
- Perceived challenges in completing remotely (i.e. without access to participation data)
- Prior resistance / lack of response and reluctance to put colleagues under pressure

NO PLANS AT THE MOMENT TO APPROACH THEM TO COMPLETE THE SURVEY WHILST OFF SCHOOL. IF I'M HONEST I THINK IF THEY DID IT NOW IT WOULD BE PERCEIVED AS A TICK BOX EXERCISE WHEREAS IF BACK AT SCHOOL THEY'LL SEE THE VALUE AND ACT ON IT.



However, when prompted a number of LCV leads acknowledged that greater time at their respective desks might represent a good opportunity to invite colleagues to complete the survey, whilst shared screen technology could be used to good effect to support completion.

I'VE TRIED TO HAND HOLD THEM AND OFFERED SUPPORT BUT
HAVEN'T HEARD BACK - FINGERS CROSSED IT'S UNDER WAY. I'LL
CHASE AGAIN IN THE NEXT FEW WEEKS.



5. Impacts

Where the survey has been completed and prompted reflection, positive impacts have been noted on (1) schools' focus on the extent to which leadership is embedded and extended into community sport and (2) participation amongst specific cohorts. In practice, preparation for students' return in September may subsume some of the opportunities for change that have been identified, however many staff report notable appetite amongst their partner schools to do so.

Case study

Holly Prescott is Strategic Manager of Mid Sussex Active County Sports Partnership. Her cluster of eight schools completed the insight tool in the Autumn term. She spoke of her experiences completing the L&V Survey for St Paul's School, where she is based:

"I completed the insight tool with the Head of PE.

Firstly we looked at cross-curricular leadership and at barriers with regards to SEND students, many of whom relied on transport home and were unable to attend lunchtime clubs. A newly launched lunchtime club alongside dedicated travel options after school were put in place to address these barriers.

Secondly we looked at engagement with community partners. We identified a need to do more to flag these up and to follow up on opportunities provided whereas previously we had relied on student feedback. The follow up with clubs and community partners applies to our eight partner schools too.

Figure 11 Case study: impact of completion of the L&V Insight Survey

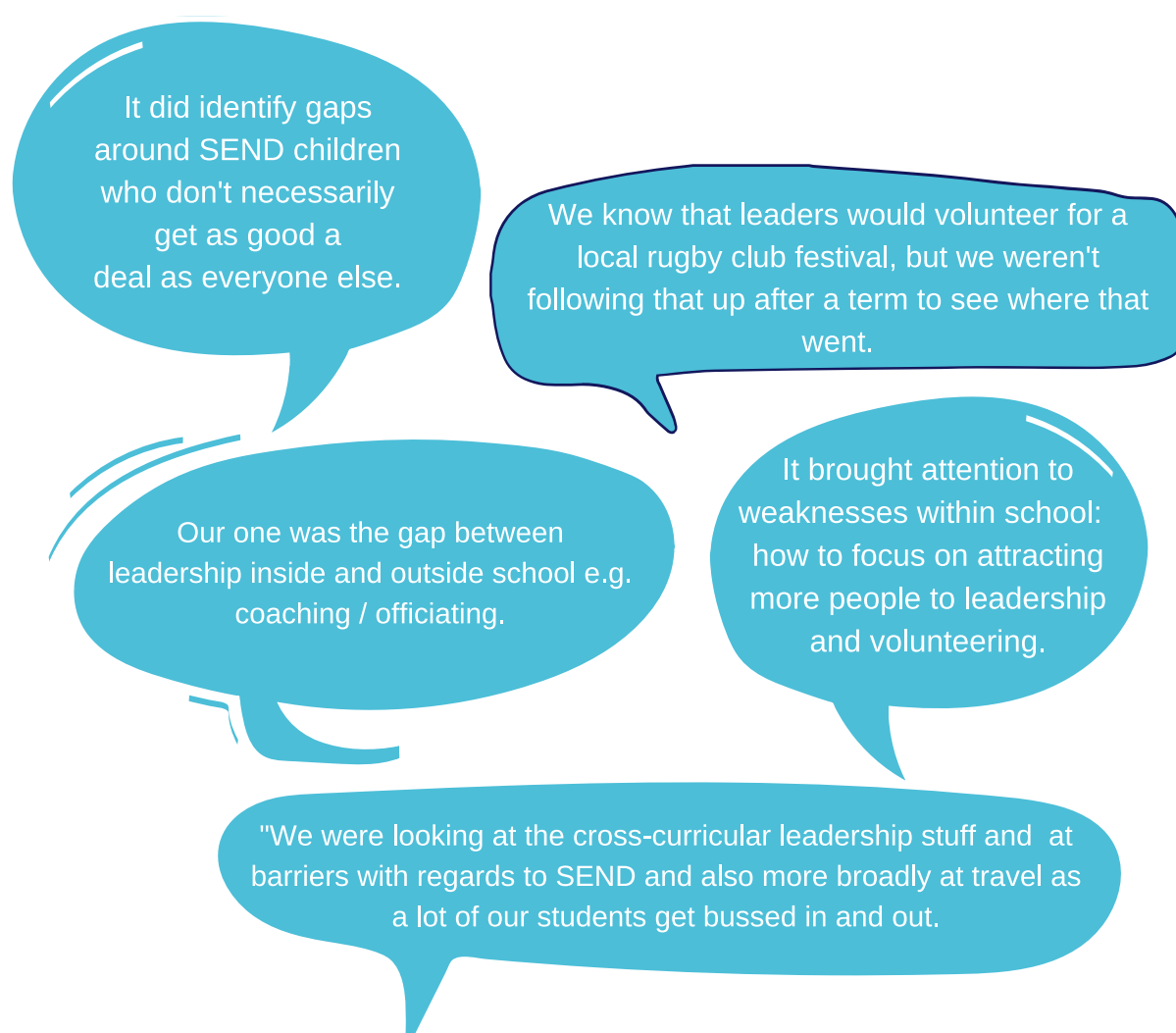


Figure 12 Insights arising from completed L&V Insight Surveys

In one instance, completion has led to additional interest amongst schools in YST programmes next year:

THE LOCK DOWN POSITIVE IS THAT IT'S GIVEN THEM TIME TO DO IT. THEY'VE CONTACTED US ON THE BACK OF THAT TO TELL US THEY WANT TO GET INVOLVED NEXT YEAR (ONE IN BRENT AND ONE IN EALING).



6. Recommendations

The beginning of the 2020-2021 academic year may demand a revised approach to leadership delivery, at least in the short term. Focus is likely to be on student well-being and re-establishing a sense of community and belonging, particularly for those young people that have faced lockdown in challenging circumstances.

The L&V Survey remains a relevant tool in this context, permitting department staff to consider engagement with their cross-curricular offer (and leadership opportunities where relevant) and the respective merits of these to each cohort.

Some potential recommendations for 2020-2021 include:

- Enable Lead staff to view County-wide completion prior to their own school completing
- Correct the errors that arise when low numbers are keyed
- Change the process so that schools submit approximate percentages rather than actual numbers
- Allow schools to record and celebrate changes and best practice: make the survey more of a working tool.

WOULD BE REALLY GOOD IF THERE WAS A WAY OF SHARING
YOUR SUCCESS STORIES. PORTRAY OTHER SCHOOLS THAT
HAVE BEEN ON THAT JOURNEY. I'M NOT SURE HOW MUCH BEST
PRACTICE IS SHARED BETWEEN TEACHERS IN A LOCAL FORUM.



Part 4: Drawing on staff experiences of Summer 2020

1. School closures impacted Lead staff liaison with partner schools

Most Lead staff interviewed during the Summer term felt that when schools closed opportunities for them to directly support and engage girls in leadership activities ceased. They did not anticipate continuation of the current year's LCV programme though do recognise that there will be value to the girls in some sort of follow up communication in Autumn 2020.

CERTAINLY, THERE IS A ROLE FOR SOME FURTHER PHYSICAL TEACHING OR A CELEBRATION, BUT I CAN'T SEE THAT NEXT YEAR WILL BE NORMAL.



Where a Lead staff member is attached to a teaching department, he / she was able to liaise with Young Coaches/Activators at their own school, though this appeared to be a rare occurrence. Only two LCV Leads had the means of getting in touch with all 25 of their Young Activators².

Furthermore, Lead staff were reluctant to ask much of colleagues in partner schools due to:

- respect for the additional pressures of remote curriculum delivery
- uncertainty about students' return to school and the value of initiating new approaches
- recognition that remote learning practices require a single-minded approach and make it harder to initiate activity with small groups of young people
- recognition that schools may be liaising with students in their own leadership academies.

WE'VE ASKED THE HEADS OF DEPARTMENT TO GET THE YOUNG ACTIVATORS TO SUPPORT THE VIRTUAL SCHOOL GAMES. BUT LACK OF KNOWLEDGE, LACK OF DIRECTION, GCSES ALL TAKE PRIORITY.



The above issues meant that it was not possible to explicitly invite Young Coaches/Activators to influence and engage their peers as remote leaders. However, in the absence of this, wider leadership opportunities did arise. These are explored more fully in the following section and demonstrate the wider role of leadership to engage community and appetite for leadership opportunity amongst under-represented groups of young people.

2. Young Coaches/Activators spontaneously motivated their peers

² One had set up a WhatsApp group and the other had compiled an email database.

The virtual school games took place in most regions and Lead staff noted instances where their Young Coaches/Activators had spontaneously supported these e.g. as active and vocal participants leading through example or had motivated others to take part by setting a challenge. Participation was voluntary and the product of girls' interest and enthusiasm.

OUR ACTIVE PARTNERSHIP HAS BEEN RUNNING THE SUMMER VIRTUAL SUMMER SCHOOL GAMES. STUDENTS TAKE A VIDEO AND CHALLENGE OTHERS. WEST SPORT HAS USED SOME OF OUR LEADERS TO PROMOTE THE ACTIVITIES THOUGH NO EXPLICIT INSTRUCTIONS HAVE BEEN GIVEN TO GIRLS.



3. Young Coaches/Activators responded positively to direct engagement

Where Lead staff were able to contact Young Leaders the response was also positive. There was clear appetite for leadership amongst the girls and continued emotional engagement with their role.

Two staff amongst those interviewed to date had collected student contact details prior to school closures, one in order to be able to communicate with the group prior to the subsequent training day (give them greater ownership) and the other to communicate with them on their return to school following their Leadership Academy and during the delivery phase.

Group One:

The lead staff member held a zoom call with the girls. He asked them how they were feeling & what they'd managed to achieve locally. He then invited them to consult on a virtual challenge being launched by their schools:

"We used them as the consultation group for the running event: had the girls help us to shape that. One of them said we should move it to insta and she set up #activateisolate and there's some stuff on there that the girls have pushed. One of them Ellie got really behind it and tweeted her PE department to say don't miss it!"

Figure 13 Case study One: Lead staff initiate direct contact with Young Activators

Group Two:

A third group of students have been in direct contact with the LCV lead in order to return completed 'leadership records' given to them at the end of training. 20 booklets were returned by girls, detailing some of their virtual / remote leadership undertaken since schools closed. The leadership challenges offered by their schools weren't offered solely to Young Activators, but gave the girls a chance to achieve what was expected of them.

"Online modules could be a bigger reach moving forwards."

Figure 14 Case study Two: Lead staff initiate direct contact with Young Activators

4. Leadership resources gained a wider relevance

During the summer term a number of School Games Officers (also LCV Leads) noted the potential contribution that their leadership and other training resources might make to delivery within their partner schools. In an unprecedented move these were shared across the County to be cascaded to students as part of their virtual PE curriculum.

THE RESOURCES FOR THE PROGRAMMES ARE BENEFICIAL TO EVERYONE WE WORK WITH. THERE ISN'T NORMALLY CAPACITY BUT NOW IT'S INTEGRAL TO THE PE DEPARTMENT'S WIDER PROVISION. WE SHARE ALL OF OUR CONTENT.

”

One lead interviewed had not managed to deliver the Academy by the time schools closed. To address this, he created a dedicated virtual leadership resource to be shared with students (via their PE departments) and completed online, those girls that were recruited to the LCV programme to receive a certificate on completion.

I REPLACED GROUP TASKS WITH INDIVIDUAL 60 SECOND YST CHALLENGES. WRITE DOWN HOW IT MAKES YOU FEEL CONTACT 5 FRIENDS AND ASK THEM WHAT THEY THINK.

”

The response from schools has been very positive and the experience has led one Lead staff member to consider if there is a role for virtual delivery moving forwards, lending itself to greater reach.

SCHOOLS HAVE RESPONDED TO SAY THAT IT'S A BRILLIANT RESOURCE. THEY WANT TO USE IT FOR A WIDER COHORT THAN THEIR LEADERSHIP ACADEMY.

”

5. New leaders emerge

Alongside reports of prompted and unprompted engagement amongst Young Coaches/Activators have emerged multiple instances of a broader cohort of students taking it upon themselves to engage and motivate their peers and to model good leadership.

One LCV lead noted a school that used students that continued to attend each day to film its virtual challenges. This prompted wider staff awareness about the potential for some of these young people (many of whom are considered vulnerable or are pupil premium) to become involved in future leadership activities as well as presenting a new, informal leadership opportunity to these students.

ANECDOTALLY I KNOW THAT KEY WORKER CHILDREN FILMED SOME OF HIS VIRTUAL CONTENT. THESE ARE VULNERABLE KIDS THAT ARE IN SCHOOL. SURELY IF WE USE THEM NOW THEN WHY NOT AFTERWARDS?



Many other examples were cited of young people taking the initiative to engage their family or wider peer-group in a virtual challenge or with other physical activity. This engagement implies a degree of personal confidence and awareness of social influence. It may not indicate explicit desire to lead others but certainly these young people could be encouraged to reflect on what they achieved during this time.

WE'VE CARRIED ON DOING OUR OWN VIRTUAL TRAINING PROGRAMME - THIS HAS GONE OUT TO SPORTS LEADERS (BOTH BOYS AND GIRLS) TO CHALLENGE THEM TO SEE WHAT THEY CAN DO AT HOME. ON TWITTER @LLSSP TODAY IS A PING PONG CHALLENGE... ONE BOY HAS UPLOADED VIDEOS OF HIS FAMILY DOING IT.



6. The value of trust

There is consistency in staff reports of the extent of student interaction with online challenges. There is a perception that there is good engagement in general but some resistance amongst young people to accountability (i.e. to video their participation and share it). This may be due to reticence or a lack of desire to be seen to be competitive with their peers. It may be interesting to explore how leadership can work in a virtual or remote context to motivate and support others without demanding accountability.

FEEDBACK WAS FROM STUDENTS TO SAY THAT WHY SHOULD I TELL YOU I'VE DONE IT? IT'S HAPPENING INDEPENDENTLY OF US. PEOPLE BEING ACCOUNTABLE FOR THEMSELVES, NOT FORCED TO ACCOUNT FOR THEMSELVES. SUDDENLY IT'S TOO HARD TO TURN THE SCREWS AND WE HAVE TO TRUST PEOPLE.



7. Recommendations

1. An LCV-held participant database (with all necessary permissions obtained) may be worth considering for the academic year 2020-2021 in order that student contact and activation can be ensured if needed and / or that a programme could continue remotely.
2. Thinking ahead to likely disruption in 2020-2021 YST surveyed all Lead staff in July 2020 to ask for provision recommendations and requests. Respondents asked for a range of supportive measures including KPI flexibility, the opportunity to recruit younger students to avoid further disruption to those in higher years, ideas for creative activities that can be delivered remotely or in a modified setting and regular updates on best practice.
3. YST also invited reflection on how leadership modules might be delivered remotely. Lead staff noted the potential value of a central leadership online 'hub' which could be used to help recruit students, provide key elements of measurable training and enable young people to record their activities.



Figure 15 Requests for support from YST in 2020-2021