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*“...They’ve Learnt There’s More to Life
Than Football.”*

*Evaluation of a Primary School Based
Physical Activity Project Using Social
Concepts*

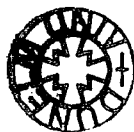
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Abstract: Evaluation of a Primary School Based Physical Activity Project Using Social Concepts by Lydia Hopton

The fifteen-month physical activity (Pa) project was initiated by the Partnership Development Manager of a North East of England School Sport Coordinator Cluster (DfES, 2003). The project tested strategies to increase the quality and quantity of Pa in two primary schools and sought to impact on the educational attainment, behaviour, and fitness, of children at Key Stage 2 (KS2). A Pa coordinator implemented the additional Pa through breaktime activities, and school-community links. 195n children (including 35n at-risk), 2n headteachers, teachers and parents were involved.

This thesis evaluated the Pa project aims, within a socio-political framework, where the current political concepts of social exclusion, social inclusion, and social capital were employed, to evaluate the extent that the project met the social guidelines used by the Government. Multiple method research was used, using semi-structured interviews, observations, questionnaires (Harter, 1985), skill related fitness tests and document information.

The quality and quantity of Pa increased at the schools, but the objective of 75% of KS2 children participating in 2 hours of Pa weekly was not met. The fitness scores improved, but there was no significant change ($p < .05$) in educational attainment, or behaviour. High levels of access and participation were achieved with 99% of eligible children attending and each child attending an average 59% of sessions. At-risk attendance was 7% higher than non at-risk, but girls participation was 14% lower than boys. Limited active participation by children occurred in the project set-up, which restricted their agency and power in the process. Social capital was fostered, resulting in the volunteers and children becoming more involved in the school and wider community.

Introduction

Participation in Pa has been linked to a diverse range of positive outcomes. At an individual level Pa has been shown to be a requirement for fitness and health, whereby regular Pa enables individuals to undertake everyday activities (Naidoo et al, 2000), and reduces the risk of premature mortality (Blair et al, 1995; Lee, 1998; Sandvik, 1993), heart disease, cardiovascular disease (Farrell et al, 1998; Levy et al, 1990), and obesity (Lowry et al, 2000; Meredith et al, 1987).

The benefits of Pa participation (including sport) have also been linked to social profits including increasing community involvement and empowerment (Hillary Commission, 1998), strengthening communities, reducing crime and vandalism (Sport England, 1999), reducing alienation and increasing access for disadvantaged individuals and groups (Sport England, 1999).

Due to the stated benefits of Pa, which extend beyond the individual to societal concerns such as health and crime, it is unsurprising that the Labour Government, has been keen to harness the purported wider value of Pa to pursue their social agenda. In particular, participation in sport has been identified as an aspect of social inclusion (DfWP, 2001) and is linked with policies to combat social exclusion (DCMS, 1999). The outcome of this focus on Pa in Governmental policy is an intensification of the focus on individuals to undertake regular Pa, with the government setting targets for participation for both adults (30 minutes of moderate intensity Pa five times a week, Annual Health Survey, 1998) and children (a minimum of two hours a week, DfES, 2003).

In-order to achieve the increase in the Pa levels of individuals, the Government has identified schools as a key site. Consequently a number of papers have been released (*A Sporting Future for All*, 2000; *Game Plan*, DCMS, 2002; *P.E. School Sport and Club Links*, PESSCL, DfES, 2003; *High Quality P.E. and Sport for Young People*, DCMS and DfES, 2004) which have outlined the governments plans for children's Pa and sporting involvement, including an overhaul of the current activity set-up and provision in schools. The plans outlined a new sporting infrastructure to be implemented in communities, where Specialist Sports Colleges were central in facilitating local schools to develop the quality and quantity of Pa provision. This structure was set-up to meet the Governmental objective of each child achieving two hours of Pa weekly. Through this increase in Pa the concentration, self-esteem, commitment, attendance, behaviour, attainment, health and (in time) the international sporting success of children was also documented to improve (ibid).

The research which follows, stems from a Partnership Development Manager (PDM) of a North East of England School Sport Coordinator Cluster (DfES, 2003), who secured Neighbourhood Renewal funding in 2003, to initiate a 15-month physical activity (Pa) project to test strategies to increase the quantity and quality of Pa in local primary schools (see Appendix 1 for the project report).

The project, like many others in the public domain (e.g. *Positive Futures*), presupposes that a link between Pa and other achievement domains exists, where Pa intervention can directly influence individual outcomes and products such as behaviour and educational attainment. Consequently the project sought to positively impact on children in a wide range of domains, including educational attainment, behaviour, fitness, and the community. The efficacy of this presupposition will be dissected utilising research from the project evaluation. This will be achieved within a

social-political framework, utilising popular social concepts, which the government and the wider political climate currently base their policies upon. More specifically, the concepts that will be adopted throughout this thesis include social exclusion, which derived from European discourse and considers exclusion from social exchanges and consequently exclusion from full participation in society, social capital which considers access to social networks and the consequences of this involvement, and social inclusion, a concept which is popular with New Labour and considers the opportunity to develop, realise potential and participate fully in the mainstream of society.

This thesis acknowledges the affinity of the project within the current political climate (the PDM of a Government initiative secured funding from the Neighbourhood Renewal fund) and set out to examine,

“To what extent does the project achieve its objectives of increasing the quantity and quality of Pa provision in schools and impact on educational attainment, fitness, and behaviour of those involved?”

And

“To what extent does the project, as a product of socio-political thought, succeed in meeting in the current social guidelines advocated by the Labour Government?”

It is also pertinent to articulate the research objectives contained in the project report (see Appendix 1), from which this thesis derived. The objectives covered two areas, to impact on the children and schools positively, and to examine the role of the physical activity coordinator (PAC), these objectives will now be outlined,

- *Test a variety of strategies to improve the quantity and quality of out of hours Pa.*
- *Positively impact on educational attainment at Key Stage 2 (KS2), attendance, fitness, and anti-social behaviour.*

To assist the project in meeting these aims, five objectives were set, these included:

- *Provide 75% of children with 2 hours of Pa per week (including P.E.).*
- *Provide daily out of hours sessions at each school.*
- *Facilitate at-risk children (10n- E, 15n- F) to regularly participate.*
- *Train and develop local people to run the sessions, providing opportunities to gain qualifications, with 10 residents achieving sports awards.*
- *Develop sustainable partnerships with the community.*

Clarifying Terms

Throughout the project the term Pa has been adopted, this corresponds to the project terminology which employed Pa to embrace all forms of Pa including sport, exercise and non-competitive and less structured activities such as walking and dodgeball.

Literature Review

Social Exclusion

The pertinence of exploring social exclusion (SE) is to understand the situation of the project within the current political framework. This is necessary in-order to appreciate the current influences which underpin the sporting strategies within the country, and as a consequence have shaped the project. The different shades of SE will be examined, followed by a consideration of the government's synthesis of SE with sporting policy, and the significance of this to the project.

The political term SE originated in French social policy, situated within a corporatist/conservative model, where "*society...is composed of groups with reciprocal rights and obligations and which seeks to ensure the participation of all within the moral order of society*" (Cameron and Davoudi, 2000, p235). The term SE became familiar in Britain through its adoption in EU discourse (Byrne, 1999). However, in British politics SE is embedded in a liberal system where individuals are "*engaged in... competition with each other*" and the state seeks "*to ensure a minimum material standard of well-being for each individual.*" (ibid, p236). Consequently political discussions to ensure a minimum standard of well-being became framed in SE, rather than poverty¹.

The political preference for the use of the term SE rather than poverty, recognises that inequality is not purely monetary and material (Walker and Walker, 1997), but also includes the "*social and cultural dimension of the exclusionary processes...*" (Cameron et al, 2000, p236). Thus SE refers to a process concerning the interaction between democracy, welfare, the labour market, and family and community

(Commins, 1993) and highlights the multidimensional mechanisms which exclude individuals, groups, and communities from social exchanges (Steinert, 1999). The result of which is not being able to participate fully in society and the activities which are commonplace within it. Consequently exclusion from aspects of citizenship occurs, including access and involvement in sport.

SE became particularly salient when New Labour moved into office in 1997 and set up the Social Exclusion Unit (SEU) to draw together departments and external organisations to target, combat and prevent SE. The government defined SE, but Collins (2004) commented this was a description rather than a definition;

“... more than income poverty. Social exclusion happens when people or places suffer from a series of problems such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime, ill health and family breakdown. When such problems combine they can create a vicious cycle. Social exclusion can happen as a result of problems that face one person in their life. But it can also start from birth. Being born into poverty or to parents with low skills still has a major influence on future life chances” (SEU, online, 2004a).

The current governmental policy on SE will now be examined focusing on the *PAT 10 report* (DCMS, 1999), which discussed the role of the arts, leisure, and sport on negating SE. This will be appraised to understand how the government has synthesised SE and sporting policy.

Government Policy on SE

The government's responses to SE have been double pronged, SE policy has been “*looking out*” (Cameron et al, 2000, p237) “*focus[ing] on the material dimension of poverty and seeks to link the 'excluded' to mainstream economic life through training and employment measures*” (ibid) and “*looking in*” (ibid) where social and cultural dimension of exclusion is focused on and policy “*seeks to provide linkages between the 'excluded' and the mainstream norms of civic society through community empowerment measures*” (ibid). However, looking out lies closer to the roots of

British policy concerned with poverty and economics. In examining SE in this way power issues within the discourse emerge, this is because SE,

“... ‘determines’ the lives of individuals and collectivities who are excluded **and** of those individuals and collectivities who are not... Exclusion is something that is done by some people to other people” (Byrne, 1999, p1, emphasis in original).

It also raises questions of agency, that is the extent of autonomy individuals and groups possess in determining whether they are excluded from social exchanges and capital. In weak discourses “*solutions lie in altering these excluded people’s handicapping characteristics and enhancing their integration into dominant society*” (ibid, p45) and strong discourses “*emphasise the role of those who are doing the excluding and therefore aim for solutions which reduce the powers of exclusion*” (ibid). The application of SE to sport in the government remit will now be examined.

The *PAT 10 report* was commissioned in-order to disseminate “*best practice in using arts, sport and leisure to engage excluded people in poor neighbourhoods*” (DCMS, 1999, p5) and to comment on “*how to maximise the impact on poor neighbourhoods of government spending and politics on arts, sport and leisure*” (ibid). The report focused on communities, emphasising their responsibility to make things better, focusing on the rights and responsibilities of groups (weak), and emphasising the economic and individual rewards of sport. This interpretation of SE highlights the difficulties of synthesising a European concept into the British framework which has its political roots in poverty and is further demonstrated by the lack of consideration of the democratic dimensions of exclusion outlined by Commins (1993) and the role of sport within this.

Some stronger SE dialogue does emanate from the *PAT 10 report* (DCMS, 1999). The report acknowledged that attention to SE should be part of the basic policy of sports bodies and government departments, with their policy and funding explicitly and actively working to achieve equitable partnerships and engage those excluded; “*Sport*

England should explicitly recognise that sustaining cultural diversity and using sport to combat social exclusion... [is] among its basic policy aims... ” (DCMS, 1999, p60).

This acknowledges that sports bodies and governments can exclude, as exclusion is something done by those in power to others with less power. An example of this is with the LTA (Lawn Tennis Association), which like other sporting bodies charges individuals an annual fee to join. The membership is required to participate in all LTA tournaments and is necessary to improve the rating of the tennis player. For those who do not have the disposable income to pay this, their access to competitive participation is restricted, (especially considering entrance fees are also required to enter tournaments). Thus the LTA is restricting access to those who have the financial security to join. This example highlights the difficulty of addressing SE when a disparity between power and resources exists. Other aspects of SE attended to in the *PAT 10 report*, will now be considered.

PAT 10 refers to the ‘four indicators’ of exclusion (health, crime, education and employment) throughout the report. This approach was founded on the basis that if national gains were made in these areas, a nationwide reduction in SE would consequently follow. This fails to adequately appreciate the multidimensional nature of SE where reducing some indicators will not reduce the SE of individuals. For example, enabling access to sport for children who are living in poverty may prevent SE from the social setting of sport, and encourage participation in community life such as running sports clubs (e.g. Ivybridge football club, DCMS, 1999, p35), but it does not address wider issues such as unemployment, poor housing and nutrition which can be associated with SE. The consequence being that SE will still occur from other aspects of citizenship. An example of targeting SE on a number of levels was demonstrated by Glyptis (1986) and the Derwent recreation scheme. This provided sport and educational opportunities in an area of high unemployment, increasing

sporting opportunities and access to training. The scheme resulted in people becoming employed in the sporting industry, the creation of new and self-sustaining clubs in the area and increased usage of local sports facilities. The scheme addressed structural and personal barriers at an individual and community level using a combination of looking out and in policies, where community members were actively involved in the process. On this note the *PAT 10 report* also suggests that sport could be used instrumentally to engage those who felt excluded (weak), with inclusion being perceived as inverted to exclusion. Furthermore, inclusion was framed in terms of consuming products (consuming services) as well as in participation,

“...activities are things people can ‘consume’, as spectators or participate in directly. There are important benefits for both individuals and communities in ‘consuming’ such ‘products’: Personal inspiration...community identity and pride...the focus of this report, however, is on the benefits of participation” (DCMS, 1999, p21).

But this fails to sufficiently recognise the value of participation not only in terms of accessing venues and playing sports but also in organising and volunteering within a sporting setting (Long, 2002). Thus SE could be countered more effectively not only through encouraging access and participation in sports, but through facilitating community level social and political participation, for example becoming a club committee member. This would address SE more entirely and enable fuller participation at a community level (Hellison and Walsh, 2002).

Now that SE has been examined in relation to the government’s utilisation of the term and its application to policy, different groups at particular risk of SE necessitate examination.

As Collins (2003a, p2) commented “*it is clear that everyone is constrained to a degree in the range and intensity that they can commit to their leisure pursuits, but some are multiply constrained.*” This includes groups such as those experiencing

poverty, class, women, ethnic minorities, older people and those with disabilities. The foremost three groups are most pertinent to the project and will therefore be examined.

“...*Poverty is the core of exclusion as a factor in itself and compounding the others...*” (ibid, p34). This is because poverty affects access to leisure due to economic constraints. For example Rowley and Graham (1999) found that a lack of disposable income and no/ limited access to a car were central factors in hampering children’s involvement and progression in sport. Not possessing these resulted in systematic exclusion from sport, and consequently the social participation associated with it. The government’s central approach to combating poverty is through employment (embracing education). But this takes time and other issues such as those on low incomes and those who are unable to work, necessitate thought (Collins, 2003a) so that poverty can be addressed and people can fulfil their right to access physical activity. Other approaches such as the *PESSCL strategy* (DfES, 2003) may go some way to ensuring access to Pa for children living in poverty, however this will be returned to later.

Class is also influential on the propensity and intensity of involvement in sport and Pa. Studies of participation patterns in sport indicate that class membership has a central impact on the intensity and type of involvement in sport (Adonis and Pollard, 1997; Central Statistical Office, 1993; McKay, 1997; Sport England, 2005). These differences have been explained through two mechanisms, structural and cultural variables (Gruneau, 1981). Structural variables consider economic aspects where generally those higher up the class scale have more access to goods and services which consequently increases their life chances and opportunities (Hasbrook, 1987). Cultural differences concern socio-psychological variables including beliefs and practices that

different classes construct and internalise through socialization (their habitus, Bourdieu, 1986) which result in different values being placed on sport.

Collins and Buller (2003b) conducted research into whether children of all classes had an equal opportunity to reach an elite performance level. They focused on an initiative in Nottingham where the local authority supported sport and implemented pathways to encourage progression. When examining the socio-economic background of the participants Collins (ibid) found only 8.3% of the participants came from areas of moderate to extreme social need compared to 29% of the population. Collins (ibid, p437) concluded, "*the majority of participants were from middle class and relatively affluent households, and there are fewer from lower classes and deprived groups.*" Thus children from the lower classes were excluded from initiating sporting participation, with the authors commenting "*...social stratification provides a filter of who gets in at the base/beginning of the selection process,*" (ibid, p438). This contests the popular conception that sport is "*...an achievement domain open to working class children*" (Rowley and Graham, 1999, p119). Social class therefore strongly determined the opportunity to participate in sport.

The intensity of sporting involvement is also linked to class, Rowley and Graham (ibid) found working-class children were underrepresented in all sports examined, and furthermore the intensity of their participation was limited by structural constraints particularly the financial investment required, access to a car, and occupational flexibility. Those children whose parents were involved in manual occupations were also statistically more likely to drop out of intensive training. Consequently those children from the lower classes were excluded not only from participation but also in their intensity of involvement, whereby they did not encounter the equality of access or opportunity experienced by those from middle or higher classes. This highlights the importance of ensuring wider structures, such as accessible provision, schools and

coaches (ibid) counter class exclusion and enable all children the opportunity to reach their potential, regardless of their class position. This would also address cultural differences where class determines an individual's preference and value of sports (Bourdieu, 1986; Hendry et al 1989) and where currently parents are the almost exclusive pathway into sports (Rowley et al, 1999; Hasbrook, 1987; and Woods, 1998).

Girls are also at risk of social exclusion from sport. Sport England (1999) found 42% of girls compared to 49% of boys participated in extra curricular sport. Only 36% of girls compared to 56% of boys were members of a sports club, and girls attitudes to participation were already less favourable than their male peers. This demonstrates that girls are not encountering equality of opportunity in an area that is historically closely coupled with masculinity (Theberge, 2000). This inequality requires action by Pa providers, ensuring that a weak discourse where girls are integrated into a setting constructed by males to promote white middle class hegemony (Dworkin and Messner, 2002) does not occur. Furthermore, those in positions of authority (such as teachers) need to challenge rather than reinforce gender stereotypes, in-order to successfully challenge SE. This would ensure that existing power differentials did not reinforce SE, but rather that those in positions of authority ensure that the settings and experiences of girls (and boys) are such to permit groups to create their own meanings from participation (Smith, 1995), in an environment which is safe and free from domination.

From examining SE in the political field it is clear that it is currently topical and at the heart of government's policy aims. In relation to the project, SE discourse has limited application in the economic sense. However links to the 'four indicators' of SE (which the government focused on in the *PAT 10 report* (DCMS, 1999) as a central method to address SE) can be made, in particular the health aspect.

In terms of the project structure and execution, the discourse lies closer to inclusion where the project needs to be structured in such a way to ensure all individuals and groups are included. SE concerns access to the project, but ultimately SE is to be seen as an underpinning concept in the current political climate. The micro level will now be examined more specifically.

Social Capital

In-order to apply social capital to the project I shall first examine its roots as a form of capital, followed by an introduction to the three main interpretations of social capital. After the background to social capital has been presented, a more specific application of the relevance of social capital in the current climate will be explored, followed by its application as a theoretical concept in-order to evaluate the current project.

The Historical Context of Social Capital

Social capital “does not embody any idea really new to sociologists...involvement and participation in groups can have positive [and negative] consequences for the individual and community...[and] places those positive consequences in the framework of a broader discussion of capital and calls attention to how such non-monetary forms can be important sources of power and influence” (Portes, 1998, p2).

Capital theory stems from classical Marxist roots where capital refers to the “investment of resources with expected returns in the marketplace” (Lin, 2001, p3).

As the economic field evolved “human capital” was coined to explain the process of acquiring resources (education, knowledge, skills, training and experience, Coleman, 1988) which add value to individuals and consequently the businesses they work for.

This class based perspective “where capital is invested and accrued by the bourgeois only” (Lin, 2000, p786) continued in Bourdieu’s sociological exploration of cultural capital which highlighted the way that dominant individuals used cultural symbols (derived from family circumstance and school tuition, Jenkins, 1992) as a form of currency to convey their distinction and maintain their superiority from other groups

in society (Field, 2003). Bourdieu's (1977) theory of social capital followed as an attempt to explain "*the ways in which members of professional groups secure their position (and that of their children)*" (Field, 2003, p14). Bourdieu defined social capital as,

“... the sum of resources, actual or virtual, that accrue to an individual or group by virtue of possessing a durable network of more or less institutionalised relationships of mutual acquaintance and recognition” (Bourdieu and Wacquant, 1992, p119).

Thus, Bourdieu (1980) was concerned with how social relationships, particularly in closed networks, contain value which could serve as a currency and an asset in facilitating individuals to access social, cultural and particularly economic capital. As Portes (1998, p4) comments, Bourdieu's theory of “... *social capital is decomposable into two elements... the social relationship that allows individuals to claim access to resources possessed by their associates, and the amount and quality of those resources.*”

Later neo-capital (Lin, 2000) theories typified by Coleman (1988) emanated from a different theoretical perspective, arguing that actors (individual or groups) were rational agents who controlled certain resources and interests, with the resource of social capital existing in social structures, specifically in the relations between people, where its presence can facilitate action (ibid, S98). Thus as both Portes (1998) and Foley and Edwards (1999) comment, social capital is best typified as access to social networks and the ability to secure benefits/resources.

Coleman highlighted a number of forms of social capital within structures that facilitate action. These included obligations; “*A does something for B and trusts B to reciprocate in the future, this establishes an expectation in A and an obligation on the part of B*” (Coleman, 1988, pS102). This relies on “*trustworthiness of the social environment*” (ibid) that the obligation will be repaid. Other forms of social capital raised by Coleman (ibid) included information potential which concerned the use of

social relations to gain information, in-order to facilitate action, and norms and effective sanctions, which can be a powerful force in facilitating actions. However, as Coleman recognised, norms can be enabling and constraining.

Coleman's work has been criticised on a number of levels, Portes (1998) criticised Coleman's work for its lack of clarity, which is a persistent problem in social capital theory and research, where the links between cause and effect, its situation as a micro and macro level theory, and its generalisation between the two, has hampered progression in the area. Furthermore, theories of social capital have failed to highlight that social capital is context dependent (Foley and Edwards, 1999), where resources and access are not evenly available and distributed between those in the network (ibid) and where the value of social capital is dependant on how the network is embedded in wider stratification.

This links to social exclusion and suggests that the agency characterised by Coleman fails to acknowledge the wider structural constraints. Thus, as Loury (1997) noted in his study of income inequality,

“The social context within which the individual maturation occurs strongly conditions what otherwise equally competent individuals can achieve. This implies absolute equality of opportunity is an ideal that cannot be achieved” (p176).

Furthermore, as Newton commented, *“Those who are satisfied with life are trusting, and they are satisfied with life because their income, education, status [and]... social position give them good cause to be so”* (1999, p27). Thus, in this respect, access to social capital and the quality and quantity of it, is tied to social stratification lending support to Bourdieu's grounding of social capital.

In-order to build on the theoretical grounding of social capital, the theory of social capital developed by the political scientist Putnam will be outlined. Putnam was concerned with social capital at a societal and community level, where *“features of social life- networks, norms [reciprocity] and trust enable participants to act together*

more efficiently to pursue shared objectives" (1996, p56). Putnam (1995) noted his theoretical underpinning was largely based on Coleman; however Putnam was interested in macro rather than micro level social capital and in particular its links to promoting civic engagement, using research on trust to identify trends.

Putnam's research on trust has been criticised by Foley and Edwards (1997) who refuted the link between trust and civic engagement, finding negative social trust was shaped by status, life events, religion, age, and income among other areas. This stresses the importance of examining the social context in which social capital is being explored.

Putnam elaborated on theory distinguishing between different types of social capital, a differentiation that will be employed to discuss the project. Bonding social capital, refers to the quality and quantity of social capital between people who are similar and share similar characteristics within the same social category (Putnam, 2004) such as family, friends and neighbours which "*tends to reinforce exclusive identities*" (Field, 2003, p32) and is useful for cohesion and solidarity, and bridging social capital, which occurs between individuals with different demographics and backgrounds and "*tends to bring together people across diverse social divisions*" (ibid). Putnam (2004) notes that this type of network is inclusive cutting across "*lines of social cleavage*" (p268), and is more effective for linking to external assets and diffusing information (Putnam, 2000). As already highlighted, this neglects power differentials and the importance of these. Therefore Szreter and Woolcock (2004) added a sub-type of bridging social capital; that of linking social capital which draws attention to the power differentials in networks and the implications of these. For example, health is affected in poor communities which have little trust for formal institutions (Szreter et al, 2004) and members of lower economic groups who interact with others of a similar standing have access to less resources and social capital through their networks (Lin, 2000).

In terms of bonding, bridging and linking social capital, Foley and Edwards (1999) raise the point that these need to be seen as inserted into larger contexts and into these networks. This is a criticism of Putnam's work, where he fails to implant interactions into the wider context (ibid) and to appreciate the effect of political and economic forces on social capital. Additionally because Putnam is concerned with the macro effects of micro occurrences he has been criticised for generalising context specific social capital at an individual level to a macro national level (ibid). Now that the background of social capital has been outlined the pertinence to the current climate shall be explored.

Social Capital's Relevance to Britain: Governmental Interaction with the Term

Social capital has become pertinent in the current British political climate, as a timely reaction to the market economy and individualistic competitive culture nurtured in the Thatcher years (neoliberalism). This is because,

“social capital constitutes the social cement which binds society together by turning individuals from self-seeking and egocentric calculators, with little social conscience and little sense of social obligation, into members of a community with shared interests, shared assumptions about social relations, and a sense of the common good” (Newton, 1999, p4).

Thus, the popularity of social capital rather than other terms such as social cohesion and integration is because it engages policy makers who seek non-economic solutions to social problems, based on the discussion of non-monetary forms of capital (Portes, 1998, p3). Navarro (2002, p427) is particularly critical of such an approach, as *“the purpose of all social action is reduced to accumulating more capital so that the individual can compete better.”* The competitive market orientated culture does not sit with the values of trust and cooperation between citizens advocated in social capital (Newton, 1999). The positive types and outcomes of social capital promoted, do not

naturally marry with capitalism. This, Nevarro (2002) suggests, is a critical point lost on Putnam; Coleman; and Szreter and Woodcock.

In terms of the governmental interaction with the term, Labour's policies have their foundations on community, and social capital appears to offer an insight into ways to build community or "*solidarity*" (Leadbeater, 1997, p35). But the use of social capital to pursue community agendas can be criticised because the use of capital to understand life chances and community (Lin, 2000) is contradictory unless it recognises its grounding in wider structural issues such as power differentials and class. As Muntaner (2004) comments, the state is concerned with using social capital to increase productivity and to maintain society (Dyreson, 2001) and this does not match the basis of community research. Ellaway (2004) notes that governments use social capital to pursue their own agenda. Fukuyama (2001) is also critical of the state involvement in social capital because excessive state intervention can erode social capital, especially considering social capital is more bottom-up than top down in its grounding. This taken further could also be perceived as a step back towards the "underclass" where those who do not possess social capital are blamed, rather than examining the wider influences, which contribute to an individual's standing in society. However, Hibbitt (et al, 2001) contests such a view, suggesting social capital "*emphasises resources that communities already have*" (Field, 2003, p123). Thus political involvement with the term needs to be cautious, especially considering the mechanisms of social capital (cause and effect) have yet to be unveiled.

The relevance of social capital in the sporting domain will now be examined, to enable a comprehensive exploration of the interaction between social capital and sport, within the current political climate.

The Pertinence of Social Capital in the Sporting Domain

The potential benefits of nurturing social capital have been explored by the government, as an approach to address social problems (Portes, 1998). Thus the impact of sporting involvement, through the process of social capital, has been researched to explore any wider benefits that may exist, in areas that include health (Pallenbarger et al 1993; Prentice and Jebb, 1995; Helliwell and Putnam, 2000), educational performance (Eitner et al, 1997; and Shepard, 1997), and crime and deviancy (Bailey, 2005; Coalter, 2000).

Sport and social capital have been linked since the term surfaced. Putnam was most engaged in researching the relationship between the two, in particular employing the theoretical framework of social capital to examine how the strength of civic engagement and social connectedness (including involvement in sports clubs) impacted on the quality of public life and social institutions (Putnam, 1995). Thus he was concerned with how changes in leisure patterns reflected on civic engagement and social connectedness, through the process of social capital. Putnam explored these interactions at a national level, but the process has also been considered at a community level (e.g. Jarvie, 2003; Coalter, 2000). Where the process of sporting involvement has implications for community, through social capital, where networks are created, norms are established, civic engagement occurs, and trust is present (Jarvie, 2003; Putnam, 1995). These research findings of sport and social capital will be examined, after the governmental involvement with sport and social capital has been considered.

A Sporting Future for All and the PESSCL Strategy

The government's policy on sport is explicitly underpinned by social inclusion and to a lesser extent social exclusion, rather than explicitly mentioning social capital which can be seen as a method to facilitate social inclusion. Aspects of social capital do however punctuate Labour's sporting documents.

When examining *A Sporting Future For All* (DfES, 2003), the value of sport for creating bridging social capital is mentioned where "*sport matters to us all – to individuals, to families and in bringing people together for a common aim, to communities at every level*" (DCMS, 2000, p2). The role of sport in developing values is also commented on "*integrity, fair play...friendship, rivalry, challenge, and enjoyment*" (ibid). This links to the role of sport in reinforcing norms and creating trust, reciprocity, and cooperation in communities, especially considering the plan focuses on the school and community, thus increasing the likelihood of closure (through bonding social capital). For example, schools are seen as an important site to provide a good start in the early years (ibid) and to provide opportunities to experience a variety of activities. It could be argued that this increases the likelihood of children maintaining lifelong activity as they are more likely to find activities that they enjoy and consequently the potential to accumulate social capital is increased. It could also provide an opportunity for schools to use sport as a vehicle to cultivate norms and values such as cooperation and trust (e.g. Hellison's model of responsibility, 2003, and Coleman and Hoffer, 1987). But one must keep in mind engagement in sporting practices can also advocate deviant norms such as cheating, and exclude those less able (Houlihan, and White, 2002), as well as reinforcing capitalist ideology (Muntaner, 2004) which is in conflict with community social capital. And, as considered in earlier sections, schools often reproduce rather than challenge inequality. Thus the structure of the sporting environment is critical (see

following section), particularly in the formative years, where self-esteem and confidence can be increased (e.g. Kirk et al, 2000) which assists levels of social capital through opening channels of communication (Bourdieu's social capital).

The main way *A Sporting Future For All* (DfES, 2003) links to social capital is through its emphasis on networks (linking social capital)- the collaboration of departments to deliver at a governmental level, but also the links between schools, clubs, sports development officers and the community. This facilitates the flow of information, as well as providing a pathway for children to progress, and if working effectively together can provide strong norms for children. Additionally, if structures are implemented at a meso-level these can facilitate individuals to access the types and forms of activities which interest them. An example of this is the way sports colleges are at the centre of the hub, where their role is to disseminate good practice, offer support, link with school sport co-ordinators, and encourage school-club links. Thus the government set in place a formal structure to increase social and human capital. Other ways to increase social capital have been addressed, which include the value of volunteers and the link between sporting participation, educational improvement and health.

The wider benefits of sporting participation were also attended to in the *PESSCL strategy* (DfES, 2003, p4, p9). However, even in supporting documents (*High Quality PE and Sport for Young People*, DfES, 2004, and *Steps to Success*, QCA, 2003) not enough attention was afforded to structuring the environment to achieve the desired outcomes.

A further criticism of the strategy concerns exclusion. If exclusion is not actively addressed those who do not participate as a result of access issues (rather than an autonomous choice) will be worse off than before the additional physical activity was implemented. As Bourdieu (1980) noted personal social capital "*some confidence*,

some skills, some knowledge, an ability to manage time and relationships and having a group of supportive friends and companions...” (p2) is necessary to fully participate in society (Collins, 2004) and the activities common within it.

Now that the interaction of social capital and sport within the government’s sporting documents has been considered the research into the effects of social capital will be highlighted. The areas selected for consideration (academic effects, health and crime) tie into the areas that the project evaluation measured and correspond to the ‘four indicators’ of social exclusion² (DCMS, 1999) used by the government.

Effects of social capital

Academic Effects

Social capital has been linked to educational achievement, which is the key policy area for the government. Consequently it is unsurprising that social capital has been examined within the government. In-order to understand the links between educational achievement and sporting participation, research in the area shall be outlined. This is pertinent because of the project’s emphasis on this area and due to the project’s situation in a primary school environment, where possible implications need to be examined.

The relationship between educational attainment and Pa is inconclusive, however Shephard (1997) reviewed three longitudinal studies and found academic performance of children participating in additional Pa at school matched or exceeded the other students who continued with their regular amount of school Pa, despite the trade off of less curricular time. He concluded “*daily required physical education can be introduced when a child enters primary school without compromising academic development*” (p133) and advocated the importance of this for long-term adoption of healthy habits. Lindner (1999) suggested there may be a curvilinear relationship between regular exercise and relatively good academic performance, with very little

or very intense participation being linked with lower academic performance. Eitnier (et al, 1997) reaffirmed this suggesting that there is a small positive relationship between cognitive performance and regular Pa. The mechanisms and direction of the relationship however has yet to be established.

In terms of academic performance and links with social capital, Crosnoe (2004) found the presence of social capital at family level correlated to academic performance, with social capital in the school setting reproducing rather than offsetting lower social capital within families. Thus *“young people who... had high levels of social capital at home benefited the most from social capital at school”* (ibid, p277). Thus those with access to lower levels of social capital at home, often do not counter this through the educational setting. Furthermore, parental education has been found to be the predominant predictor of the social capital that children can access (Bianchi and Robinson, 1997). Also where close parent-child relations exist, drop out from school is reduced (Teachman et al, 1996). This raises the question of whether low stocks of social capital pass from generation to generation. Thus those occupying lower social positions who are more likely to have poorer access to resources and lower social capital (Lin, 2000), whose children are therefore disadvantaged, are not aided by the educational system which reinforces rather than counteracts their position and access to resources.

This suggests social capital is determined predominately through the family and this then impacts on education. Other research (Coleman and Hoffer, 1987) has found that the school community could offset social and economic disadvantage, through close connections between parents and the school (catholic), whereby strong norms were present at the school and in the community, which parents subsequently adopted. Nonetheless these types of studies, which focus on what schools can do to foster social capital are uncommon, and a criticism of the area of study is a preoccupation

with the family setting to predict educational achievement, possibly born out of Coleman's focus on the family as a prime site of social capital, rather than examining the micro level interactions at school which facilitate social capital through forms such as information, norms and networks. It is important to note schools can, if appropriately structured, foster social capital (ibid) and this is a consideration which if utilised at a project level could help children fulfil their potential.

Health

As Bailey (2005, p80) comments,

“The physical health benefits of regular physical activity are well established... Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits... inactivity is one of the most significant causes of death, disability and reduced quality of life in the Western world.”

A plethora of research has been conducted on the relationship between Pa and health. Pa and physical fitness are inversely related to all-cause mortality risk and are associated with the prevention of premature mortality (Hardman and Stensel, 2003). In relation to specific diseases, those physically active over time have a lower risk of coronary heart disease (CHD, Paffenbarger et al, 1993a; Powell et al, 1987), hypertension (Paffenbarger et al, 1983b), type 2 diabetes (Manson et al, 1992 and; Hu et al, 2001), obesity (Prentice and Jebb, 1995; Bar-Or, 1983), insulin resistance (Brunner et al, 1997), colon cancer (Fridenreich, 2001), breast cancer (Rockhill et al, 1999), and osteoporosis (Hardman et al, 2003). Pa has also been linked with mental benefits, including a positive influence on anxiety, depression, self-esteem, cognitive functioning, psychological dysfunction, mood, and emotion (Mutrie and Biddle, 1995). Consequently the reasons for encouraging children's involvement in Pa are to optimise physical fitness, health, well-being, growth and development, to develop an active lifestyle that can be maintained throughout adult life and to reduce the risk of

chronic diseases of adulthood (HEA, 1998, p3). This is particularly salient in the current British climate due to the current health concerns (and the associated costs) associated with obesity, where the number of children classified as obese and overweight has risen to 10% and 22% at six years old, increasing to 17% and 31% at fifteen years old respectively (Reilly and Dorosty, 1999). This has immediate and long-term health consequences for children and is compounded by social class, with those from lower socio-economic classes having poorer health (DoH, 1999). Consequently due to the well-established link between Pa and health (in spite of the possible negative effects such as risk of injury, Hardman et al, 2003), Pa is a key policy area for the government to address the health and social concerns of the nation. As this overview highlights, Pa and health have a close established association.

In relation to social capital, research has recently begun to explore the link between social capital and health, with Putnam advocating that an association exists. Putnam commented, "*Social connectedness is one of the most powerful determinants of our well-being*" (2000, p327). His explanations on the mechanisms were however rather vague, suggesting it may be networks providing a safety net, reducing stress (physiological mechanisms) and reinforcing healthy norms, or cohesive communities being better at organising effective medical services. Other research however has been clearer on the mechanisms, with Szreter and Woolcock (2004a) providing a useful summary of the area,

"Social capital... should [not] be the sole or even primary variable used to explain all public health outcomes... It [is] most likely to be a product of a host of complex and interdependent structural (institutional, inequality), resource (quality, quantity) and social support variables; a debate cast in terms of which of these is ultimately 'most important' will be far less fruitful than one which helps identify the conditions under which particular variables become salient... Think [not]... only of socio-demographically similar or dissimilar group affiliations... or, for that matter, to see all outcomes as inherently the manifestations of individual choices at one extreme or class contests at the other-but one that can integrate a range of group and network

memberships (including ones that span power differentials into a broader, integrated theory of agency and structure” (2004a, p704).

Social capital has been explored from three perspectives in relation to health (Szreter and Woolcock, 2004b): the social support perspective where informal networks are important for objective and subjective health, the inequality thesis where widening economic lines have impacted on citizen’s sense of social justice, and inclusion which consequently compromised life expectancy, and the political economy thesis where poor health is a consequence of social and politically mediated exclusion from material resources.

In relation to the social support argument, Helliwell and Putnam (2004) found social capital (family and community ties, and trust) supported physical health and subjective well-being, and social capital was linked to life satisfaction directly, and through health. Berkman and Glass (2000) also found those who were socially disconnected were 2-5 times more likely to die than those with close friend, family and community ties. Subramaniam (et al, 2002) found that social capital in the form of trust and self-rated health were linked, where higher levels of community trust were associated with better health in high trust individuals, and lower levels of community trust were associated with poorer health for low trust individuals. These studies suggest bonding social capital can be beneficial to health, but only for those individuals who have networks in place.

Druckker (et al, 2003) conducted a long-term study in the Netherlands and found that social capital was associated with children’s general health. More specifically children’s mental health and behaviour was associated with the level of informal neighbourhood social control. So in this instance wider ties to the community can assist in reinforcing norms which control children’s behaviour and are linked to better mental health. However communities which exert too strong social control can negatively impact on health through restricting an individuals autonomy. Wen (et al,

2003) also found support for a broader range of social capital, where neighbourhood social resources (reciprocity, local networking, social cohesion and informal social control) were associated with better individual self-rated health. However Mohan (et al, 2005) found little evidence that measures of social capital and links to health, translated into area measures of social capital (electoral wards) on a spatial scale. Thus the health benefits which can accrue at a micro level do not appear to accrue for the whole community.

Conversely, some studies have found support for community level social capital. Chavez (et al, 2004) for instance found that trust and reciprocity at a neighbourhood level (but not other forms of social capital such as local engagement, attachment to the area, feelings of safety, and pro-activity) could explain health variances. But macro level factors such as housing and employment opportunities emerged as key factors in self-reported health (ibid). Furthermore, Smith and Lynch (2004) in their historical examination of mortality suggested housing, as well as income, nutrition and family size were more important determinants of health than social capital. This lends support to the political economy thesis where health variations can be explained by exclusion from material resources, and verifies Szreter's (et al, 2004a) statement that social capital only explains a small variation in health.

Lin (2000) suggested different social groups had differential access to social capital in relation to their structural position and associated networks. Thus those low in the hierarchy can be deficient in social capital due to the tendency to interact with people similar to themselves (bonding social capital) resulting in a resource deficiency, where information to improve life chances and provide influence to others, fails to commonly arise (bridging/linking social capital). This is an interesting position because it indicates that bridging social capital may also influence health, an area which has not widely been explored. Lin suggested inequality could be overcome if

those low in the social hierarchy network (bridging social capital) with people outside their normal circles, which could impact on health, however this needs researching further.

To conclude, social capital does appear to be linked to health, but it does not appear to be the most salient factor in determining health, with structural aspects being more pertinent. However bonding social capital, as well as trust, reciprocity, and social control have been linked to health outcomes. Such factors need to be borne in mind when conducting projects in the community not only to promote health outcomes but also to ensure networks already in place are not disrupted. The negative effects of social capital such as compromising autonomy through social control also require careful consideration. In terms of Pa projects and those interested in increasing the Pa of individuals and groups, it would be interesting to explore the interaction between Pa influencing health (thorough physiological mechanisms) and Pa influencing health through social mechanisms (as a result of increasing social capital), where a change in health may occur through a number of different pathways.

Crime and Deviancy

The link between crime, antisocial behaviour, and sport has not been unequivocally established or indeed its mechanisms uncovered. Additionally how social capital is assimilated within this is ill defined, however Putnam (2000) indicated social capital was inversely related to crime and deviancy. As Field (2003) explains, it may be that communities who possess strong networks, foster cohesion and norms which act as a deterrent and nurture self-esteem encouraging community integration. A brief examination of the literature and pertinence to the project will be considered.

Sport has been linked to crime prevention through two mechanisms; diversion ('get them off the streets') and development. Thus, sport can be seen as an end in itself by

preventing opportunistic crime through encouraging positive use of free time (Robins, 1990) and as a mechanism to foster individual development.

However, as Asquith (et al, 1998) found there are a number of risk factors which increase the propensity to commit crime such as family background- parental neglect, offending siblings/parents deprived background, which sport can not challenge. It is not unreasonable to suggest such risk factors increase the likelihood of individuals being at the fringes of society. Thus, sport can act as a mechanism to reengage individuals. As Jarvie (2003) notes, sport is a place of civic engagement, thus sport can be viewed as an important site for community level social inclusion. Furthermore, it could be suggested that carefully structured participation could offset some risk factors in committing crime through generating social capital; but such mechanisms need clarifying and examining further. Furthermore as Dyreson (2001, p20) comments, most clubs *"divide along class and ethnic lines."* Consequently bonding social capital could be said to be produced which has the possibility of excluding and dividing individuals. The criticisms of the current consumer environment could also be applied, where people consume products rather than being actively involved in the process of delivery. As a consequence the effectiveness in generating social capital and preventing crime will be minimised; In-order to effectively accrue social capital an individual needs to be involved in the process (Putnam, 1996) not just consume the product, otherwise it is likely that only bonding social capital will be created. This equally applies to offsetting social exclusion where those excluded need to be actively involved to reengage, otherwise the process is fruitless with those in power 'working for' those excluded (see Byrne, 1999). Thus the structure of the participation is crucial to achieve the outcome of considerate citizens.

Sport has been credited with creating democracy (Sport England, 1998) through the values it teaches and the focus it provides (working towards common goals,

generating trust, self esteem, agency and pride), as well as targeting crime. Therefore projects not only need to divert individuals (this will be ineffective when children return to their peer groups) but also engage and develop the individual. Despite this being a form of weak SE, some of the negative aspects of this discourse can be removed through developing community based projects, with local leaders (visible role model), where the participants are empowered to take ownership and responsibility for the project (Hammar and Svensson, 2003).

It is also important to reiterate the importance of development not only in human capital (increasing skills necessary for mainstream employment) but also social capital, because increasing status through sport as a stand alone initiative rather than complementing education may exacerbate antisocial behaviour (Coalter et al, 2000). Consequently, developing skills and emphasising their transferability is a key component of seeking to prevent crime through sport. These actions could have a role to play in addressing the structural inequalities which prevent individuals fulfilling their potential, but this does not detract from the need to address structural aspects.

In applying the concept of social capital more specifically to the area in question Dyreson (2001) suggests governments actively use sport as a means to ensure the effective functioning of society. This Dyreson suggests is because sport produces social capital which is "*required for the maintenance of healthy free societies*" (2001, p9). This is reaffirmed by Putnam (2000, p411) who suggests sporting participation, in particular team sports, are useful for generating bridging social capital where you connect with people unlike yourself, accumulating social capital through formal and informal participation. But one questions the extent that the government purposely uses sport to produce social capital on the grounds that although social capital is known concept in political circles, policies do not explicitly seek to create social capital but address a wide variety of areas which are all linked to social capital.

Examples of this are provided through examining the contents of reports prepared for the government (see for example *Count Me In*, Long et al, 2002 and *The Role of Sport in Regenerating Deprived Areas*, Coalter et al, 2000), which concentrate explicitly on the theories of social inclusion and exclusion, which as already highlighted, link to poverty and can be more influential than social capital in influencing a child's life (Putnam, 2000). Therefore it is important to remain aware that social capital is only part of the solution in policy. We shall now turn towards the microenvironment and examine literature on social inclusion. This is important not only because of its visibility on the governmental agenda but also as a ground level concern of the project.

Social Inclusion

The final concept to be examined is social inclusion, this like social exclusion is at the core of New Labour's policies. The term became visible after 1997 when New Labour moved into office. It signified a shift from the term equality to social inclusion (Houlihan and White, 2002), with social inclusion reflecting strategies on poverty and social exclusion (*National Action Plan (NAP) on Social Inclusion*, DfWP, 2001). The government's perception of social inclusion centred around creating opportunities to enter or re-enter the economic mainstream which they argued best combated social exclusion (*Bridging the Gap*, SEU, 1999). This is reflective of the democratic socialist stance of New Labour (clause four of the Labour party constitution), with New Labour perceiving social inclusion as an access issue; "access to opportunity" (DfWP, 2001, p2), "access for all to resources, rights, goods, and services" (ibid), which can be achieved through employment (although one could question whether economic inclusion and the financial leverage provided by this, equates to social inclusion?)

Sport is situated within this framework, where access to (and by association participation in) sporting opportunities is seen as part of social inclusion (ibid, p43) where sport is seen as a human right (e.g. *European Sport for All Charter*, 1975), and is a condition of full citizenship (Harvey, 2000). Roche (1992) has commented that access to physical activity as a right was never widely debated in any sphere, yet Commins (1993) has remarked that citizenship is,

“The ability to take part fully in all aspects of society- democracy, the labour market, the welfare system, and the support networks of the family and community... [Where] access to sport, physical activity and culture is part of the citizen’s package of expectations... or rights, then this is a social policy issue for the state” (In Collins, 2004, p727-8).

Maguire (et al, 2002) has commented that the rise of the discourse on the rights of the individual has resulted in an individual dissociation from responsibility and duty, and echoes the current government framing of rights with responsibilities (see www.labour.org.uk). Further, Coalter (1998) argued sport is not a right of citizenship, due to the market predominating. Consequently citizens are reduced to consumers with passive rather than active consumption, where there has been “*a shift from providing for ‘citizens’ to catering for ‘consumers’*” (ibid, p22). Thus the rights which exist could be said to be equated to consumer rights.

By addressing citizenship and social inclusion Marshall (1950) raised the point that what it is to be a citizen is based on the ruling classes’ values, attitudes, and interests. This fails to recognise diversity of individuals, with social inclusion being equated with citizens holding the same values, attitudes, and interests of the ruling class, and brings the issue of social control into question. As Donnelly and Coakley (2002, p2) state, inclusion can refer “*to an action by a majority to a minority, or by a dominant group to a subordinate group.*” This aspect has been explored by Sage (2000), who commented that political and economic spheres use school sports to serve capitalist interests, because they are believed to develop appropriate transferable traits such as

“... *team work, self-sacrifice, discipline, and values... common ideals, common modes of thought, cooperation and social cohesion...*” (ibid, p264) and health, aspects which are necessary for capitalist success. Thus it could be argued that social inclusion in sport, advocated by the government, is to ensure integration into capitalist society and further capitalist interests. This extends the concept of social inclusion from an access issue, where (passive) participation is equated with social inclusion, to an agency and power issue, where social inclusion is both a process and a goal.

Hence, social inclusion is concerned with questions of agency and power, particularly pertinent for a project stemming from a government paper, which is situated within a school and is focused on children. As Donnelly and Coakley (2002, p10) summarised “*can children be trusted with decision-making powers when all of the systems are set-up in terms of ‘provision’ (by adults and/or experts, for children)?*” Consequently for social inclusion to be achieved children need to be involved in agenda setting and decision making so they can determine the “*forms, content and meanings of their inclusion*” (ibid, p2). Thus for Donnelly and Coakley social inclusion is,

“...the social process through which the skills, talents and capacities of children are developed and enhanced so all are given the opportunity to realise their full potential, and to fully participate in the social and economic mainstream” (ibid).

Now social inclusion has been grounded, the *PESSCL strategy* (DfES, 2003) and its links to social inclusion will be examined.

The PESSCL Strategy and Social Inclusion

The *PESSCL strategy* sought to improve the participation and high level performance of school children through high quality P.E. and school sport. The predominate target outlined was for seventy five percent of children to be participating in at least two hours of activity each week by 2006, which was to be delivered through a new structure (see PESSCL overview). The reasons for the investment in the strategy were outlined by the Sports Minister Richard Caborn,

“The deterioration in standards of PE and school sport is easy to see...along with the shocking rise in obesity, which will cost the country £2bn annually, diabetes is also on the rise as a result of the lack of exercise being taken. On health grounds alone it’s a ticking time bomb. We spend £750 a head on health as a nation, but just £1 a head on sport. When you look at the preventative effect of an active life, that seems daft” (Caborn, 2002, online).

As this quote illustrates, the strategy was put forward not just to improve standards in school Pa provision but to achieve savings on health care through primary prevention and as a method to deliver results across the whole governmental agenda (ibid). This includes the social inclusion remit; as the opening lines of the strategy commented “*all children, whatever their circumstances or abilities, should be able to participate in and enjoy physical education and sport*” (DfES, 2003, p1). This equates social inclusion with access and participation. The strategy also comments “*The two departments [DfES and DCMS] are working with children, parents, schools, local authorities, NGBs, and sports clubs... Together we will transform PE and school sport*” (DfES, 2003, p2). Yet one questions the extent to which children were involved in the developing the strategy. It is perhaps more pertinent to view the state as working for children. Furthermore, such statements fail to consider the power differentials involved. As Smith and Blanc’s (1997, p299, see Figure 1) model of decision making and power relations highlights, power differentials exist in decision making, despite the fact the process is dynamic and interactive (Perry et al, 2003). At

a policy level the government set the aims (expert power base), and at grass roots of the strategy, power focused on PDM's with little if any real power, either in the construction or direction of the project, resting with headteachers or teachers (representative base) or the children (participatory base).

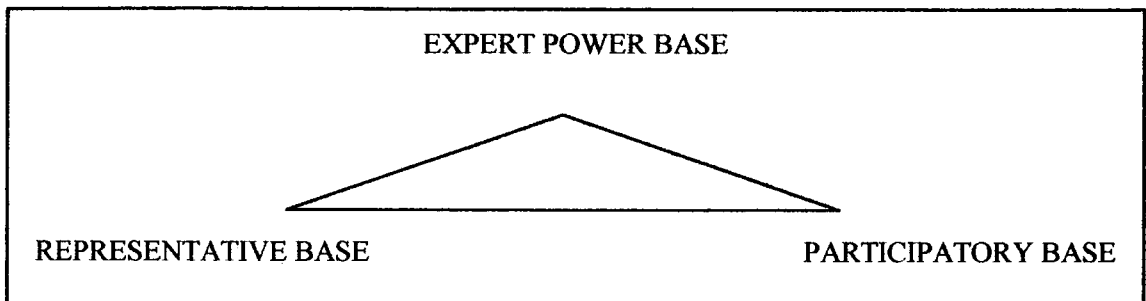


Fig. 1 Transaction sociale model of decision making (Smith and Blanc, 1997, p299)

Exploring these power relations further, it is necessary to examine the government's reasoning for implementing the strategy. The government did not implement the strategy just as a right of citizens and to achieve social inclusion. As Blair commented in the Foreword of *Game Plan* (DCMS et al, 2002, p5) "*sport is a powerful and often underused tool that can help government to achieve a number of ambitious goals*". That is, it serves a number of functions conducive to maintaining and integrating people into capitalist society. As Jarvie and Maguire (et al 1994, p10) note, "*sport...teach[es] people the basic values and norms...sport participation teaches young people valuable lessons about life in their societies.*" This is substantiated by the Education Secretary (2004), Sports Minister (2002), and the Prime Minister (2004) who noted, the value of school sport is that it can be used to deliver on social inclusion, crime, improve schools, and enrich individual's behaviour and self-esteem. As the *Sporting Future For All* (DCMS, 2001, p7) commented "*participation is important in itself, but it can also help to develop important values like discipline, team work, creativity and responsibility.*" On this level sport could be said to target social inclusion because it is providing children with the opportunity to develop skills necessary for participation in society. However as already discussed this refers more

to passive participation in a capitalist society, which does not sit with active community participation and questions the legitimacy of inclusion in this sense.

This is further verified in the current climate where there has been a surge in obesity- by 1994 15% of children were classified as overweight/obese (Chinn and Rona, 2001). Where obesity is costing the nation over £2.6 Billion annually (NAO, 2001) the government sees the value of sport in a combating sedentary nation, possibly to ensure a healthy workforce (Sage, 2000). However despite Fox (2004) arguing *Game Plan* (DCMS, 2002) has driven government agencies to focus more strongly on health, the *PESSCL strategy* (DfES, 2003) still focuses on sport to deliver on fitness and obesity. The extent to which this can be achieved with inclusion in mind is further compromised due to the competitive nature of sport which reproduces the hierarchical social structures already present in society and determines those included (see Gruneau, 1981). Thus the activities delivered need consideration, as non-competitive forms of activity lend more to 'inclusivity' (Donnelly and Coakley, 2002; Coakley, 2001) and the long-term participation needed for health (Paffenbarger et al, 1993), especially if power differentials are recognised and citizens are active participants in determining the forms of their inclusion.

A recurrent theme throughout this review has been the importance of the activity and sporting environment to ensure positive outcomes, this area will now be explored.

Determinants of Participation: Individual Motives for Participation

To commence organised Pa, initiating and then sustaining involvement is the first step. Sallis' (et al, 2000) review of children's correlates of Pa highlights the complexity of factors which determine children's participation. Sallis (ibid) suggested that ecological models of behaviour, which attend to personal-biological, psychological, behavioural, social and environmental variables, most adequately

reflect children's participation. Consequently these necessitate attention to effectively engage children in Pa.

Passer (1982, p232) examined children's sporting participation motives and found "having fun" was the central factor for almost all children's sporting participation. This he commented could be achieved by meeting the six other participation outcomes (see Table 1), which Gill (1986) and others (e.g. Biddle, 1999; and White, Duda and Keller, 1998) have reaffirmed.

In Sallis' (et al, 2000) review of correlates of Pa he found that the intention to be active, previous Pa, Pa preferences, perceived physical competence, enjoyment of Pa, perceived barriers (inverse), time spent outdoors, program/facility access, healthy diet, sex (male), and parental overweight status were the strongest correlates to Pa. Thus, structuring children's environments to meet their personal and social needs allows the determinants of participation to be maximised, and therefore encourage participation of children in Pa.

Table 1: Children's Determinants of Sporting Involvement (Gill, 1986)

Children's Participation Motives	
Affiliation	To be on a team/experience team spirit To be with/make friends
Skill Development	Improve/learn skills Become good at something
Excitement	Experience action, challenge, interesting, novel activities
Success and Status	To win, gain recognition, obtain rewards, feel important, mastery
Fitness	To get exercise/stay fit
Energy Release	To get rid of tension

Physical Competence and Motivation

As has already been highlighted, perceived physical competence is an important factor for initiating and sustaining participation in Pa (Harter, 1981; and Telama, 1998). This has been defined as,

“...the child’s belief concerning how competent or capable she or he is at a particular sport or activity. Perceived competence can be...assessed in...general terms...or in regard to a more specific sport...or even a more specific skill within sport...” (Horn and Harris, 1996, p21).

Perceived physical competence, feelings of control and self-worth (Weinberg and Gould, 1999, p65) are primary determinants of motivation (Weinberg et al, 1995). Motivation has been described as *“a social cognitive process in which the individual becomes motivated or de-motivated, through assessments of his or her competencies within the achievements context to the person”* (Roberts, 2001, p6).

Nicholls (1989) found that as a child develops they become aware that evaluation of competence does not only come from self-referenced mastery (task orientation) but also through comparison and evaluation against other people’s performance (ego orientation). This development sees ability becoming differentiated from conceptions of difficulty (by age 11), luck, effort, and skill (over 11 years). Thus, children at primary school age have different conceptions of adult terms in sporting environments with their perceptions of competence falling, and their accuracy to judge performance improving (Feltz and Brown, 1984). Children also begin to judge competence on the basis of peers (Smoll and Smith, 1996; and Fry, 2001) and coaches (Horn and Weiss, 1991), rather than just from parents.

As the coach’s view is important to perceived competence, it is important that strategies are implemented to facilitate high-perceived competence and therefore participation. Smoll and Smith (1996) made a number of recommendations including, ensuring all children can experience success, reducing emphasis on peer comparison and performance outcomes (ego invoking environment), providing feedback on skill

technique, encouraging self-comparison (mastery invoking), and acknowledging differences in maturation. This highlights the value of task mastery environments in fostering enjoyment and consequently increased perceived physical competence (Harter, 1981). Thus the environment influences task and ego involvement as they emanate from the motivational climate and goal orientations. Consequently the environmental structure is critical to developing most beneficial situational and pre-dispositional orientations for participation.

In task orientation *“the primary goal is to produce an adequate product or to solve a problem for its own sake rather than to demonstrate ability”* (Maehr and Nicholls, 1980, p239). Thus the task involved individual concentrates on the process rather than the outcome. Perceived ability is equated with trying hard and is seen as controllable. Motivation is intrinsic because performance is concerned with skill mastery and assessed through self-comparison.

The value of creating an environment which fosters task orientations is that it fosters sustained participation because successful mastery experiences create enjoyment, increased perceived competence (Harter, 1981; and Maehr and Nicholls, 1980) and self-efficacy (Bandura, 1982). Thus as Fox (et al 1994, p259) found *“task orientation seems to provide the crucial element for high levels of sport enjoyment.”*

Ego orientated individuals on the other hand seek to attribute high ability to themselves. Ability is seen to come from dominating others and derives from performance outcomes (winning). Thus motivation is based on extrinsic cues, and children are at risk of feelings of helplessness and inadequacy because they judge their ability against others, where losing can undermine their motivation. Consequently such environments can undermine motivation and perceived competence fostering low enjoyment and eventually withdrawal (Fox et al, 1994).

As Weiss and Ferrer-Caja (1992, p84) comment, environments that encourage evaluation, self-awareness and competition, encourage social comparison and ego orientation. Whereas environments that encourage little social evaluation and indirect competition invoke task orientation. So for sporting environments to be most effective in fostering adaptive traits which will sustain participation, attention to mastery focused environments is recommended. Goal orientations have also been linked to individual's values, this is an important consideration from a developmental perspective, where children are in the process of constructing their 'value system.' The implications of this will now be considered.

Goal Orientations and Values

Values are transmitted to children through sport and the environment of Pa. Thus consideration of the wider influence of orientations is required, especially from a developmental point of view. This is because goal orientations involve different world views (Maehr et al, 1980), with a high ego orientation being "*likely to correlate with a relative lack of concern for moral issues like justice or fairness*" (Smoll and Smith, 1996, p390). At an implementation level those in a position of power have a responsibility to act in the best interests of those they have influence over. In this case de-emphasising environmental ego inducing cues is important to ensure the negative effects of ego orientations such as helplessness do not occur and to minimise wider negative effects such as bullying or not helping peers, as a result of over emphasis on dominating and beating others. This highlights the potential negative effects of children's sporting participation.

Interestingly this does not marry with the ideals pursued by the government through sport, such as "*bringing people together for a common aim... integrity, fair play... friendship, rivalry, challenge, and enjoyment*" (DCMS, 2000, p2). The components of ego orientation are those associated with capitalism such as

competition and winning, aspects which compete with the current governments ideas of community.

It also raises the ethical question of seeking to foster certain values when working with children. As Hellison (2003, p10) comments "*teaching values...raises the spectre of indoctrination.*" This can be overcome through Bredemeier's (1988, p223) suggestion that values are not transmitted to students, if they are empowered to "*discuss, examine, and reflect critically on values and ethical positions within a diverse, complex and ever changing society.*" Thus developing autonomy and responsibility, components necessary for achieving social inclusion, are important objectives of child development, so that individuals can make an informed decision concerning the values that they ascribe to. Such considerations also link to the area of at-risk children, an area which will now be examined.

Using Collingwood's (1997, p69) view of at-risk as a "*development deficit*" where the individual has not developed "*a responsible and health-enhancing life-style*" (ibid), specifically developed and structured Pa (such as the *Personal Social Responsibility Model*, RM) can be used as a vehicle to challenge this and provide opportunities for children to develop skills, values, and the capacity to be responsible for their behaviour, in spite of their environment and socio-economic status (ibid). In using Pa to achieve specific objectives through the RM, inclusion can be achieved through the process of active citizenship, where agency and autonomy are encouraged and opportunities are provided to enable children to develop to their full potential. Furthermore children are empowered to decide how they participate in the mainstream. The process to achieve these objectives will be explored further in a moment, however one must be aware of a challenge to this liberal democratic stance where each person has the right to develop their attributes (Ingham et al, 2002). This challenge is the competitive performance model of sport, particularly prevalent in

western capitalist societies. This Ingham (ibid) notes is where a minority hold the power of the majority using it to achieve their own ends. Consequently the undesirable aspects of this must be challenged in-order to provide a situation where the conditions of competence and inclusion can be met. This can be achieved through the RM where children initiate a structured Pa program where values are required (at a most basic level respecting others) and reinforced from the outset. As children's capacities develop, control is progressively transferred from the Pa leaders to the children, with the leader being capable of respecting the individuality and the decision-making capacity of the participants (Collingwood, 1997; and Hellison, 2003). Such an approach does not necessarily rule out competitive forms of activity, as this indeed is the very essence of sport, but it provides a structure for participation to ensure that Pa sessions are positive for all individuals involved. We will now appraise the RM, taken from Hellison and Cutforth (2000), which aims to help students to take responsibility for their own well-being, development and that of others. This model has been selected because of its links to humanistic and social development and because of its ability to develop life skills. It accounts for the developmental requirements of individuals, offering a framework for safe participation and provides guidance on becoming an adaptive adult.

Personal Social Responsibility Model

The RM model developed as a reaction to the idea that children have more choices than ever but with less guidance (Hellison et al, 2000, p34). It sought to use Pa as a vehicle to develop responsibility, through gradually shifting the focus from Pa to a focus on life and progressively shifting responsibility for making choices from the leader to the participants, to enhance the well-being of themselves and others, or at the very least not harm it (see Table 2 below).

The RM focuses on two areas of responsibility, **personal responsibility** (including effort and self-direction) and **social responsibility** (including respect for the rights and feelings of others, and caring about others). The model can be further conceptualised as having **concomitant goals** (Corbin, 2002) which concern the way the program is taught and centre around issues of control, autonomy, hope, resiliency, trust, equality, and responsibility, and **principle goals** (Corbin, 2002) which refer to the provision of Pa and its associated objectives such as enhancing Pa, developing a healthy lifestyle (Telema, 1997) and providing the knowledge and skills (Corbin, 2002) to achieve this. Hellison (et al, 2002) suggests that concomitant goals need to be integrated with the Pa, and taught so that they are transferable to other aspects of participant's lives. At this point it is pertinent to bear in mind that the effectiveness of Pa and its wider goals are ultimately restricted by environmental and social conditions in the wider world which are not amenable to change by the project. Thus Pa goals must serve to equip participants with tools to navigate their world as best they can, this affirms the efficacy of the RM.

Table 2: Overview of the RM (Hellison, 2003)

	Level	Aims	Problems Addressed
BASIC	1	RESPECT RIGHTS and FEELINGS OF OTHERS Self control-temper and mouth. Right to peaceful conflict resolution. Right to be included.	Verbal and Physical abuse, disrupting others, intimidation, bullying, hogging equipment/space, inability to control temper/ resolve conflicts peacefully.
	2	PARTICIPATION and EFFORT Self-motivation. Effort and try new tasks. Courage to persist when tasks get difficult. Cooperation and 'coachability' (peer leaders).	Learned helplessness, giving up easily, discrediting things that have meaning.
ADVANCED	3	SELF-DIRECTION Independent work. Goal-setting progression. Courage to resist peer pressure.	Powerlessness, conformity.
	4	HELPING OTHERS and LEADERSHIP Caring and compassion. Sensitivity and responsiveness to others needs. Contribution to well-being of others.	Being Judgemental, self-interest.
V.ADV.	5	OUTSIDE THE GYM Trying to be these outside the Pa program. Being a role model.	

Hellison and Cutforth (2000) outlined a number of objectives that programs based on the RM need to meet. The RM philosophy is to focus on the whole person rather than focusing predominately on the physical aspects, where individuals are treated as something to be developed, through working from their strengths. This can be achieved through nurturing a physically and psychologically safe mastery environment. As Biddle (1999) found, key participation motives are to have fun and make friends. If children are laughed at, picked on and criticised, they will not participate and consequently other developmental needs will not be met.

Maintaining a local connection is an important consideration, this not only encourages participation because access is enabled but it also helps to reinforce the application of the models values to the wider world, that is applying outcomes from the micro-level to the meso-level. This can help challenge community level social exclusion, through encouraging social exchanges within communities (Cameron et al, 2000). In terms of application from the micro- to meso- level, it is critical that the program assists individuals to imagine possible futures for themselves. This reinforces the importance of emphasising the transferability of the program values to the wider world, and links to the importance of community based provision and facilitating links to the wider community. The model also suggests that programs need to provide a set of explicit values, where individuals are empowered to make decisions within the framework. Hellison (et al 2000) outlines a method for “taking responsibility” for ones well-being and the sensitivity and well-being of others. This is laid out as a series of progressive levels from 1-5 (see Table 3).

Table 3: Method to Transfer Responsibility (Hellison et al, 2000, p38-9)

- 1: Respect the rights and feelings of others.** Practice self-control of your mouth and temper (not blaming others), to include everyone in activities and solve conflicts peacefully. This helps protect the rights and feelings of everyone and allows everyone to have a more positive experience.
- 2: Effort.** The second responsibility is to work on your self-motivation by giving a good effort and having the courage to persist when the going gets tough. The goal of this responsibility is self-improvement being the best you can rather than trying to outdo others.
- 3: Self direction.** An advanced responsibility is to be able to work independently, setting and working on personal goals and having the courage to set goals which peers may not approve of. Self-direction is a choice you decide to make.
- 4: Helping others.** Through genuinely caring about and helping others and assuming leadership roles which contribute to group welfare. This is a choice you decide to make, however the group won't function very well if no one assumes helping and leadership responsibilities.
- 5: Outside the gym.** This is the most difficult responsibility to try out the four responsibilities in other settings, to see if they work better than what you are doing now. If they work better you have a responsibility to practice them and become a role model for others.

Considering the project structure, Hellison (ibid) stated the importance of small numbers, program longevity, and the project leader (who needs to provide persistent leadership, caring for and supporting children). This provides an opportunity for significant contact with a caring adult, facilitating commitment and belonging (ibid).

These structural criteria enable the concomitant goals to be effectively met and enable outcomes to be achieved which are greater than gains in Pa competency.

Now that a comprehensive examination of the literature encasing the project has been completed, we shall now explore the project and how its systems and outcomes tallied with current literature recommendations.

Method

Project Background

The project sought to test a variety of strategies to improve in school and out of hours Pa, with the findings being used to implement improved Pa in other cluster schools.

Research was commissioned to examine the effectiveness of strategies used to increase the quantity and quality of Pa, its effect on educational attainment, fitness, behaviour, employment and its impact on the wider school and community. The impact on at-risk children (selected by the headteachers' on the basis of a broad range of criteria- fitness/ behaviour/ social/ withdrawn/ or special educational needs) was also explored.

The 14-month project, initiated in January 2004, was situated in two local primary schools, E (77n) and F (118n), and focused on KS2 children aged 7-11. The project manager selected the schools on the basis of their limited Pa provision. Both were in deprived communities, with E being situated in a town, with good Pa facility provision and F being situated in a rural village location with limited Pa provision.

The project members included the PDM who oversaw the project, a full-time physical activity coordinator (PAC) who implemented the additional Pa, a project researcher and supervisor, the headteachers, staff, parents, and children. Regular progress meetings were also held which involved the PDM, PAC, headteachers, researchers and members from the local council leisure services and a support teacher linked to the project.

Method Overview

The project aims were stipulated before the researcher became involved in the project. These (see introduction) covered a diverse spectrum, which subsequently determined the broad variety of data collection methods utilised in the research and evaluation process. This involved employing multi-strategy research (Bryman, 2001) where both quantitative and qualitative research methods were adopted throughout the process, in-order to meet the requirements of the research brief. The research methods adopted included observation, questionnaires, interviews, fitness testing and documental data. To understand where the research stemmed from, an overview of the program will now be considered.

Program Components

The PAC ran the project on the ground level, whose brief was to improve the quality and quantity of Pa provision. The aims and objectives were targeted by the PAC through a number of mechanisms which will now be outlined.

i) Additional Pa provision

The Pa coordinator worked 2.5 days per week in each school, providing Pa at break times, lunchtime, after school and before school (at F). Break time activities were quick to organise games (PAC) such as bulldog, with lunchtime activities focusing generally focusing on one sport. After school activities took on the form of activity clubs starting with a game such as bulldog to warm-up, followed by a variety of sporting activities (typically 2-3 no.).

ii) Setting-up School Clubs

The PAC also set-up sport specific clubs including cricket (F, E), football (E), girls football (F), netball (E), tag rugby (F, E). F had existing football and netball clubs.

This permitted a wider section of children to engage in Pa and to increase their Pa levels and skill levels, particularly those who may not have been interested in activities already provided such as football (F headteacher).

iii) Community Links

Community links were built, this included improving the school-club links in-order to encourage long-term participation and development, assist sustainability, and encourage Pa continuation when the project ended (*"so things carry on when I've left."* PAC). The process also involved encouraging parents to volunteer to assist in the delivery of activities, with built in opportunities for volunteers to gain coaching qualifications.

iv) Inter-school Competitions and Trips to Sporting Venues

Children were also involved in numerous and varied competitions and festivals including mini-Olympics, dance, gymnastics, kwik cricket festivals, rugby festivals, interschool football and netball matches/competitions.

Trips to local sporting venues occurred, including to a University-Sports Centre and sports science laboratories, Newcastle Falcons, local schools colleges and leisure centres, athletics tracks and cricket grounds. This allowed an opportunity to represent the school (PAC), experience different aspects related to sports, such as finding about the careers available in the leisure and performance sector, and improving school-community relations through engaging with parents (F headteacher).

iv) Coaching

Coaches from local sports clubs were invited into the schools to provide blocks of taster/improver sessions in tennis, football, rugby union, cricket, gymnastics, badminton, athletics, and squash. This was to meet the objective of building

sustainable school-club links and provide accessible opportunities for children to try out new sports, have free coaching and encourage progression into community clubs.

Subjects

The participants were drawn from two primary school populations in the North East of England. A total of 195 children (F 118n, 60.5% of total sample, E 77n, 39.5% of total sample) were involved in the Pa project. The project numbers contained those present in years three to six, which reflected the project aim of working with KS2 children.

The schools comprised of children predominately drawn from working class social backgrounds, with their racial composition being approximately 98% white and 2% other. The years and gender (41% female, 59% male) of those who participated are available in Table 4 below.

35 at-risk children were also selected (E 10n, F 15n) with the difference in at-risk numbers at each school reflecting the difference in school size. The at-risk children were selected confidentially by the headteachers on the basis of five criteria, criteria which reflected the objectives of the project (fitness/behaviour/social/withdrawn or special educational needs). This approach was adopted to enable the PAC to specifically target those who may have benefited most from the project, but may have otherwise not received the adequate support or encouragement required to take part.

Table 4: Total number of Children who Participated in the Project

Year	F			E		
	m (n)	f (n)	Total (n)	m (n)	f (n)	Total (n)
1	0	0	0	6	8	14
2	0	0	0	7	5	12
3	15	13	28	10	8	18
4	18	11	29	8	6	14
5	19	10	29	5	3	8
6	21	11	32	6	5	11
Total (n)	73	45	118	42	35	77

Other subjects involved in the project included the teachers at each school (10n), whose involvement varied from those who ran their own activity clubs (3n), to those

who sometimes assisted with the activities. The teacher's cooperation was vital in the ability to carry out the project, for example through enabling children to 'get out' on time at breaks and also taking part in the research evaluation (9n). Some teachers also attended courses (>2n) as part of the wider *PESSCL strategy* (DfES, 2002).

The headteachers (2n) were project partners and were vital in permitting the project to occur (gatekeepers), through facilitating the activities and research at a structural and practical level (for example ensuring the hall was free at certain times).

The PAC was the central person involved in the project, organising and carrying out the project, with the PDM initiating and overseeing the project, where she predominately determined the project site, structure and goals.

Research Design

Due to the diversity of the research objectives, multiple methods were employed which included quantitative methods (fitness testing, project records, questionnaires) and qualitative methods (interviews, observation). This permitted triangulation to occur where data was collected from different sources and by different methods. As Robson (1993, p290) stipulated this assists in answering "*complementary questions within a study*" and can improve validity through cross-testing the information collected (ibid). Blaikies (1991) criticised triangulation due to the different theoretical grounding of the methods, however this approach was necessary in-order to obtain the variety of data required to evaluate the different facets within the study. Thus five different types of research methods were employed; interviews, observation, questionnaires, skill related fitness testing and document utilisation.

Interviews

The decision to utilise interviews can be summed up by Gratton and Jones (2004, p140) *“It has been said the easiest way to find out information from someone is simply to ask them!”* Although more time consuming than questionnaires, interviews were selected to elicit a deeper understanding than what could be provided through questionnaires (ibid). The interviews centred around what was occurring on ground level and why this was the case. They were used to gain a deeper understanding of the school, community and Pa situation before the project started and to provide an insight into the project and its effects.

Prior to interviewing, organised meetings with the staff members and headteachers were undertaken to breed familiarity with the researchers involvement and role at the school. Children initially became familiar with the researcher through taking part in the fitness tests and seeing the researcher present around the school. Upon the project initiation the researcher was present at each school generally between one and three times a week. This was to assist and observe activities. The children were comfortable with the researcher, which was demonstrated through the children coming up and conversing with the researcher at breaktimes and the children asking when the researcher would be visiting next.

All interviews were semi-structured with a pre-prepared question script and were initiated with a set introductory script. Flexibility was permitted to leave out questions if necessary, or probe deeper if pertinent or unclear information was obtained (in the interests of replication the scripts are available in Appendix 2). Interviews were audio taped and transcribed, as opposed to video recording, which was seen as too invasive and impractical for a school situation, and note taking which can reduce reliability through introducing error (Bryman, 2001).

Consent was obtained prior to each interview, if confidentiality of information could not be guaranteed (e.g. the PAC interview-where there was only one PAC therefore any quoted comments would be traceable to him) this was made clear before obtaining informed consent.

The Pre-project interviews were carried out with children (11n E, 37n F) and teachers (2n E, 7n F) to build a knowledge base of the school's current situation and their needs. Topics included school P.E., school Pa, community Pa provision, constraints and their project recommendations. The children were interviewed in friendship groups of 5-6 and the teachers were interviewed individually (see Appendix 2). The interviews were effective because they elicited the required information to build a picture of the current provision. Due to the interviews taking place at the pre-project stage, a number of responses comprised of information, such as finding out about the existing facilities and sports clubs in the area. Children were also interviewed about their current activities and activities they would like to do more of. The children freely answered these questions, with the friendship groups appearing to facilitate the process. For example,

“So can you tell me what you're doing in P.E at the moment?”

“We're going swimming.” [participant 40]

“All the other classes are doing P.E.” [participant 42]

“But before, when sir used to take us, we used to do like cricket didn't we.” [participant 40]

“We used to do hockey yehr.” [participant 41]

“We do activities with sir you know like where you have to...”
[participant 40]

“... chuck the ball.” [participant 41]

“Yehr an where you know you have to carry it in your legs and jump the cone.” [participant 40]

The interviews with the teachers considered their involvement in promoting Pa within the school, their views on what Pa should be about and considered the community sports provision. The interview validity was verified through the same replies being provided by the respondents for the questions; this was due to the interviews predominately considering 'facts' such as which activities had been covered in P.E.

During-project interviews were carried out with the project leader and children (7n E, 10n F). The questions considered the situation of the project within the school, community links, children's experiences, impact on health and behaviour, areas of success and areas in need of development (see Appendix 2).

Pilot interviews were carried out with 3 children to ensure the questions elicited the information required, and minor adaptations to phrasing and question order were made to encourage clear answers and improve the interview flow (see Appendix 2 for pilot and revised versions). The number of interview questions was reduced because the interviewees appeared to be getting restless towards the end of the interview. This could have affected the quality and therefore validity of responses (Bryman, 2001). Instead a central question was formed for each area of interest and associated prompts were available to guide the interviewee to talk about specific areas of interest if they had not been covered.

The question "*what do you like about the activity club*" was removed because the pilot interviewees found the question "*really hard*." It was replaced with "*could you tell me about your experiences of the Pa club?*" with one of the prompts being, "*what do you enjoy?*"

The pilot interviews were used to ensure the questions elicited the required information, with a central question being used to cover each area of interest. This

approach was used to increase the validity of the interview process where the information received matched the area of interest and therefore permitted measurement validity (ibid). To ensure ecological validity, triangulation was used, which was discussed earlier in the methods section.

Post-project interviews were conducted with the children (10n E, 15n F) head-teachers (2n) at each school and the PAC, covering the success of the project, the extent to which it met its objectives, their recommendations for developing the effectiveness of extra provision in Pa and their experiences of the project (see Appendix 2).

Analysis of children's interview data occurred through grouping responses to each question. These were then coded with similar responses being grouped into themes. The themed categories were then broken down into sub-categories. This allowed the most dominant themes to be identified, as well as highlighting unique perspectives (see Appendix 2 for a worked example). The responses were also linked into the topic areas being explored by the research, including social inclusion, social exclusion and social capital. Here responses were manually examined for links to these areas. This was achieved through highlighting sub-topics of the research areas such as "*access*" and searching for pertinent information. This was made manageable because the interview questions reflected the project objectives and research areas. Due to the structure of the interviews where the questions reflected the specific areas of interest, the observations and other research methods could be compared (see Appendix 2 to see an example of the process) to provide a more complete picture of what was occurring and why this was the case.

Observation

The information gathering was formal (Robson, 1993), with observation being guided by the objectives of the project, including identifying and assessing the effectiveness of the strategies being used to increase the quality and quantity of Pa provision, documenting the most successful methods to achieve participation, and observing the ground level interactions to assess their impact on attitudes, behaviour, self-esteem, level of performance, and inclusion/exclusion. When observing, participation in the set up and provision of the activities occurred, adopting a role of “*participant as observer*” (Robson, 1993, p197), with the fact the observer was an observer was made clear from the start (*ibid*). This was determined by the nature of a project evaluation where outcomes and recommendations were required. Consequently those involved in the project including the headteachers, teachers and PAC, were notified by the PDM at the onset of the project that a researcher would be evaluating the process and outcomes of the project and this was effective in minimising access issues. The role of participant as observer was assisted because the PAC occupied a similar position to the researcher, as a non-teaching figure working within the school environment.

Observation occurred over the 15-month period, on a weekly basis, at both schools and included all years. Break time, lunchtime and after school sessions/clubs were observed, as well as observing interactions at competitions, festivals, trips to the university and coaching sessions. Documentation of information occurred through note making, where notes were made on the areas in question. On the immediate return after involvement in Pa sessions, notes were typed under the headings of, Strategies used-quality and quantity of Pa, Behaviour (handling of misbehaviour, incidents of positive or negative nature between coordinator and children or between children), Inclusion (how is inclusion being ensured, is it being insured, anyone not

participating), Self-esteem, Level of performance/improvements, Links to community/transferable skills, Other.

The notes contained information on the setting, the occasion, those involved, their activities, the objects present, specific individuals actions, the sequence of events, what was trying to be achieved and the feelings of those involved. This met Spradley's (1980) features of descriptive data, to provide a full account of the occurrence (see Appendix 2 for an example of the notes).

Observational data was used to supplement the other data collection methods. Due to the formal collection procedure, observations were made under pre-determined headings, which assisted in the analysis of data because the notes were under the research headings. The observations were entered into a computer spreadsheet under the research categories. Sub-headings were then created to account for the different observations perceived. Observation outcomes acted as a filler to provide a balanced account of the project and crucially provided information on where the project could be more effective in its execution in-order to achieve its goals (see Appendix 2 for a grid example).

Questionnaires

Harter's (1985) *Self-Perception Profile for Children* was used to obtain information on changes in academic attainment, social acceptance, athletic competence, physical appearance, behaviour, and self-worth (see Appendix 2 for the questionnaire).

This method was selected due to its time effectiveness in collecting the data from a relatively large sample, with its use being seen as appropriate due to its use in other Pa studies (e.g. Wright, Harwell and Allen, 1998). Furthermore the questionnaire was adopted due to its ability to reflect domain specific perceptions, with an acceptable internal consistency reliability (using Cronbach's alpha, Harter, 1985) and validity,

with Harter (1985) validating the scale through convergent, construct and discriminant methods, with the scale being widely used for the past twenty years (e.g. Horn and Weiss, 1991; and Bois et al, 2004)

Children (98n) completed the *Self-Perception Profile for Children* (Harter, 1985) and their teachers completed the corresponding teacher's rating scale on two occasions in September 2004 and again in April 2005 after the project finished. The child's profile considered children's perceptions of themselves and the teachers rating scale rated the child's actual behaviour. The Self-Perception Profile covered six areas (each with six questions)- scholastic competence, social acceptance, athletic competence, physical appearance, behavioural conduct, and global self-worth. The corresponding teachers rating scale comprised of the same areas excluding global self worth, with three questions on each area. Written consent was obtained from the teachers and headteachers before undertaking the questionnaires. The children were informed of the reasons for the use of the questionnaire and assured of the confidentiality of their responses.

Table 5: E Questionnaire Respondents

Year	Sample Size (n)			At-risk (n)	
	f	m	total	f	m
3	4	5	9	1	1
4	5	8	13		1
5	3	5	8	1	3
6	5	5	10	2	
			40		

Table 6: F Questionnaire Respondents

Year	Sample Size (n)			At-risk (n)	
	f	m	total	f	m
5	10	15	25	1	
6	10	23	33	1	9
			58		

Within each class a group of 6-8 children filled in the profile in a quiet room, assisted by the researcher. Harter's (1985, p11) suggested manuscript was read out to the children explaining what the profile was examining and how to fill out the profile. An example was worked through and checked. For those children in years three and four the questions were read aloud. In years five and six if any children had difficulty with their questions they raised their hand and assistance was provided. The number of questionnaire respondents are available from Tables 5 and 6.

The teacher's scale was left to fill in and collected two weeks later. This was to provide sufficient time flexibility to complete them. The pack contained an explanation of how the ratings scale would be used, instructions on how to complete it and a consent form. Aside from one teacher, the physical appearance questions were not completed, as the teachers were unhappy in completing these questions.

It is worth noting the validity of these results may have been reduced as the baseline indicators were taken in the new academic year (September 2005) following the project initiation in January 2004. This was due to the research being initiated at this point. Thus a change in self-perception may have already occurred. However the project activities were not fully operational until September and also the summer break may have returned changes to baseline levels, if the children were not as active in a structured environment. The results may not have been reflective of the extent of the changes but indicate the direction and to some extent the magnitude of the change. Further, through triangulation the results can be verified.

All questionnaires were scored using Harter's (1985) scoring system and the mean scores were obtained for each of the domains on each questionnaire. Data was entered into Microsoft Excel and mean values were calculated for each school, sex, year group and overall data. The t-test (dependent, one-tailed, $p < .05$) was performed on pre-post data values for the child and teacher questionnaire scores, in each domain to determine if the differences in scores were statistically significant.

Fitness testing

Fitness testing was conducted pre (0 months), during (11 months) and post (15 months) project. At E the whole school was tested (years 3-6, 47n) and at F years 4 and 5 were tested (60n). Due to school constraints at F the whole school was not tested. See Tables 8 and 9 for testing numbers.

The tests used were already pre-determined by the project (see Table 7), which had sourced the tests from a local Universities Sports Department. These tests were selected by the project on the basis of the age group being measured (un-invasive) and to provide a general indication of levels of fitness. They covered the areas of balance, coordination, leg power, agility and speed. A highly technical approach to determining fitness was not adopted because impacting on fitness was not key objective of the project, thus the testing was there to provide an indicator of change.

The tests (see Appendix 2) were performed outside on the school playground as a circuit, with six manned activity bases. Each class was divided into 6 groups which progressed sequentially around the bases. Assistants (students on a University Sports course, who were familiar with the tests and testing protocols) at each station followed a set protocol for each test, timing and recording the scores obtained by each child.

The reliability of the tests could have been extended through adopting more accurate recording methods such as utilising timing gates for stations 5 and 6, rather than hand timing which may have reduced the accuracy of these measurements. The other stations followed a set protocol with trained assistants familiar with testing protocols to maximise the reliability of the measurements. The validity of the tests was sufficient to provide an indication of a direction and magnitude of change, with the same tests being utilised with children in other studies (e.g. Ulrich, 1987; Nieuwenhuis et al 2002; Yague et al 1998).

Table 7: Fitness Testing Stations

Station 1: Stork Standing Test
Station 2: Basketball Chest Pass Off Wall
Station 3: Standing Broad Jump
Station 4: Hand Wall Toss Test
Station 5: Illinois Agility Test
Station 6: 40m Shuttle Run

Table 8: E Fitness Testing Numbers

Year	Sample Size (n)			At-risk (n)	
	f	m	Total	f	m
3	6	9	15	2	1
4	6	8	14	0	1
5	3	5	8	0	3
6	5	5	10	2	1

Table 9: F Fitness Testing Numbers

Year	Sample Size (n)			At-risk (n)	
	f	m	total	f	m
4	13	18	31	0	2
5	13	16	29	1	2

The pre and post project scores were recorded for each of the six stations. Percentage changes in scores were calculated using Microsoft Excel. Means were calculated for all scores, sex, school and year groups. The t-test was employed (dependent, one tailed, $p < .05$) to determine whether the pre-post test results were statistically significant.

Information from Documents

In-order to determine the extent of participation the PAC was asked to keep record of all activities, their duration and their attendance. From this participation levels were determined as well as examining the link between participation and the outcomes of behaviour, health, performance and education.

The PAC kept attendance records on a Microsoft Excel spreadsheet, from this percentage attendance rates for different groups (school, sex, year, at-risk) were determined using the 'Sort if' function and followed by percentage calculations.

Results

The results of the project will now be outlined; the methods employed included a variety of qualitative and quantitative techniques utilised to explore the diverse aims of the project, this will be reflected in the results where discourse analysis occurs along with stipulating test results. The structure of this section responds to the aims and objectives of the project, where the central aim was to increase the quality and quantity of Pa. The associated objectives were set in place to achieve the aim of increasing the quantity of Pa and will therefore be considered within the same section, encompassing the issues of inclusion, opportunity and access. Aside from the process aims, the outcome aims stated a desired improvement in attendance, educational attainment, skill related fitness and behaviour. Thus the aim of increasing the quantity and quality of Pa, along with their associated objectives will be considered and this will be followed by an analysis of the outcomes focusing on individuals and the community.

Quantity and Quality of Pa Provision

The project objective of ‘75% of children achieving two hours of Pa weekly’ mirrored the current governmental Pa target stipulated in the *PESSCL strategy* (DfES, 2002). In terms of meeting this objective, an average of 35% of children achieved two hours of Pa weekly, with 73% being the highest weekly percentage that was achieved. Thus, the objective was not met on any week of the project.

Another ‘quantity’ objective set by the project was to ‘provide daily out of hours sessions for each school’ involved in the project. The weekly average achieved was 3.3 (E) and 4.1 (F) sessions, with a project average of 3.7 sessions per week. The 5.0 average was not achieved because the PAC was required to work across 2 schools.

Thus the PAC was present in each school for 2.5 days a week. The objectives that have been considered so far were set by the project leaders to achieve the aim of increasing the quantity of Pa, thus methods employed to increase the quantity and quality of Pa will now be considered.

The PAC increased the quantity of Pa through providing accessible Pa throughout the day. This included arranging informal games at breaktime, lunchtime activities (generally sports), after-school clubs (multi-sport), sports specific clubs (e.g. netball), and developing community links, which included organising local club coaches to provide coaching and taster sessions, and arranging sports trips. The diversity of methods employed to increase the Pa levels of children, contributed to the success of the project, not only in terms of scheduling the activities, which including pre-school (swimming), during-school (multi-skills and sports clubs), after-school (activity clubs, community links- competitions, community clubs) and during holiday (activity clubs) Pa, but also the variety in the types Pa (informal, competitive, coaching, playing, practicing) and the diversity of activities (e.g. swimming, athletics, dance, tag rugby, tennis, bowling). The diverse variety of sessions created by the project was particularly effective in attracting different demographics of participants. The sports specific clubs catered for children who enjoyed the competitive challenge of participation, with the informal breaktime activities catering for those who were less skilled and enjoyed the playful nature of Pa. Yet despite different participation goals, the enjoyment of activity united the different groups of participants. This was reflected in interviews where the primary reason for participation was because the children enjoyed the activities and because they found the sessions fun. This highlights the value of diversity when delivering a Pa project, where different types of sessions are provided and different methods of delivery are utilised to meet different requirements. In this respect the multi-skills activity club (after-school activity club)

was particularly effective in meeting a broad range of children's needs, from those participating to excel competitively, to those who sought to participate in Pa to be active and to meet friends.

The variety of timing in the activity scheduling was also a valuable contributor to the success of the project in achieving access and participation. An example of this came from school E, where due to personal circumstances, one boy could not participate in the after-school sessions, because he had to care for younger siblings. Because the project provided activities during the school day he had the opportunity to attend these, which ensured he was not excluded from participating in Pa.

To develop understanding of why the project selected the methods outlined to increase the quantity and quality of Pa it is pertinent to consider the PAC's intentions. When the PAC described his role within the project he predominately concentrated on the quantity aspects of participation, where his aim was to create a school day which was surrounded by opportunities to participate in Pa. This is reflected in the quote below,

“I wanted to start an after school club or some sort of out of hours activity, almost every night of the week, I also wanted to start some breakfast clubs and some lunch time clubs...I have a breakfast club, I have after school clubs, a football club, a girls football club, we've got a lot of school teams, erm I've had quite a few volunteers so far and most of them are still helping out, so that's good. I've had a lot of people helping out giving lifts and things...I have all my lunch time clubs almost every day of the week and the play ground stuff as well”
(PAC).

As the quote highlights a number of school teams were set-up and these linked into the PESSCL hub, where the schools were involved in rugby, dance and gymnastics festivals, and netball and football tournaments with local schools. The PAC was effective in creating and linking up with existing opportunities in the area and also encouraging all children to become involved in the Pa. For example when a child

would only participate in particular activities, he ensured these were included in the clubs and over time encouraged them to broaden their participation to other activities. For example, some girls only participated in the pre-school swim club, therefore the PAC ensured this club continued.

To understand what occurred on the ground level of the project it is useful to understand what occurred at a typical session. Below the PAC describes this and explains why he chose to set-up the sessions in this way,

“Well lunch time I’ll normally set something up erm just before the kids come out, I normally tell them what they’re going to be doing so that they know to come... I set it up, they come out do an activity such as cricket. Line them up, give them a number, then play the game with one person batting and everyone else fielding. Or if it was a team game I’d put them into their teams then I’d just play the game till the end of lunch. I don’t do any warm up or cool down or anything, as we wouldn’t have time to do it really. At play time activities I normally do one of three games, dodgeball bulldog or jets and bombers... for every session I try to get it going as quickly as possible” (PAC).

This passage demonstrates that the focus of the PAC was to get children participating in activity and highlights that the PAC considered the quantity more than quality of the sessions.

Despite this, it was clear from the observations that the sessions were generally of good quality using the DCMS (2004, p1) criteria. Using the criteria, the quality of the project will be considered further. All young people were able to take part in and enjoy the activities on offer (DCMS quality check, *ibid*), with over 99% children at KS2 attending the project. The project promoted the health, safety and well-being of all participants (DCMS quality check, *ibid*). No injuries occurred as a result of the project, and due to the active nature of the project the health and well-being of the participants was promoted. The effectiveness of the project in this area could have been improved if supporting educational material was provided for children, parents and the schools on the benefits of, and ways to, achieve a healthy lifestyle.

Furthermore the intensity of Pa provision could have been increased to impact on the cardiovascular health of children, which would have improved the quality of provision. But if this had occurred some children, especially those new to Pa may have ceased participation; therefore this would have had to be gradually implemented. Another criticism on the health and well-being aspect of provision regards the social conditions of some sessions. The well-being of all children was not achieved at all times. On occasions there were arguments within the group and this on occasions resulted in physical fights.

The final condition considered was that all young people were enabled to improve and achieve in line with their age and potential (DCMS quality check, *ibid*). The changes in fitness will be covered at a later point, but the project did pro-actively offer all children the opportunity to participate in additional regular Pa which was provided by qualified coaches. The quality could have been improved by emphasising the skill development and the coaching aspects of the games, with specific warm-ups and warm-downs being adopted. This would have enabled more effective opportunities to improve in the skills necessary for successful participation in activity. As an overview it could be concluded that there was pre-planning and generally good management of the children, where they were quickly involved in sessions and provided with clear game rules. The general quality of provision was due to the ability of the PAC, These points were reflected upon in the interview comments made by the PAC and demonstrate the reasoning behind the general strategy he employed,

“I don’t do any coaching as I don’t feel I’m actually here to coach, its to introduce them to the game, the basic rules yehr but then just let them play it, but when I bring the coaches in that’s when the coaching happens, to teach them how to do certain skills within the game rather than just playing, so when I do the activities I just do them...” (PAC).

“Erm well quality of [school] P.E. I haven’t had anything to do with, but erm well I’ve just tried to take it as the best quality it can be with what I’m doing it. As I went into the second year when I worked with the younger ...I’m trying to kinda not coach them, but coach them a

little bit, but with the older ones I haven't really gone specific with skill" (PAC).

Concentrating on areas in need of improvement, a central theme emerged concerning the control and management of behaviour. As one headteacher commented *"I think from my point of view there could have been a bit of input in overall to the control aspect and organisation."* For example, the following issues emerged through the observations, which related to the quality of provision. These centred around competition, anti-social student behaviour and the volume of demands placed on the PAC, these issues will now be considered. Not all sessions went well, there was a tendency to focus on matches at the exclusion of skill work, for instance at one football session the PAC focused on the match rather than the skill work (observation on 14/09/04). In another session a number of girls moved in and out of activities and two girls were arguing and shouting at each other. The PAC took the girls to a teacher to resolve the problem and the session broke down. When the session resumed and tag rugby was initiated a number of individuals, particularly the girls would not participate. When asked why, they commented they didn't want to be picked on by other girls for not being very good (observation on 16/09/04). Here a variety of issues are raised including how behavioural issues were dealt with, how participants treated each other and confidence issues. In a different after-school session, the children were rowdy with the control of the group being poor. This resulted in the session being ineffective at delivering safe Pa. When speaking to the PAC I found his attitude towards keeping poorly behaved children involved in the sessions was faltering. However he noted he had worked 50 hours the previous week and he looked worn out (observation on 21/09/04). These observations relate to the importance of behavioural procedures to enable sessions to be effective in achieving their goals. The same session raised the point that not enough emphasis was always placed on positive reinforcement, for instance it was clear one child actively sought approval for their

efforts, after trying hard to do well when batting in rounders. He asked the PAC if he was good and had performed well, yet the PAC was too busy to engage with the individual. The child proceeded to tell the other children of his success in scoring a rounder. In this instance the child desperately sought individual attention and feedback from the adult, which did not occur.

The interviews with the participants also raised similar aspects which could have been improved, *"If people behaved better so we could play longer coz normally people that can't play properly, they storm off."* (E male, yr 6) *"Not warming-up in activity club."* (F female, yr 6) *"No one ever passes to me"* (E male, yr 5). It must be noted that these instances would not require large project changes but rather small modifications to increase the effectiveness of the project.

The project concentrated on the quantity rather than the quality aspect of provision, with this being reflected in the attention afforded to each topic. The overall quantity of the Pa provision increased at the schools, where over 99% of children attending the project and with each child attending an average of 59% of sessions. The project achieved an average of 35% of children meeting the two hours of Pa per week which was an improvement of 20% on the baseline figures, however it still fell short of the 75% target. An average of 3.5 sessions were provided weekly rather than the 5.0 target. These figures demonstrate that the quantity objectives of the project were not fulfilled despite an improvement on the baseline figures.

In terms of the quality of provision, the level was of a high standard. This was due to the ability of the PAC and as a result of the general level of cooperation received from the teachers and headteachers. The project set-up enabled all children to access Pa, and to some extent improved the health and well-being of the children involved, and enabled improvement and achievement in the sporting domain. The quality could have been improved through increasing the demands on the cardiovascular system,

employing more effective behaviour controls, and incorporating more coaching/skill components within sessions. The other project aims and objectives will now be considered.

At-risk Participation

A central objective for the project was to 'facilitate at-risk children to regularly participate.' For those highlighted by the school as 'at-risk', their average attendance was 61% compared to 59% for the rest of the school. However, it is worth noting that the average percentage of activities attended for girls was 51% (i.e. on average each girl attended around half of the sessions provided) compared to 63% for boys.

To understand how the PAC achieved this objective he was interviewed and asked how he included the at-risk students and encouraged their participation. Interestingly he commented that those highlighted as at-risk were some of the keenest children to attend, with the PAC therefore seeing his role to encourage them to maintain their participation,

"At E it was easy as most of them, in-fact all of them, bar one, came from day one, they seemed to be the most keen ones...I've selected them to put on the school teams but...I've done that because they're good enough. I try to encourage them when they do come...if they don't come I have spoke to a couple of teacher's but mainly headteachers but I've not had to go any further than that to get them to come. F it's been a little bit more difficult."

Problems were faced when trying to ensure that the at-risk children could participate, this was because some of those highlighted had poor behaviour and consequently the teachers frequently kept them in at breaktimes. This defeated the objectives of the project. To counter this problem the PAC spoke to the teachers and had some success in reversing this outcome,

"I've discussed with teachers because a lot of them if they're badly behaved they tend to be kept in, so they weren't coming out erm the teachers don't know they're on the at-risk list so I've talked to them individually erm and we've got a new system with the new head teacher and I just give him names and they don't get banned straight

away or told off, if they get their name more than twice... they're going to contact the parents... and once they have come along to something they like I try to keep them involved in that..." (PAC).

Because those at-risk were generally keen to participate, the PAC's role was to ensure that their participation could continue in spite of any external project obstructions. Related to the quantity and quality of provision the concepts of inclusion and, access and opportunity were attended to by project. These areas will now be considered, before moving onto the individual and wider project outcomes.

Inclusion

The PAC operationalised social inclusion in terms of including those less able, promoting the clubs as open for all children and utilising different methods to ensure all children could participate in the sessions, this is reflected in the interview response below,

"Erm I've basically just tried to include everyone... The after school club is for anybody to come to and it doesn't matter what level they're at ... Football training was open to anybody it was for the first 20 children to sign up, so we've got a range of abilities, and also the less able ones who really weren't as keen to join in because of that I tended to get them to help me or let them choose what activity it was going to be at lunchtime. ... that way they would definitely come" (PAC).

In terms of children being involved in the organisation, running and delivery of the project, the extent of their involvement was restricted. The primary involvement the children had in the organisation and running of the activities was that participants decided the activities. There was an increased focus on children being involved in session organisation and delivery towards the end of the project, where three year 6 children began to assist with sessions for the younger years. The below quote explains this involvement,

"...there's three of them who help out with the younger ones, they... set-up the equipment and take it down, erm they can sometimes help me be on for dodgeball and things. I've just done a leadership session with the year sixes, with four boys and four girl... about leadership and gave them a job description of the lunch time leader... I

showed them a new game... and then I told them to get the rest of their year group and then they led it and I just supervised and let them lead... from that they suggested to me about starting a sports council which I can't do now but I suppose the head teacher will have to do it..." (PAC).

The PAC promoted the sessions as open to all and encouraged all children, in spite of their skill level, to participate. Inclusion could have been developed further to include children in the decision-making and organisation of the activities and clubs. The concern with access will now be considered in more detail.

Opportunity and Access

Opportunity was seen as a key part of the project for those involved, especially at an organisational level (e.g. headteachers). This referred to the project giving the children the opportunity to participate in additional Pa, with the project offering a wide variety of activities, which encouraged children who were not interested in sports such as football the opportunity to experience different activities, and to have new experiences outside of their usual environment. This was considered by the headteachers,

"I think the opportunity, I think our kids are getting more than the two hours per wk. I also think they have been introduced to the variety of activities, so I think, for an example one of our targeted pupils last year every week just about had a note from her mam and then after one of the taster sessions in the hall she took herself off to do this sport, so I think its been spot on" (E Headteacher).

"...They've had the opportunity to take part in the school competitions... so for the children that took part in the rugby and the dance and the gymnastics, netball matches football matches, its given them the opportunity to experience competition and enjoy it, the enjoyment of it as well the taking part not just the winning. They've learnt that winning isn't that important they haven't been that successful... it's given children who weren't on the football team or in the netball team a chance to represent the school and things. In terms of skill they've done a lot of basic skills... also in terms of teamwork they've learnt to play as a team, they've learnt to play together without arguing, they still do occasionally! But you know it's improved a lot. F have learnt there's more to life than football. Laughs. At break time there isn't just football anymore" (PAC).

“Multi-skill’s that’s definitely been the approach and perhaps that challenged to some extent the win win win ethos of a school like this...and it’s given other children an opportunity...its given them another chance, like we’ve had some of the children participating in rugby and they’ve never taken part in the football, some people have been taken part in the gymnastics and SAQ who can’t get in the football team and they’re enhancing their skills. It’s a sport for life, as opposed to a sport for this school and what can we achieve and how many cups can we win. Healthy life styles and it would be promoting that and in terms of extension again the kind of referrals onto other sports clubs etc is a very good idea although to take part in those sports you need to have active parents supporting actively taking part that’s where you have problems sometimes because those who really to do it and have interest haven’t got that parent participation to take the” (F headteacher).

Opportunity was considered by the headteachers to be for the children. They also commented that the school positively regarded the additional opportunities, because they could not offer the level of provision provided by the project, despite wishing to, due to the pressures facing schools and their staff. The below quote highlights the headteachers’ thoughts on this aspect,

“He’s enhanced school life because they’re able to participate in more things because with national curriculum and expectations of planning and teachers don’t have the time to do these sort of things...it’s added to school life and extended to it” (F Headteacher).

Creating opportunity extended beyond the school community, it gave the children an opportunity to engage with the community (coaches, clubs, facilities and other local schools) and highlight careers available in the sport and leisure sector (e.g. working with physiologists at the sports science laboratories at a local University). Thus the project was concerned with ensuring that access to Pa was available to all children and that the opportunities extended past the individual in the school environment, to include the individual in the community and wider community. The individual outcomes of the project will now be catalogued.

Individual Outcomes

The outcomes recorded included physical, psychological and social effects on the individual and the wider community. The most obvious benefit was children being able to experience and learn a variety of activities. The changes in skill related fitness will therefore be considered first, followed by an examination of the outcomes desired by the project and those actually experienced by the participants.

Skill Related Fitness

The observations, skill related fitness test results (see tables 10 and 11) and interviews all demonstrated that the children had improved their knowledge of different sports and improved in the basic skills necessary for successful participation. The quotes below reflect the statements made by those involved in the project.

“I’ve got better at sports, my skills have improved” (F, male, yr 6).

“[Have you seen any improvement in the skill levels of those participating?] Er yes I have especially with the younger ones, erm this year the year threes... from September to now you can see quite a big improvement in them. Also the older ones as well as certain children have come along quite a lot” (PAC).

The fitness test scores (see below) show a positive change in the skill related fitness of participants; these improvements varied from a small average improvement in the sprint to a large change in the hand-eye coordination skills such as the hand-toss test.

Table 10: Percentage Changes in Pre-Post Test Scores

%	Hand Toss	Agility	40m Sprint	Chest Pass	Standing Jump	Stork Stand
Overall	746.8	1.2	-0.5	20.7	18.0	122.5
Girls	966.7	0.0	1.5	13.0	14.2	164.9
Boys	611.5	1.9	-1.8	26.2	18.9	92.8

The changes recorded were greatest in the hand-eye coordination (+747%) and balance tests (+123%), with smaller changes being recorded in the speed (-0.5%) and agility tests (+1.2%). This reflects the type of activities undertaken by the project which included tag rugby, cricket, tennis, and rounders; all of which require the

involvement of hand-eye coordination. It is interesting then to note the limited change in agility scores, a skill that is required in a number of these activities. The result is even more surprising considering the leg power and balance (Standing Jump and Stork Stand) of individuals improved, and highlights the importance of incorporating specific skill drills within sessions in-order to register improvements in particular areas.

The difference in improvements was also noticeable between boys and girls with each group improving more in different areas. For example girls improved considerably more in the Hand Toss Test (+355.2%), the 40m Sprint (+3.3%), and the Stork Stand Test (72.1%) compared to the boys. On the other hand the boys improved more in the Chest Pass (+13.2%), Standing Jump (+4.7%) and the Agility (+1.9%).

Table 11: Participant Pre- and Post- Fitness Test Mean Values

Fitness Test	All (107n)		Girls (46n)		Boys (61n)	
	Pre	Post	Pre	Post	Pre	Post
Hand Toss	01.71	14.48	01.14	12.16	02.27	16.15
Agility	18.17	17.96	18.37	18.37	18.01	17.66
40m Sprint	08.69	08.73	08.80	08.67	08.61	08.77
Chest Pass	21.54	26.00	20.63	23.30	22.32	28.16
Standing Jump	01.11	01.31	01.06	01.21	01.16	01.38
Stork Stand	04.88	10.86	04.73	12.53	05.00	09.64

The athletic competence scores recorded in Harter's indicated a slight fall in the children's scores (-0.03) and a rise in the teachers scoring (0.04), with the changes being insignificant ($p < .05$).

Some children transferred the skills that they accomplished into other areas of their lives. This was particularly pertinent considering that transferability was not addressed within the project.

“[Have you improved in any sports?] Yehr in rugby coz when the coaches come at night that helps in rugby. Netball that helps me when I play basketball at home with friends” (E, male, yr 6).

“I've learnt different activities and he gave us new ideas. Also he used a lot more equipment, which I never knew we had” (F, male, yr 6).

Impact on Education

The project sought to impact on educational attainment, the scholastic scores from Harter's (1985) questionnaire were insignificant ($p < .05$). The teacher's scores showed an improvement from 2.73-2.89 (+0.16) while the children's scores fell slightly from 2.69-2.64 (-0.05). To clarify the effects of the project on educational attainment interview information will be utilised. The majority of the children interviewed did not feel that there had been an influence on their academic performance as a result of the Pa. Some respondents did comment that it had helped their concentration because *"it tires you out so you don't fidget or mess around, but concentrate on the work."* Another respondent felt it had improved his concentration because he needed to focus when attempting skills *"it makes me concentrate better like when I'm trying to hit the ball I have to concentrate more."* Another child also recognised that the knowledge and thinking gained in Pa and sport linked to information taught in school. So in this sense Pa can be coupled with information taught on the benefits of a healthy lifestyle.

The headteacher at E commented that Pa was a release for the children *"...it is excitement, they're looking forward to it and it's a release you know after school you know."* Yet this does not necessarily lead to improvements in educational attainment, particularly if through this excitement, behaviour is not at an acceptable level. The assimilation of these results suggests that the Pa in this project had no measurable impact on educational attainment.

Impact on Behaviour

The quantitative data indicated a small change in behaviour scores using Harter's (1985) questionnaire. The teachers rating reflected a slight improvement on the behaviour scores (2.84-2.85), with a slight fall being found on the child's rating (3.08-3.06). These differences were minimal, with the t-test demonstrating that the

differences were insignificant ($p < .05$). To understand these results, the Pa environment created by the project necessitates consideration.

Ensuring that behaviour was at an acceptable level to enable the activities to function effectively and to ensure all participants involved were in a safe environment, was a continual challenge for the project. Such a view was held by children, the headteachers and to some extent the PAC. Although most participants behaviour was adequate, this was clearly not always the case and consequently activities did not always function effectively. On occasions children were upset, as a result of other children's actions, this was demonstrated in some interview responses, "*Sometimes we do netball, but if anyone makes me angry I just go off*" (E, female yr 5). "*Sometimes_ gets angry and that happens in class as well, she sometimes gets a little bit angry sometimes and says stuff she doesn't mean*" (F, female, yr 6). Observations also reflected instances of poor behaviour,

"Today I observed a session of girls football at F, the weather was not good it was pouring down. The session was not one of the most effective that I have seen, in particular a group of girls fell out with the goalie because 'she was not trying hard enough.' This disrupted the whole session, with the goalie flitting in and out of the game because girls were 'having a go at her...'" (observation on 28/02/05).

There were a number of contributing factors for this, the large group numbers made control and organisation more difficult, as the F Headteacher noted, "*I think it's very difficult taking a large group I think we could have been better taking a smaller group of numbers.*" Many problems occurred prior to the onset of activities or whilst the session was changing over to the next activity. In this respect the PAC could not have organised sessions any better as he pre-prepared and set-up all activities prior to the arrival of the children. This reflects the trade off between enabling participation for all versus the effectiveness of achieving specific objectives such as improvements in behaviour, as the numbers increased it became harder to affect these changes.

Another contributing factor was a lack of clear behavioural and disciplinary procedures. This inconsistency in behaviour was reflected in interviews with participants when they were asked whether children were better or worse behaved in the activity sessions than in class.

Worse “Well I think it makes it worse, people go crazy with it, stropping when people lose and people sometimes hit each other if they lose” (F, male, yr 6).

“Worse, like he wouldn’t do dare do it, well he wouldn’t do it most of the time, but he’d get shouted at and when he’s in the club he just does whatever he wants” (F male yr 6).

Better “Because at work you’re dead bored and you just want to do something soon, so you can get more fun and pass the time and you don’t do anything silly when you’re in after school club because you’re doing activities and you’re listening so you know what you have to do” (E, male, yr 5).

“Yes it keeps you active, and keeps you out of trouble as your doing this an not other things” (F, male, yr 6).

The interviews suggested that the predominant view by the participants, was that the children behaved more poorly in the activity clubs than in class, this was because the sessions were not as tightly supervised as school lessons.

The E headteacher felt there had been a general improvement in behaviour which the project was partly responsible for,

“Yehr well I think behaviour generally has improved and I think that’s the projects been part of it. I think there have been other things as well. I think you know the breakfasts and you know the water we’ve put in the classroom all these things have helped...” (E Headteacher).

An explanation for this may be that Pa “... *calms them down in class...*” (PAC). This explanation was also provided by some children when they were asked about the outcomes of their participation,

“Would you say the Pa club has had any effect on how you work with others? Yehr a lot better, more calmer makes me feel like more. I can play with more people now and play like games” (E, male, yr 5).

Other behaviour 'improvement' was found to be in a diversionary sense, rather than positively impacting on children's behaviour over time. Through a large proportion of children being engaged in activity rather than having 'free time' during break there were less incidents,

"...most of teachers have told me that me being here has stopped a lot of fights and arguments that go on at break times [is that because there involved in the activity? IV] They're doing something yehr, if they're involved in the after school club if they don't behave they won't get to do it, so if they can't come its not very good and it seems to have worked" (PAC).

"Also we have the PAC running things at lunchtime and he went on holiday for two weeks and I noticed certain children we were having more problems with, because there weren't regular things happening at dinner time, than I was used to the first month I was here. That was quite interesting seeing that" (F headteacher).

To summarise, the project did not show large positive changes in behaviour, this was found to be because the sessions were not sufficiently structured in such a way to firstly carefully manage behaviour and secondly to positively impact upon it, this was partly due to the large participant numbers. Other individual outcomes will now be considered in the form of psychological aspects.

Psychological Outcomes

One topic area covered in the interviews with the participants concerned understanding how being involved in the Pa made the children feel. The children explored a variety of areas, some commented on the physical effects they felt during and after Pa, where they felt their bodies "*getting fit*" as a result of the additional Pa. In respect to the short-term effects that the children linked to Pa, they commented on how it was "*tiring*" because Pa is physical and "*energetic*." But they also acknowledged that being involved in Pa "*gives you energy*." The responses emphasise the dichotomy of physical feelings experienced by children as a result of being involved in Pa.

The psychological impact of Pa was frequently attended to by the participants, where participation made them feel “*happy*”, finding the experience “*good*”, because they “*enjoy self.*” Interestingly a dichotomy of responses arose again when children imparted their experiences of Pa’s effect on their mood. Some children noted that Pa made them “*hyperactive*”, whereas for others they commented that it calmed them down.

The release that Pa can provide from everyday life was also commented on, where the sessions gave participants “*something to look forward to*” and offered a diversion from everyday life and worries. The following quote provides a nice example of the impact of Pa on one child, “*Ok, happy, I feel more better if I’m in a mood or anything like that and I just play the activity, what’s on my mind I don’t think of anything anymore*” (F, male, yr 6). Another interesting aspect raised by one of the at-risk children was that the Pa provided an opportunity to engage with something positive and experience the benefits of this. This was particularly salient for the individual because it was the exception rather than the norm in his daily life; “*It makes feel like into everything, so I’m playing into stuff without getting wronged [told off]*” (E, male, yr 5). Other psychological constructs were also considered by those involved in the project, this included confidence which will now be considered.

Perceived Physical Competence

Coupled with the skill improvement, the additional Pa opportunities increased a number of children’s perceived physical competence. Some children felt more competent in the more physical aspects of sports, “*because in tag rugby I’m not scared anymore that I’ll get hurt,*” “*I feel more confident like going in for tackles and stuff.*” Other children commented they had become more competent in being involved in, and performing in, the activities because they had practiced and improved, as these

quotes show, *“Yehr coz I didn’t used to like playing rugby when we’ve started playing it I’ve got better and better at playing it so I like playing it now.”*

“Yehr in rugby its made me more confident to run forward and just go for it, at cricket its made me more confident to hit the ball properly and in golf its made me confident to whack the ball” (E, male, yr 5).

“It’s really tiring but I like it, getting fit and everything and doing all sorts of sports, even if I don’t know how to play them I like to try and learn them and stuff like that” (F, female, yr 6).

For these children the project increased their perceived competence in acquiring and performing new skills. For other children, Pa had a wider effect which transferred into their everyday lives, *“Yehr, in loads of ways [like in the activities or in yourself?] It’s made me confident in myself”* (E, male, yr 5). *“Yehr like proud of myself, bravery, courage that sort of thing”* (E, male, yr 6).

It is necessary to note, as touched upon earlier, that increased feelings of competence did not occur in every child, particularly those who did not possess developed motor skills, and due to the competitive situations created by the project which increased the anxiety of children in some situations. For example a girl who enjoyed football matches was anxious not to make mistakes, *“...sometimes when I play matches I kind of get a bit shy and stuff and I’m playing against someone and I feel like I might mess up”* (F, female, yr 6).

When interviewing the PAC on the outcomes of the project, he commented that some children had increased their feelings of competence to participate in activities and to participate in social situations linked to Pa, such as performing at festivals.

“a girl that didn’t want to join in, her confidence you could see it slowly growing as she started to join in and that’s why she suddenly became more active...I’ve seen kids that were quite quiet and withdrawn get less withdrawn, I’ve seen kids with not many friends make new friends, its easy to say that but the teachers have agreed as well...” (PAC).

This was verified on occasions by observations, *"Today I was particularly taken by the pleasant informal atmosphere and by the fact that everyone was included and had the sense of competence to give activities a go"* (observation on 09/09/04). Thus for some children the project provided an opportunity to increase perceived physical competence, but this did not occur across the board with the change in scores being negative (2.77-2.72) for the children's responses and positive (2.66-2.76) for the teacher's responses. These changes were insignificant ($p < .05$), as was the small insignificant rise recorded in the related concept of self-worth. Now that the psychological outcomes of the project have been considered, the broader social aspects shall now be deliberated.

Working with Others

The project provided an environment where individuals were required to engage with people on a regular basis, the product of this interaction will now be examined.

When observing how the children interacted and worked with one another, the project did not have a large positive impact. There were instances when children worked effectively with each other and put others needs before their own. This was especially apparent for a small number of children who had physical disabilities. Here the other children were very encouraging, positive and understanding. An example of this was when a girl was participating in bowling and required assistance, the children assisted and collected the ball returning it to her. Below other observations were recorded of positive interactions,

One of the boys involved in the activity club became wheezy (asthma), I went over to the boy to see if he was ok and started a conversation and commented he could sit out if he felt unwell. A girl came over and initially I did think she may be trying to interfere, however she said that her cousin had asthma too and without their inhaler they got worse, so without any prompting she went inside and fetched this boys inhaler. This was a turn around from a girl who dominated and was often rude to other children (observation on 09/09/04).

When involved with football training I became particularly aware of how effective the sport was for encouraging verbal interaction between participants. This had negative and positive consequences, for example when the goal keeper was hesitating to take a kick as all the players were marked a team mate shouted “_what you doing, you’re wasting time just kick it.” However on another occasion when a male player shoulder barged a female player and she fell over, he stopped and helped her up (observation 14/09/04).

However, more frequently children were less positive in their actions. There were regular arguments, shouting, with participants ‘falling out,’ often as a consequence of disagreements within school. Some interview quotes highlight this, “*They’re always talking, shouting, bellowing at Mr _ [PAC] and stuff*” (E, male, yr 6), “*Well I think it makes it worse people go crazy with it, stropping when people lose and people sometimes hit each other if they lose*” (F, male, yr 6). This explains why the children did not generally feel that the project had improved their interaction with others and was reflected in their questionnaire scores on the social domain where no change was recorded and no significant change was recorded in the teacher’s scores (2.80 and 2.89-2.92, $p < .05$). Conversely, a small number of children felt that the Pa had improved how they worked with others, “*Well I do more team work but that’s about it*” (F, female, yr 6), “*Yes, well when we have to get partners and teams sometimes I always get [my friend] and sometimes I can’t so just go with whoever is left out*” (F, female, yr 5). But from the language used, “*that’s about it*” “*just go*” these children did not feel these changes were large improvements in how they worked with others.

Community Outcomes

School Impact

Through observations and interviews it was seen that the project had an impact on the wider school environment, the school atmosphere altered and this was predominantly the case at E where there was originally less emphasis on Pa. For example information began to be displayed around the school about the activities available locally, those on school teams and information on Pa. The project was also observed as having the effect of bringing people together and the sense of achievement was a commented upon by a number of people involved at different levels in the project. The PAC commented teachers were more enthusiastic about Pa (see below), however it must be noted that this enthusiasm rarely transferred into action.

“...it can bring the whole school together including the teachers... you can see the whole school coming together including the infants and juniors and getting everyone involved” (PAC).

“There’s been a big difference especially at E because they’ve never had any school teams and when they came back from the Olympics...and came second, their confidence, they had the medals around their necks for the next week, the headteacher was telling everybody that came into the school they’d come second so the whole morale of the school had lifted” (PAC).

These statements were verified when observing the E headteacher who was keen to inform visitors of the schools achievements. Children also regularly came up to me after attending competitions and festivals outside of the school and spoke of their and their schools successes.

At an individual level attitude changes in some children were observed, from being uninterested in Pa they became enthusiastic and participated. As one child commented *“I enjoy sport and activity now, whereas I never used to”* (F, male, yr 6). The PAC also commented on this aspect of the project,

“a lot of them, who were highlighted as at-risk ones some of them weren’t too keen at the beginning erm, F there was a few girls who were in year five last year now year six and when they were in year

five they didn't join in, or joined in very few activities ...but from the start of this year they've been coming so I guess they've changed their attitudes. There was a couple of girls in year four that are now in year five who weren't too keen at all but now take part in the majority of activities" (PAC).

Volunteers

The PAC commented getting volunteers was one of the most important aspects of the job. It was also found to be one of the most challenging aspects of the project. Limited success was experienced when trying to get regular volunteers especially in terms of leading or even assisting sessions.

"...erm I've had quite a few volunteers so far [at F] and most of them are still helping out, so that's good. I've had a lot of people helping out giving lifts and things as well... at E I've had virtually no volunteers I've had one for two days and that was about it" (PAC).

When volunteers were secured it had a wider effect on the school, which was unexpected by those involved in the project,

"I've had a few volunteers like the parents erm, a lot of help transporting to various activities, apparently some of them are now school governors as a result of that, apart from that Es been very little, there's a couple of parents who've shown an interest and then not had the time" (PAC).

The headteacher's commented on the challenge of recruiting, maintaining and working with volunteers. As the quotes below highlight the problems were perceived slightly differently by the headteacher's at each school,

"...we've quite a few parents taking part and interested in coaching and joining certain parts. I think possible we could have made better use of that coz it's a bit hard for [the PAC] to talk to them about what they should be doing, and to move them in as part of his role..." (F Headteacher).

"...the only thing that has disappointed me...is the fact the volunteers aren't coming forward I think that's sad, because they're there to take it but they're not very prepared to give it you know. I think things perhaps like confidence you know to come and work with kids takes a lot of doing you know it's easy for us to who've done it for thirty years you know but for someone to come and work with them and feel a bit in control of them and get the discipline and everything in is difficult..." (E Headteacher).

Sustainable Community Links

One project objective was to develop sustainable school-community links, this embraced recruiting volunteers, but also comprised of wider links. The project linked up with the community in a variety of areas, with the quote providing a useful overview of what was achieved, and the successes and challenges which arose as a result of this,

“...the local athletics club, the local badminton and the local squash club coming into E...they're all quite keen to come in because they're always looking for new children to come along. The difficult part has been the kids actually going to the clubs...the problem is getting to the clubs, the clubs aren't far away but a lot of the parents aren't that keen to transport them anywhere, its difficult...they can all get to the clubs at school, but when its not the school it's more difficult...at F they seem to be more willing to transport their own kids to clubs anyway. They're probably in a better financial situation to do so as well. I mean a lot of parents, I don't even know if they've got a car or if they can drive, erm but the main difficulty with links with the community hasn't been links with the community but linking the parents with the community. The...new youth centre, I went to them to try and get information but they weren't interested...I thought it would be an ideal opportunity for them but they weren't bothered at all...The schools have been really helpful, I've made quite good links with the P.E teachers, the council has been really good obviously the sports development officer has been fine...All helpers are keen to come in and all the schools want the clubs to come into schools but there isn't anybody to form the link as the teachers don't do that sort of stuff and they don't have...and the clubs don't have anybody as such that would come into the school as a job...” (PAC).

This quote highlights the children attended the school clubs without difficulty due to their accessible situation, but enabling progression onto clubs was found to be challenging. The PAC thought the difficulty encountered was due to the transport requirements. This relates to the long-term sustainability of Pa for the participants, where involvement in clubs is necessary to enable continued and progressive participation, thus the issue of sustainability will now be examined.

Sustainability

Despite the praise for the project, the headteachers were aware and worried about what would happen when the project finished, and the effect of this on the children.

“I would have liked to have kept the role of the PAC on because its coming to an end it seems false expectations are built in and quite often things can go backwards big time with a project like this...” (F Headteacher).

“Keeping it going but you know I’m hoping we have like er [the project manager] said there may be the possibility of keeping it going from April onwards I’ve been looking at the books budget and I’m hoping we may have a little bit, I’m hanging back on other things so that we can maybes cough up a little bit towards it which will be great even if its one day a week” (E Headteacher).

This demonstrates the uncertainty that the headteachers experienced over the implications for the schools, when the project ceased. They noted that the children had become used to additional Pa and having structured activities to participate in.

The implications of these results will now be discussed within a social framework selected due to its current pertinence in the British and European political climate.

Discussion

The social impact of the project will now be examined, in light of the project objectives. The discussion will consider the impact on the participants, school and the wider community. The theoretical framework employed utilises three central concepts, that of social exclusion (SE), social inclusion and social capital. Because of the interrelated and overlapping nature of these concepts, the project outcomes were frequently simultaneously linked to more than one of these concepts. The structure will therefore reflect this and treat the concepts as interlinking rather than as discrete entities and will be discussed together. A brief overview of the three concepts will now follow after which the process and outcomes will be considered.

SE recognises the social and cultural, along with the monetary aspects, of exclusion (Cameron et al, 2000), which act to exclude individuals and communities from social exchanges (Steinert, 1999) and consequently aspects of citizenship. The area concerns issues of access and active participation and tends to concentrate on the structural aspects of exclusion. Social inclusion considers the process that includes individuals in society, examining the power and agency implications of this. In reference to children, the definition of Donnelly and Coakley (2002) will be adopted which considers the social process of development that provides the opportunity to participate in the mainstream. The social capital theory employed in the discussion is Coleman's (1988). This was employed because it recognises social capital is a resource that can be used by all individuals, not just those in positions of power, it focuses on passing on social capital to children and attends to social capital at a micro to meso level, which is more appropriate for this analysis. It is perhaps pertinent to note that, as Paxton (1999) commented, social capital can be considered at multiple

levels, even though the benefits do not automatically transfer across levels. An examination of the findings will now follow within this framework.

Access and Participation

When conceptualising the project aims, increasing the quantity of Pa available to children was framed by SE, with SE referring to a process where individuals and groups are excluded from social exchanges, including aspects of citizenship (Cameron et al, 2000), such as participation in sport. This relates to social inclusion, when defined by New Labour, where social inclusion is considered to be an access issue (DfWP, 2001). Consequently the central project aim of increasing the quantity of Pa that children participated in, challenged SE (and enabled inclusion) through providing accessible opportunities to participate in Pa. This was reflected in the participation levels, where 99% of eligible children attended at least one session, with each child attending an average of 59% of all available sessions, and 67% of children attending over half of all sessions provided. The average percentage of children meeting the government target exceeded the *Young People and Sport Survey* (ESC, 1999) by 24%. In the survey only 11% of primary school children participated in two or more hours of Pa weekly. Despite being a large improvement on this average, and the pre-project averages at the schools, the average fell short of the 75% target set by the government.

The target was not achieved was because the PAC did not have enough time to work with all year groups. Consequently it was difficult to achieve the target of 75% of children participating in two hours weekly, when only half of the children took part in the after-school club due to time and number constraints. This outcome illuminates the difficulty that schools face, even with additional support, to meet current government targets which appear attainable and which are poised to increase further.

Access was achieved on a geographical level through maintaining a local connection (Cameron et al, 2000) by situating the project in the local community school where the primary catchment area was the community that the school was situated within. This was an effective method to enable all children to access the project and consequently increase the quantity of their Pa. This challenged SE because all children were able to access and participate in Pa. Therefore access to Pa, as an integral part of citizenship (Commins, 1993), was achieved. The situation of the project within the school community enabled participant's friends to participate in the project. This avoided a common problem of other projects that were not situated in the local community (e.g. Pate et al, 2003), where low participation rates were recorded, because participants were unwilling to attend without their friends. The project did not stipulate upon its initiation that these conditions were to be met, yet situating the project at the hub of a local community enabled success in these areas.

Pro-active Targeting and Encouragement

To understand how the project approached access and participation, the work of the PAC will now be considered. Proactive methods were adopted by the PAC to initially engage children in Pa, this included sending letters to parents to inform them about the project and the activities, talking to individual children, posting information on school notice boards and targeting at-risk children. Targeting at-risk children can be likened to "*looking in*" (Cameron et al, 2000, p237), because the project sought to provide a link between those at-risk of SE (on the basis of their situation within a deprived community and on the criteria used to define those at-risk such as special educational needs, poor social skills and behavioural problems which link with the governments definition of SE-see literature review) and activities commonly associated with mainstream society.

The average participation levels of those identified at-risk exceeded the other participants by 2%. The higher levels of participation were due to specific targeting, where the PAC and schools, in particular the headteachers, worked together to encourage the at-risk children to participate. Interestingly, the PAC commented that those at-risk were some of the keenest to participate, which suggests structural barriers may have been marring their participation on previous occasions.

The success in engaging those at-risk demonstrates that highlighting individuals and pro-actively targeting them is an effective method to permit social inclusion. Access and participation in activities was achieved, with the participants having an opportunity to develop their skills and participate in the social mainstream (Donnelly and Coakley, 2002). It is worth noting that the definition of at-risk links to a development deficit where the individual has not developed a responsible lifestyle (Collingwood, 1997), so although access and participation is a necessary condition towards addressing the problem, it in itself will not address the wider issues that define at-risk children. This is because they require guidance to develop skills (human capital) and responsible behaviours, to achieve their full potential (social inclusion). It is here that the project fell short, where no significant changes were recorded in areas such as behaviour, educational attainment, self-worth and social acceptance.

Because the PAC proactively encouraged children to engage in Pa, it is necessary to consider the children's autonomy in the process. The project sought to raise awareness of its work and provide the opportunity for children to participate in additional Pa. The choice was left with the children to decide whether they wanted to participate or not. Here a dichotomy was presented between encouraging children with little competence, confidence and personal social capital to participate, and maintaining the autonomy of those who did not wish to participate. Through observations this was not found to be a challenge due to the effectiveness of the PAC

and due to the variety of activities provided which appeared to contribute to the willingness of children to participate.

Challenging Poverty

Poverty as a determinant of SE (Collins et al, 2003) was not found to be a constraint on participation, which was indicated by the participation levels. This was because the project was free to all participants and was accessible through its situation in the schools. Financial capital was therefore not required to attend or to participate in Pa, which challenged the geographical and financial aspects of SE. This illustrates a method to address Gruneau's (1981) findings where structural and economic factors barred working class individuals from participating in sport.

Poverty was perceived as a barrier by the headteachers and PAC when seeking to implement the project aim of encouraging progression into community clubs, which is necessary to permit long-term sustained involvement in Pa. This was because access to a car and disposable income became required. The challenge of meeting this objective was confirmed when examining local statistics where over a third of households did not have access to a car (ONS, 2001). Yet despite these barriers, thirteen children attended or joined local clubs as a result of the project, which highlights that the barrier of poverty can be partly overcome through situating the project within deprived areas. Whether these children will face the opportunity to participate at an intensity sufficient to obtain excellence, or even reach their full potential, as a condition of inclusion, remains unclear due to the extent of commitment (including support, time and finance) required, particularly on the part of the parents (e.g. Rowley et al, 1999). This underlines the importance of acknowledging the wider influences acting on project aims and the limitations that these impose on achieving aims.

Gender

Despite the success in challenging SE on a micro- to meso- level, SE was not always successfully addressed, particularly in relation to gender. Despite the high levels of attendance, boys attended an average of 14% more sessions than girls, with a 23% difference in attendance at E and a 10% difference at F between the two genders. Even for the at-risk children there was a 12% difference in participation levels between boys and girls. Sport England (2000) recorded a 7% difference between girls and boys in their participation in extra-curricular sport, which suggests the problem is wide spread. It is concerning that the project percentage differences were greater than these. In terms of the project, the one explanation for the difference in attendance concerned the structure of the environment. The environment was not safe on all occasions due to games becoming too aggressive and competitive. This was particularly disconcerting (as observed) for those who were less skilled, new to the activity or lacked the confidence to participate (including some of the boys participating).

A further contributor to the difference in participation levels may have been because the PAC was male and therefore the project lacked a consistent female role model (Hammar and Svensson, 2003), or perhaps more importantly the PAC was not sufficiently knowledgeable about factors which influence girls participation (e.g. Kay, 1995; and Babb and Kirk, 1999) and was not aware of the actual disparity in participation levels between boys and girls. This demonstrates the influence of those in power inadvertently excluding others from involvement in social networks and supports Byrne's (1999, p1) comments that, SE is an active process where exclusion "*is done by some people to other people.*" This disparity could have been challenged if the PAC was firstly aware of the difference in participation levels between girls and boys, and secondly had training to develop his knowledge in the area. Though the

PAC being aware of factors influencing girls participation, he could have more effectively addressed this matter.

Other aspects may have affected girls' regular participation in activities such as family encouragement, their perceptions of themselves and Pa having a less salient role in some girls than boys lives (Hargreaves, 2000; MORI, 2000), however more research would need to be carried out ascertain the wider determinants, and to prevent stereotyped explanations.

In terms of access, social inclusion was not ensured for girls because their frequency of participation was lower than that of boys. This did not meet the *NAP on social inclusion* (DfWP, 2001), which suggested social inclusion regards "*access to opportunity... access for all to resources, rights, goods, and services*" (ibid, p2) and the *PESSCL strategy* statement that "*all children, whatever their circumstances or abilities, should be able to participate in and enjoy physical education and sport*" (DfES, 2003, p1). This reaffirms the importance of ensuring different social groups have equality of opportunity to access Pa, which in this case required specific targeting of the female participants, to ensure they had a real opportunity to participate.

Project Goals...By Those Involved

The current government frames rights with responsibilities, where sport and Pa are seen as a right of citizens (Commins, 1993) and which therefore imply responsibilities. The responsibilities advocated by the project therefore require examination. The principle goals were to enjoy the experience, have the opportunity try out new activities, make friends, experience being part of a team and to learn about the health aspects of Pa (PAC). The headteachers stated additional project goals which included having the opportunity to participate in additional activities, broaden children's experiences, emphasising participation for life and providing the

opportunity to attend clubs. These principle goals did not particularly require responsibilities on the part of the participants, but the concomitant goals required more responsibility on the part of the participants. The concomitant goals sought by those in positions of power included emphasising fair play, not cheating, advocating the value of participation as an end in itself rather than winning, and ensuring behaviour was appropriate (PAC). These goals associate with providing socially inclusive sport (Donnelly and Coakley, 2002) through creating opportunities to demonstrate competence, increasing life experiences, seeking to foster a safe environment (although this was not always achieved) and increasing networks. The developmental benefit to participants in ascribing to these goals is limited. Although they provide guidance on what is desirable by society, which reflects the government's line that "*participation... can also help to develop important values like discipline, team work, creativity and responsibility*" (DCMS, 2001, p7), the values were insufficient to develop significant positive improvements in the domains measured. This was because the values were not linked closely enough to developmental objectives. The Pa structure was not arranged to meet developmental objectives, with participant autonomy being limited. Active participation is crucial for social inclusion to be achieved in the fullest sense otherwise participants merely become passive consumers (Coalter, 1998). If participants fail to be involved in the agenda and decision-making process, inclusion can refer "*to an action by a ... dominant group to a subordinate group.*" (Donnelly and Coakley, 2002, p2) bringing social control into question, where inclusion is based on achieving integration into the dominant order. The children were involved to some extent in the decision-making. When undertaking the baseline research the children were interviewed to understand the current Pa provision and set-up in their community and to ascertain what they would like to see developed. The children commented that they

would like “a variety of clubs and activities, which were generally an extension of the activities they currently/used to participate in” and that these needed to be in an accessible, safe environment, where friends could also participate. The central themes which emanated were that they would like more safe places to play, more clubs to go to and the opportunity to try out a variety of activities. These aspects were met by the project and in this sense the children were involved in the agenda setting.

When the project was initiated the PAC liaised with the children to ascertain which activities they would like to play and regularly reassessed this to ensure he was meeting their needs (through inviting the children to complete a form in class, which asked which activities they would like provided and was repeated on three monthly intervals). The PAC succeeded in meeting the children’s requirements through providing a varied program of events, which included providing the activities that they had requested, and at differing levels of competitiveness. This was commented upon by the PAC,

“[What skills and opportunities do you think the project has given the children?].... It’s given them the opportunity to experience competition and enjoy it, the enjoyment of it as well the taking part, not just the winning. They’ve done a lot of basic skills... Also in terms of teamwork they’ve learnt to play as a team.”

“[What do you think the children will take away from experience of the project?] Erm hopefully a positive experience, I hope they’ve enjoyed it. They’ve had a go at a few different sports and activities erm, but probably making friends out of it... They’ve experienced being part of a team. They’ve experienced the fun part of sport...”

He introduced the children to a variety of sports and activities, which in some ways ‘allowed’ participants to determine the meaning of their participation, which is necessary for social inclusion (Donnelly and Coakley, 2002). This was reflected in comments made by the children; “I’ve learnt different activities and he gave us new ideas.” (F male, yr 6) and the headteacher’s,

“Multi-skill’s that’s definitely been the approach and perhaps that challenged to some extent the win win win ethos ... and it’s given other

children... another chance, like we've had some of the children participating in rugby and they've never taken part in the football, some people have been taken part in the gymnastics and SAQ who can't get in the football team..." (F headteacher).

Not only did this provide the opportunity to access and develop in a variety of activities but it also cut across class boundaries, challenging cultural constraints on the basis of traditional class practices, and avoided the negative connotations of Marshall's interpretation of what it is to be a citizen, which is based on the ruling classes "*values, attitudes, and interests*" (Marshall, 1950, p26). That is to say children had the opportunity to engage in a variety of activities associated with different classes (e.g. tennis, golf, cricket, rugby, rounders, aerobics) rather than only having the opportunity to participate in traditional sports associated with the values of one class. This diversity in activities partially avoided Marshall's connotation and ensured that a broad spectrum of children were interested in the project.

However, the approach adopted in this project relates to provision and consumption rather than enabling inclusion, because the participants were uninvolved in the delivery of the project (see Donnelly and Coakley, 2002). It is more pertinent to suggest that the involvement of the children in structuring and delivering the activities was limited. The active participation of the children could have been extended through involving them more fully in the delivery and actual structure of the activities, as well as placing more emphasis upon the participants to take responsibility for their actions (Hellison, 2003). The consequence of this structure constricted the development of responsibility on the part of the participants. If responsibility had been developed it would have enabled participants to be better equipped to participate in their communities and the wider society. Thus, despite having the opportunity to be involved in community settings, such as participating in dance festivals and attending local facilities, if children were not equipped with the social capital, competence and confidence (Bailey, 2000) to navigate and interact

within the community (Jarvie et al, 1994), active citizenship and social inclusion has not been achieved. This highlights the necessity of creating environments where self-esteem and social capital can be created, for example through utilising the RM framework (Hellison, 2003), where children can be fully involved in the decision-making process. It is perhaps important to also note that some children would not wish to be involved in this aspect and would rather consume the activity rather than being involved in the whole process. But if the choice is there then at least the participants have the opportunity to make an informed decision. The effect of the project on individual outcomes will now be examined.

Individual Outcomes

A diverse variety of individual outcomes were monitored as part of the project, these included changes in skill related fitness, along with other outcomes that have been linked to participation in Pa, including psychological outcomes, behaviour, and educational attainment. These aspects will now be examined, opening with an examination of the skill related fitness changes.

Coleman (1988) commented that human capital, in the form of education, knowledge, skills, training and experience adds value to an individual. Through becoming involved in the project, the participant's accrued human capital especially in the form of skill related fitness. Improvements were experienced in the fitness tests in all but the boys 40m sprint. Very large changes were recorded for the Hand-Toss Test (+747%) and the Stork Stand Test (+122%), with significant improvements also occurring in the Standing Jump (+18%) and Chest Pass (+20%) tests.

Despite the large improvement in skill related fitness, the PAC did not specifically designate time within sessions to develop skills. Therefore, improvements occurred through playing rather than practicing skills. The reason the PAC concentrated on the activity rather than the skill was due to his interpretation of the project aims. His aim



was to *“get the children active... introduce the kids to the activity and to make sure they enjoy it, giving them an opportunity to have a go at it”* (PAC), with the children’s post-project interviews verifying that this was achieved. This approach limited the effectiveness of the learning environment (Smoll and Smith, 1996) despite the aforementioned improvements.

In terms of health, involvement in Pa is necessary for optimal development (HEA, 1998), with the additional participation in Pa contributing towards this. However, through observations it was apparent that the intensity of participation was insufficient to achieve any significant benefits in aerobic fitness (McArdle, 2001), despite the PAC’s awareness of activity for health. A contribution towards health may have been facilitated through the process of social inclusion, where the ties created through the networks created within and beyond the project, along with the psychological effect of Pa, contributed towards a sense of well-being. This is not an unreasonable suggestion considering the psychological effect recorded e.g. *“Ok, happy, I feel more better if I’m in a mood or anything like that and I just play the activity, what’s on my mind I don’t think of anything anymore.”* However the due to the focus of research this area was not widely explored. The social outcomes for the participants shall now be considered.

Social Interaction and Peer Status

Developing competency in an area (Pa/sport) highly regarded by society (Coakley, 2001) had implications within and beyond the group. Within the group some participants who had a low social status with their peers became more popular,

“I’ve seen kids that were quite quiet and withdrawn get less withdrawn, I’ve seen kids with not many friends make new friends, it’s easy to say that, but the teachers have agreed as well...” (PAC):

“Making friends out of it, in school there was little groups and now there’s not so many little groups” (ibid).

These comments were reaffirmed by observations where particular children who were withdrawn and unpopular made new friends and became more popular.

SE in terms of *looking in* was addressed through the sessions facilitating social interaction between children on the fringes of society and with other children, for example children who had few friends. This was observed to have a positive impact on certain individuals, for example one child (who shall be called Joe) who was withdrawn at the start of the project, lacked the ability to interact successfully with peers and had few friends. Initially Joe participated in the activities without interacting with the other children, however over time I noticed a change. Upon attending an after-school session in September where tag rugby was occurring I noted, *“Joe was really outstanding he really shone, I saw him smile and really try for the first time”* (observation on 23/09/05). Over time Joe became accepted by his peers and made new friends, this was reflected in an interview with him,

“[...would you say the Pa club has had any effect on how you work with others?] Yehr a lot better, more calmer makes me feel like more, I can play with more people now and play like games. [Has going to the club made you more confident?] Yehr like proud of myself, bravery, courage that sort of thing. [Could you tell me about your experiences at the club?] It’s just great fun I can’t explain it.”

His self-worth score also increased by 8% and his teacher recorded a 25% improvement in social acceptance, despite Joe recording a fall of 13% in the same category.

The mechanisms that incited this change appear to have occurred on a number of levels; For Joe the involvement in the clubs acted as a gateway into the closed school networks that his peers engaged in. Joe gained access as a result of the increased opportunities to interact with his peers within a different environment, where he displayed positive social interactions. This relationship appeared to work in both directions with the environment providing increased opportunities for social

interaction, but also the Pa influencing Joe's behaviour which he stated calmed him and therefore he felt he could interact more positively with his peers. Additionally he demonstrated to his peers that he possessed a (previously unknown) sporting ability, particularly in rugby, which also contributed to his increased his peer status and popularity. As Evans and Roberts (1987, p23) comment,

“...one factor that appears to have significant influence on peer relations, especially for boys is physical competence. Children gain peer acceptance by excelling at something valued by other children...athletic skills are valued by other children...physically competent children acquire more status and enjoy greater social success than do physically inept children.”

The outcome for Joe was that he made new friends and enjoyed the Pa experience in the process.

Considering the impact across the school, the children's social acceptance mean score remained the same (2.80) with the teachers score rising slightly (2.89-2.92), with no statistical significance ($p < .05$). Thus this outcome suggests that for most children bonding social capital was not greatly increased despite their involvement in the predominately closed social network of the Pa sessions. Developing human capital in the form of skill related fitness, developed personal social capital, which is necessary to participate fully in society (Collins, 2004). This coupled with improving community links could suggest that the project improved personal social capital and consequently addressed the access issues which surround SE.

Participation Motivation

When the children were interviewed post-project, the reasons they gave for participating in the project Pa corresponded with other studies (Biddle 1999; Gill 1986; Passer 1982; and Sallis et al, 2000). The most common reason being given for their involvement was the enjoyment of the activities and sports. Responses such as “*I like sports and I enjoy doing sports*” and “*I like playing sports*” and “*I go because I*

like the activities” were reflective of the responses given in this area. It was noted by the children interviewed that the project provided an opportunity to participate in additional Pa, including new activities. The second most common response for participation was *“because it was fun”*, and *“to have some fun.”* This affirms Passer (1982) who found that having fun was a central factor for children’s participation in sport. The importance of friends was also frequently attended to and was found to be an important factor for participation. This was not only in terms of pre-existing friends, but also the project providing opportunities to make new friends, which as these quotes highlight, had a personal impact on a number of children.

“It makes me feel happy, because [of] the games we play, [and] every sport we do I like, coz I feel part of it, when everyone’s in it as well” (E, male, yr 5).

“I made a lot of new friends in the club” (E, female, yr 6).

“We’ve done a lot of team work, basically we’ve bonded more” (F, female, year 5).

“I like to have a laugh with my friends” (F, female, yr 6).

The feeling of bonding and being close to other individuals was also seen as important for some participants. This reflects Passer (ibid), Gill (1986), and Biddle’s (1999) findings, which found that affiliation was an important condition for participation. Other reasons for participation included that it provided an opportunity to do something; *“it gets the time going quicker”*; to be active, *“it gets me fit”*, *“it keeps me active”*; to improve in sports and skills; to experience success; to release energy; to compete; and for the excitement. These findings correspond to previous research on children’s participation motivation (see above), and indicate the diversity of reasons why the children chose to participate in Pa and the kinds of experiences they seek.

At this point it is pertinent to focus more specifically on motivation. Motivation is instrumental in initiating and sustaining Pa (Telama, 1998), where perceived physical

competence along with perceived control and self-worth are primary determinants (Weinberg et al, 1999). Harter's (1985) questionnaire covered athletic competence and global self-worth. The mean values for athletic competence prior and post project were 2.93-2.90 (child rating) and 2.76-2.80 (teacher rating) with a range of 1.0-4.0, with the scores for self-worth being 3.02-3.05, with a range of 1.0-4.0. These results do not appear to marry with literature where sufficient levels of perceived competence and self-worth are necessary for participation, because 99% of the children participated in the project, despite there being a full variation in their scores and where participation had no significant effect on these scores over time. The results are even more compelling when the criticisms of delivery are considered; for example the project provided limited opportunities for autonomy in the Pa process or project, competition was most often a part of the delivery, skill development and mastery was not specifically targeted and the Pa was not delivered within a health framework. Despite these flaws which resulted in the project not meeting some guidelines on how to foster participation (e.g. Whitehead, 1993), as a mastery environment was not created. The fact that participation levels were high and each child attended around 60% of all available sessions, suggests that availability and accessibility is a key factor for children's participation in spite of the structure of the Pa environment. It is now to the structure of the environment and the effect of this on behaviour that we shall now consider.

Behaviour

A concomitant goal set by the project was to improve behaviour, with the mechanisms for this process being undefined. Literature suggests that improvements can be achieved through a developmental approach where sport³ can be used to "*teach positive ways of behaving and also provide the means of developing skills and qualifications*" (Utting, 1996, p25). Levels of informal neighbourhood social control

have also been associated with good behaviour (Druckker et al, 2003), where wider ties to the community reinforce norms that 'control' children's behaviour. On the basis of this grounding the management of behaviour within the project will be considered, followed by an examination of the influence of the project and Pa on behaviour.

There were a variety of reasons why the behaviour observed was generally worse than the behaviour observed in the rest of the school. The project had no predetermined behavioural and disciplinary guidelines. This contributed to a sense of uncertainty where no one seemed quite sure how much the project was a part of the school or a separate entity. This was because the PAC assumed a less formal role than that of a teacher, to enable a more personal relationship to be built; *"It's a unique position he's [PAC] got because he can relate a different way to children and to parents"* (F Headteacher). Although this was instrumental in building relationships with and engaging with children, it also contributed to poorer levels of behaviour. For instance the PAC sought to retain distance from school procedures in some instances, but on other occasions he utilised the school discipline procedures, sending children to the head/teacher if they were perpetually disruptive. This was commented upon by the headteacher at F,

“...in terms of having such a role fitting in with school discipline, I mean he came to me at one point, there'd been some sort of problem with some of the children's behaviour and I was totally unaware of it and I said its an option doing after-school activity, so I told the children I'd ring your parents”

This demonstrates the need to clearly define behavioural procedures to enable all parties to work together and provide consistent guidelines for participants to follow which would have ensured the experience was positive and safe for all participants. If this had occurred a greater change might have been observed in behaviour, where different parties in the community could have worked together to provide behavioural

norms, which would have been more effective (e.g. Drucker et al, 2003). Furthermore inclusion could have been consistently assumed through the environment being safe (Donnelly and Coakley, 2002) without arguments and bullying.

The process used to set guidelines need not deny participants autonomy or involvement in the decision making process, a collaborative approach with all parties involved could have been utilised to achieve active participation and secure social inclusion, and therefore avoid the project being set-up in terms of provision for children (ibid).

The headteachers at both schools did note there had been a general improvement in behaviour, though the diversionary Pa (being involved in Pa prevented problems at lunchtime). Like research conclusions regarding the relationship between Pa and crime (e.g. Long et al, 2002), this is not an effective long-term strategy to improve behaviour, and does not marry with achieving active participation. Rather it can refer to those in power seeking to control others, which raises questions of social control (Coakley, 2002; Pitter and Andrews, 1997). A more acceptable approach recognises that Pa is inherently interactive and as such *“leisure... could be a means to the end of building up a relationship with young people in-order to challenge their behaviour and get them to think about its consequences”* (Long et al, 2002, p197). This echoes the RM format where leaders work with participants to encourage them to take responsibility for themselves. This unfortunately did not regularly occur due to the large number of participants, and was reflected in the behaviour scores for all participants, including those at-risk, where there was no correlation between extent of participation and behaviour changes.

For the project to successfully impact on behaviour over time, the participation environment needed to be carefully structured towards this end, taking into consideration social inclusion. Employing a model such as the RM (Hellison, 2003)

would have been useful. The aforementioned issues limited the effectiveness of achieving the concomitant goal. Consequently because the concomitant behaviour goal was not always met, the transfer of behaviour improvements into the school and wider community was negated.

Education

A further project objective was to positively impact on educational attainment. The findings demonstrated that increased Pa did not significantly affect educational attainment and therefore did not fully verify Eitner's (et al, 1997) findings, which suggested that there is a small positive relationship between regular Pa and cognitive performance. The results did lend support to Shephard's (1997) conclusion that placing additional Pa in primary schools does not impair academic development.

The mechanism(s) that incited the changes in scores are unknown, however with the scholastic scores registering no significant change in attainment it would be more productive to concentrate on areas where Pa registers significant benefits. For instance, Shephard (1997) found that regular Pa is important for health and is a condition of citizenship (Harvey, 2000). Further, because additional Pa (even when cutting into existing curriculum time) does not impair educational development and is crucial for health, it is suggested that promoting Pa on this basis, rather than as a method to improve educational attainment is more appropriate. The product of the project on the school and wider community will now be considered.

Community Outcomes

Volunteers

Challenging SE through the project did not just require that access was permitted to all including those at-risk. Countering SE also required agency on the participant's side. The project aim of training and developing local people to run sessions did not foster agency, but rather represented a weak discourse of *looking out*, where those who are 'excluded' are linked "*to mainstream economic life through training and employment measures*" (Cameron et al, 2000, p237), where human and social capital is acquired in the process. This approach sought to achieve social inclusion through providing an opportunity for volunteers to participate in the social and economic mainstream, not only through providing assistance, but also through providing training opportunities which could then lead into employment.

Recruiting volunteers and effectively utilising their skills was found to be the most challenging aspect of the project. Active targeting of parents occurred through letters and personal interaction, to request their assistance in the organisation and delivery of the project. Yet despite PAC and school efforts there was a deficiency of parental involvement. An explanation for the reluctance of parents to volunteer, particularly at E, was believed to be a lack of personal social capital (Bourdieu's interpretation) as the headteacher commented,

"The only thing that has disappointed me...is the fact the volunteers aren't coming forward I think that's sad, because they're there to take it but they're not very prepared to give it you know. I think things like perhaps like confidence you know to come and work with kids takes a lot of doing..."

A further challenge for the project and in particular the PAC was effectively utilising volunteers and their skills. Through observations it was visible that the PAC did not sufficiently liaise with the volunteers to disseminate information on their role,

responsibilities and project ethos. For example, volunteers often stood on the sidelines of activities and did not play an active role in leading or assisting the delivery of activities. The lack of communication between the PAC and volunteers was due to the PAC's lack of experience in a role where people management skills were required. Consequently difficulties were encountered, for example, volunteers were unsure of the extent that they could become involved in running activities and managing the behaviour of children.

When conversing with volunteers it was noted that they were already busy in other areas of their life and did not wish to assume additional commitments and responsibilities such as attending Pa courses. This highlights the importance of consulting the target group when setting aims; in this case parents were too busy to attend courses which did not fit in with their current life situation. This raises questions regarding power differentials and agency (Smith and Blanc, 1997), and the value of projects in setting targets to 'assist' local residents, rather than working collaboratively to set appropriate targets. In this case, although the expert power base (ibid) correctly looked outwards and linked the project with wider social issues (in this case training and employment), they did not engage sufficiently with the representative and participatory base (ibid) to appreciate the demographic of the population and its requirements; Despite being situated in a deprived area with high levels of unemployment, those who encountered the project were already busy and did not wish to undertake training to improve their employment opportunities, this also removed the agency from those who volunteered. Consequently social inclusion in terms of participating in the social mainstream was encountered through volunteering, but participating in the economic mainstream was not achieved as no parents undertook the training courses available.

Refocusing on the benefits of participation for, and as a result of the volunteers, it is pertinent to restate Coleman's (1988, S100) definition of social capital, "... [it] comes about through changes in the relations among persons that facilitate actions." Social capital was fostered through the Pa network where parents were encouraged to volunteer and provide travel assistance. This was most pronounced at F where some parents became regular volunteers and provided support for the children and school at matches and festivals. A further outcome of this involvement was that additional stocks of social capital were created in the school community, where parents became more closely associated with the school. Social connections became strengthened through parents being involved with the school and meeting and conversing with the headteacher at the Pa events (including parents that the headteacher had previously not met). Consequently some parents who became involved in the school, through the Pa project, then came forward to become school governors. The increased contact between people catalysed a change in the relations between people (Coleman, 1988) where a sufficient level of trust and reciprocity was felt to come forward to assume this additional responsibility. Thus, the change in relations between people facilitated action (ibid).

Sustainable Community Links

The project aim of building sustainable partnerships with the community is particularly pertinent in the current political climate where the community is the focus of politics. It links to a slightly broader notion of SE and social inclusion, where SE refers to exclusion from aspects of citizenship common place in wider society, and where social inclusion refers to the process where individuals are given the opportunity to develop and to participate fully in the social and economic mainstream. A variety of links were made with the local and wider community; trips were arranged to local Pa facilities, professional sports grounds and local University sites, so that the

children could experience a variety of physical activities in different environments. This was to introduce them to the different opportunities available locally and in the wider vicinity and to introduce them to the diversity of Pa. This was reflected in interviews carried out,

“At E I’ve done one trip to an athletics stadium erm just so they got an idea of what went on outside of the school grounds when they’re doing athletics” (PAC).

“Sort of my vision because we’re a school who are never going to achieve highly academically no matter how hard we try, we do our best, sort of value added, but what I see in school is to give them a wide range of experiences...It’s helped to broaden the kids experience” (E Headteacher).

This links in with enabling social inclusion through providing “*hope for the future*” (Donnelly and Coakley, 2002, p9) by exposing participants to a variety of visions for their lives, as well as providing “*opportunities to develop and display competence*” (ibid).

The trips were also set-up to highlight long-term opportunities, not only in terms of participation but also in terms of careers. This was achieved through the visits to a local University where staff spoke about the career opportunities in the Pa industry, and the children had the opportunity to participate in a variety of physical activities and to perform tests in the sports science laboratories.

Another community link that was established was the school-club links where the PAC invited local community coaches to the schools to provide taster/skill sessions, with reciprocal outings to local clubs being arranged. This allowed children to gain free coaching and find out about the different activities which were available locally, with the aim of feeding interested children into the community clubs.

Encouraging and facilitating children to join local clubs was found to be a challenge. This reflected Rowley and Graham’s (1999) findings, where parents from lower socio-economic groups were often reluctant for their children to join clubs. The PAC

suggested the reason was primarily due to transport/financial issues, where particularly at school E parents were uninvolved in the project,

“... there was one boy who I think he has been a couple of times to the athletics club but then when I spoke to his mum about joining she didn't seem that keen, I mean she was pleased that he was doing well but she didn't seem that keen to take him to the club...”

Coleman's (1988) theory suggests that a deficiency in family level capital, which in this case appears to encompass financial, human and social, restricted the child's access to the accumulation of human capital (in the form of Pa skills). This was despite social capital being present in the community (in this case the project). However, Coleman (ibid) fails to sufficiently acknowledge the structural constraints acting on agents (Hasbrook, 1985) as a result of their class position, and cultural variables. For instance Bourdieu (1986) found different classes placed different values on sport, where the working class sometimes had no interest, time or energy for sport. Here inter-generational effects of this appear to be continuing, where social stratification continues to limit the opportunities experienced by working class children. The project did partially address this, through developing networks between the clubs, schools, PAC, and project staff, consequently bridging social capital was created, in the form of trust and information. As a result of this process a number of children joined community clubs which allowed clubs to increase their membership and provided an opportunity for children to engage with the local community, something which is necessary to cultivate social and human capital. This demonstrates inequality on the basis of social stratification can be addressed to enable working classes to participate in sport and provides a solution to Collins (et al, 2003b) findings.

Developing these links also linked the project with the wider social and economic environment, which is necessary to achieve social inclusion and enable bridging

social capital to be created, aspects arguably necessary to participate fully in the social and economic mainstream. It also highlights that a project can challenge, to some extent, Loury's comment that,

“The social context within which the individual maturation occurs strongly conditions what otherwise equally competent individuals can achieve. This implies absolute equality of opportunity is an ideal that cannot be achieved” (1997, p176).

Yet the reality and the value of a project in addressing wider social conditions is a challenge particularly when the project is of a short-term nature. Consequently the longevity and gravity of the links created is questionable, especially because no strategy was implemented to sustain the links. The links may be sustained to a degree through the *PESSCL* hub, which the school's linked into, but this remains to be seen.

Conclusion

This thesis set out to examine how successfully the Pa project sat within the socio-political framework of which it was a product. The concepts of SE, social inclusion and social capital were employed to structure the project evaluation. This was due to their pertinence within the current political climate. The extent to which the Pa project met the current social guidelines advocated by the government, whilst meeting its own aims, will now be summarised.

The Pa project succeeded in increasing the reserves of social capital of those individuals involved. Social capital was fostered by the volunteers (assisting with activities and transport) which assisted the children to participate in Pa. Through parents becoming involved in the project and increasing their social connections, some became more involved in the running of the school, for instance becoming school governors. This highlights that increasing stocks of social capital can have wider benefits for the individuals and communities involved, as a result of the increased contact, trust and reciprocity felt by those involved in social exchanges.

For the children participating, the project provided opportunities to develop skills required to participate in society. Bridging social capital was created which linked them to the wider community (for instance becoming involved in local sports clubs and community events). This demonstrates that projects can address structural constraints and social stratification, through fostering social and human (skill related fitness/sporting knowledge) capital. In this case the Pa project effectively increased skill related fitness, but failed to impact on educational attainment and behaviour. To

be most effective in addressing structural constraints, longer-term projects that are situated within the communities that they work with, are required.

The access and participation (SE and social inclusion) of all the school children was a key point of evaluation. The project ethos contributed to the sustained participation of the participants, with the project prioritising the fun and enjoyment of those involved, providing a diversity of activities, and linking into the wider community. This led to a high level of participation, irrespective of a child's level of competence or confidence, and substantiated the importance of creating a fun environment (e.g. Passer, 1982) to assure continued participation. Linking up to the community provision provided a pathway for progression, which enabled eleven children to participate in/join local clubs. This is a key objective for any fixed term community Pa project in-order to permit sustained participation.

The project increased the amount of Pa undertaken by the children at the schools. There was an increase of 20% of children achieving the recommended two hours of Pa weekly (DfES, 2002), with over 67% of KS2 children attending more than half of all sessions provided.

The high participation level of the children, where over 99% of the school children accessed the project, was due to the accessibility of the project (a concept which is central to both SE and social inclusion). This was achieved through providing free Pa, which was situated within the schools of the target communities. This enabled children to easily access Pa, free from the structural constraints (such as lack of transport, limited disposable income and restricted occupational flexibility of parents, Rowley and Graham, 1999) all too frequently present for those situated in deprived working class communities.

Proactive targeting was also adopted through *looking in* where the PAC adopted a variety of methods (approaching individuals, sending letters etc) to initially engage

individuals in the project. This included identifying and specifically targeting those children at-risk. This method was successful in encouraging participation for those at-risk of exclusion, and resulted in the at-risk children registering a 7% higher participation rate than those not classified as at-risk. The pro-active targeting was found to be a particularly effective method of enabling participation for all children, and specifically those at-risk. Consequently SE was negated within the project, through actively addressing access and participation.

The Pa project created an environment that was more socially involving than many contexts experienced by children on a day-to-day basis. This had both positive and negative outcomes. For some children it provided increased opportunities to interact with peers in a different environment, which led to a reduction in social exclusion from their peer's environment. Yet the environment created was also more challenging for the leaders to sufficiently control (or improve) the behaviour of the group. This was instrumental in limiting the effect of the project in achieving its wider outcomes, such as improved behaviour and educational attainment.

Not all aspects of the project were effective in meeting the social concept recommendations, which currently guide government policies. In terms of the participants determining the meaning of their participation, involvement in selecting the activities was present, and a wide variety of activities were undertaken. However, the agency and power available to the children (and the volunteers) was restricted, which resulted in limited involvement in the design and running of the program. Crucially, active participation in the project set-up and structure should have occurred by the participatory base (Smith and Blanc, 1997). This would have allowed greater autonomy for the participants (children and volunteers), which is important not only to achieve social inclusion and to address structural inequalities, but also to aid the

development of those involved. The at-risk group will be used to illustrate this point. Although access and participation was achieved, the project fell short of eliciting change in terms of educational attainment, behaviour or self-worth. Consequently, providing the opportunity for the at-risk participants to develop the skills and responsible behaviours they required, was lost. This demonstrates that increasing the quantity of Pa available to children does not necessarily permit further objectives to be achieved. If the planning does not identify the mechanisms for change and the environment is not sufficiently structured, through a model such as Hellison's (2003), then no change will be found.

To underpin the findings of this thesis, a number of recommendations will be made, based on the successes and disappointments of the project in achieving its aims within a socio-political framework. The recommendations have been provided on the basis of the project observations and analysis. They focus on the project and activity structure and are situated within the theoretical framework employed for rest of the investigation (see Table 12 below).

Areas for Further Research

A number of associated areas for research have been highlighted throughout the thesis, these will now be summarised.

- Extend research into the lower participation levels of the girls in the project, to understand the wider influences acting on the girls and the project level influences.
- Develop the psychological research area, to understand the mechanisms and outcomes of the Pa on mental health.
- Evaluate the degree of social capital that schools can foster, and the extent that this can offset family level deficits.

- Explore the interaction and mechanisms of Pa influencing health directly, and Pa influencing health through the social mechanisms, particularly through increased social capital.

Table 12: Recommendations: Improving effectiveness

<i>Environment Supervision</i>	<i>Behaviour</i>	<i>Health</i>	<i>Volunteer Effectiveness</i>	<i>Long Term Sustainability</i>	<i>At-risk</i>
<p>Implement a developmental responsibility framework.</p> <p>Use the framework to develop responsibility-where children are involved in decision making at all levels, to increase autonomy and empower. This will also encourage and enable children to take responsibility for their behaviour and health.</p> <p>Foster a mastery environment.</p> <p>Ensure the environment is safe- to lower aggression, manage competitiveness and to create an enjoyable environment, inclusive for those less skilled.</p>	<p>Implement a developmental responsibility framework.</p> <p>Link more closely with the behaviour guidelines at school.</p> <p>Involve children in the development of behaviour guidelines at the start of the project.</p>	<p>Implement a developmental responsibility framework.</p> <p>Ensure the duration and intensity of Pa are sufficient to contribute towards improved health.</p> <p>Incorporate education to increase children's understanding of health.</p>	<p>Adopt pro-active and informative methods, such as regular newsletters.</p> <p>Ensure sufficient training is available for the PAC to develop communication skills- to interact successfully with parents and other volunteers.</p> <p>Develop guidelines in partnership with volunteers to clarify their role and thus increase the project effectiveness.</p>	<p>Focused concentration on the long-term sustainability of projects, where systems are put in place to at least limit the fall-out when a project ends.</p>	<p>Structured guidance provided to enable access and participation to have an impact on developing skills, developing responsible behaviour and encourage those at-risk to reach their full potential.</p>

Appendix

Project Report

Physical Activity Project Report

Acknowledgements

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Summary of the Evaluation Findings

Project Overview

The physical activity coordinator (PAC) was based in two schools for a fourteen-month physical activity (Pa) project.

The project was made possible through Neighbourhood Renewal funding and was managed by the Partnership Development Manager (PDM) of a North-East of England School Sport Coordinator programme (DfES, 2003).

Key project members included the PAC, the headteachers, school children, parents, and local clubs.

The project sought to increase the Pa levels of 4-11 year olds (196n), including those identified at-risk (AR- health, behaviour, special educational needs and social skills), test a variety of strategies to improve the quantity and quality of Pa provision, and positively impact on educational attainment, attendance, fitness, and anti-social behaviour.

The findings of the project are to be used as a guide to effectively increase Pa provision in surrounding areas, within the School Sport Coordinator cluster (ibid).

Research adopted a multi-method approach to indicate the success of the project, highlight the most effective strategies to increase the quantity and quality of Pa, and report the impact on fitness, behaviour, and educational attainment.

The project was delivered through five strands: additional Pa provision, school clubs, developing community links, participating in community sport, and coaching.

The PAC's central aims were to increase the activity levels of children and provide opportunities to try, learn, and improve in a variety of activities (PAC interview). This approach increased the quantity of Pa available to the children.

Key Results

An average of 3.7 sessions were provided weekly at each school, with each child attending an average of 59%⁴ of sessions. Despite the success of the high levels of attendance, boys attended an average of 14% more sessions than girls.

The AR (25n) children attended an average of 66% of all sessions, demonstrating the effectiveness of targeting and increasing the Pa levels of specific individuals.

35% of children achieved 2 hours of Pa weekly (through the project and P.E.), significantly higher than baseline figures, although falling short of the governmental aim of 75% of Key Stage 2 children achieving 2 hours of Pa weekly (ibid).

Diverse links were created with the community, including local schools (primary and secondary), sports facilities (leisure centres), local council and sports clubs (who provided coaching sessions). As a result 11 children joined local clubs.

Recruiting volunteers was found to be challenging: In total 11 volunteers assisted with the Pa project and 1 volunteer gained a coaching qualification.

No significant improvements were found for educational attainment or behaviour, using Harter's (1985) questionnaire. However, the headteachers did feel that there had been improvements in behaviour through the project. Greater improvements could be achieved through modifying the Pa environment to achieve these aims.

Large improvements were found for skill-related fitness. Average improvements were 747% (hand toss test), 1.2% (agility test), 21% (chest pass), 17% (standing jump), 122% (stork stand test) and -0.5% (40m sprint), demonstrating the success of the project in improving skill related fitness.

Key Recommendations

Key recommendations included examining methods to further increase the quantity of Pa available, continue to explore methods to improve the quality of Pa provision and continue to ensure a mastery environment is fostered. Other recommendations include considering implementing models which link Pa to developmental objectives, to achieve greater effects on behaviour and educational attainment, and maintain and build on the community links already created.

1.0 Introduction: Physical Activity Project Background

- 1.1 This report presents the findings of a fourteen-month school based physical activity (Pa) project which commenced in January 2004. The project was made possible through Neighbourhood Renewal funding, and was managed by the Partnership Development Manager (PDM) of a North-East of England School Sport Coordinator programme (P.E. School Sport and Club Links strategy-PESSCL, DfES, 2003). Other key project members included the physical activity coordinator (PAC) who delivered the project at ground level, the headteachers, a project researcher and the school children.
- 1.2 The project sought to increase the Pa levels of 4-11 year olds and to test a variety of strategies to improve the quantity and quality of Pa provision, the key focus being to increase the quantity and quality of Pa (encompassing P.E. and sport), within a school environment. The project linked with the local community by involving local clubs and recruiting volunteers to assist and deliver sessions. Research sought to indicate the success of the project, identify good practice to improve Pa provision⁵, highlight the most effective strategies to increase Pa levels, and report the impact on fitness, behaviour, and educational attainment. The findings of the project are to be used as a guide to most effectively increase Pa provision in surrounding areas, within the School Sport Coordinator cluster (SSCo).
- 1.3 The project was carried out in two contrasting primary schools, E and F. E being a small primary school, situated in a medium sized town with good provision of local amenities, and F a large primary school, situated in a rural village with limited amenities. Both schools are located within deprived areas (top 20% of the most deprived areas in the country), as indicated by the census (Office of National Statistics, 2001).
- 1.4 The project aims reflected a belief that Pa could have a number of beneficial effects from an individual level to a school and community level, if structured appropriately. It sought to act in a preventative way for issues facing communities, through targeting educational attainment, community safety/crime, health and job opportunities. It sought to motivate and raise the self-esteem of young people, developing the capacity of the voluntary sector and community groups to support community-led regeneration.
- 1.5 A literature review is provided in-order to provide a reference point for the issues addressed in report. The key findings are reported on page 14, which provide an evaluation of the project aims and objectives.

2.0 Aims & Objectives

2.1 The desired outcomes stipulated by the project covered two areas. Firstly, to impact on the children and schools positively, and secondly, to examine the role of the PAC. More specific project aims were to:

2.1.1 Test a variety of strategies to improve the quantity and quality of out of hours Pa.

2.1.2 Positively impact on educational attainment at Key Stage 2 (KS2), attendance, fitness, and anti-social behaviour.

2.2 In-order for the project to meet these aims a number of objectives were set. The project should:

2.2.1 Provide 75% of children with 2 hours of Pa per week (including P.E.).

2.2.2 Provide daily out of hours sessions at each school.

2.2.3 Facilitate at-risk children (10n- E, 15n- F) to regularly participate.

2.2.4 Train and develop local people to run the sessions, providing opportunities to gain qualifications, with 10 residents achieving sports awards.

2.2.5 Develop sustainable partnerships with the community.

2.3 The project evaluation will:

2.3.1 Assess the success of the project in achieving the above five objectives.

2.3.2 Assess the impact of participation on, KS2 educational attainment, fitness, and anti-social behaviour.

2.3.3 Provide recommendations regarding the most effective methods to increase the activity levels of primary school children based on findings and literature.

3.0 Literature Review

3.1 A large body of research has linked Pa with wider personal and social outcomes. The Government also recognises the wider benefits of sport and Pa, particularly for children. On the basis of this, a number of Government documents have been released to encourage increased participation in-order to reap the benefits of participation. The latest Government documents and literature on the benefits of participation in Pa will now be examined.

3.2 Government Papers in the Current Climate

The project built on two Government documents which sought to increase children's participation in Pa. *A Sporting Future For All* (DCMS, 2000) set out the Government's plans to encourage life long participation in Pa, focusing on schools, communities and elite sport. The *PESSCL strategy* (DfES, 2003) sought to ensure "all children, whatever their circumstances or abilities, should be able to participate in and enjoy physical education and sport" (ibid, p1). This was achieved through a national framework transforming P.E. and school sport, which includes the school sport coordinator model, where specialist sports colleges work with local schools to improve the sporting opportunities for children, including developing school-club links. Specifically, the *PESSCL strategy* (ibid) stipulated school sport and P.E. could improve (i) concentration, commitment, and self-esteem, leading to improvements in attendance, attainment, and behaviour, (ii) fitness, where active children are less likely to be obese, and retain lifelong participation, reducing the likelihood of coronary heart disease, diabetes, and some cancers and (iii) international success through the existence of clear performance pathways.

3.2.2 *A Sporting Future For All* (DCMS, 2000) is framed in terms of the current discourse on social inclusion (and to a lesser extent social exclusion). The Government defines social inclusion as "access to opportunity... access for all to resources, rights, goods, and services" (*National Action Plan on Social Inclusion*, 2001, p2). It has also been defined as

"...the social process through which the skills, talents and capacities of children are developed and enhanced so all are given the opportunity to realise their full potential, and to fully participate in the social and economic mainstream." (Donnelly and Coakley 2002, p2).

3.2.3 *A Sporting Future For All* (DCMS, 2000, p37) provides recommendations on how to achieve social inclusion in the sporting domain. Recommendations include ensuring a variety of activities are available in communities and encouraging participation at all ages, particularly through sport's development, which should "promote, manage and develop opportunities for people in their local communities." It raises the importance of accessible information on how to start, or develop further, and to ensure a pro-active approach to recruiting and supporting a wider range of people into positions of responsibility (for example women and people with disabilities).

3.2.4 Social exclusion, which has been defined as,

“... a broader concept than poverty, encompassing not only low material means but the inability to participate effectively in the economic, social, political and cultural life and in some characterizations, alienation and distance from the mainstream society.” (Duffy, 1995, p8)

has also been linked to sport, where it has been noted that sport can be used instrumentally to re-engage people, providing opportunities to develop skills and confidence in-order to re-join mainstream society (DCMS, 1999).

3.2.5 The Government strategies sought to utilise sport instrumentally, linking sporting participation to wider benefits, including positive effects on health, crime, education, and behaviour.

3.1.1 Wider Benefits of Participation

3.3.1 Health

3.3.2 According to the Health Education Authority the reasons for encouraging children’s involvement in Pa have been categorised into three groups:

- To optimise physical fitness, current health and well-being, and growth and development.
- To develop active lifestyles that can be maintained throughout adult life.
- To reduce the risk of chronic diseases of adulthood.

(HEA, 1998, p3)

3.3.3 This encouragement stems from extensive research into the health benefits of Pa, which will now be examined.

3.3.4 Pa and physical fitness are inversely related to all-cause mortality risk and associated with the prevention of premature mortality (Hardman and Stensel, 2003). In relation to specific diseases, those physically active **over time** have a lower risk of coronary heart disease (CHD, Paffenbarger et al 1993a, Powell et al 1987), hypertension (Paffenbarger et al 1983b), type 2 diabetes (Manson et al 1992 and Hu et al 2001), obesity (Prentice and Jebb, 1995, Bar-Or, 1983), insulin resistance (Brunner et al 1997), colon cancer (Fridenreich, 2001), breast cancer (Rockhill et al 1999), and osteoporosis (Hardman et al 2003). Other outcomes of Pa concern its mental benefits, which have been shown to positively influence anxiety, depression, self-esteem, cognitive functioning, psychological dysfunction, mood, and emotion (Mutrie and Biddle, 1995).

3.3.5 It is important to note that there are possible negative effects of Pa participation, including the risk of injury. This can be minimised through education, wearing protective/visibility equipment, participating in moderate rather than high intensity, high volume exercise, and gradually building up the intensity and duration of activity (Hardman et al 2003).

- 3.3.6 The health benefits of Pa are particularly salient for a number of reasons. The number of children obese and overweight has risen to 10% and 22% at six years old, increasing to 17% and 31% at fifteen years old respectively (Reilly and Dorosty, 1999). Another study commented that 21% of boys and 14% of girls are approaching “*a concerning level of fatness*” (Bailey, 2005, p81) by the time they leave primary school, with obesity having immediate and long term health consequences for children. This is compounded by social class where those from lower socio-economic classes have poorer health (DoH, 1999).
- 3.3.7 The **current guidelines** for children to obtain the health benefits associated with Pa advise participation in moderate intensity exercise (such as brisk walking) for a duration of one hour daily. For those who currently participate in little Pa, thirty minutes of Pa daily is recommended (HEA, 1998, p 3).
- 3.3.8 The *Children’s Lifetime Physical Activity Model* was developed on the basis that accumulating moderate bouts of Pa throughout the day can produce health benefits, and that this is more conducive to maintaining the motivation for long term Pa, rather than traditional recommendations for continuous vigorous Pa. The model has five recommendations; Pa should focus on high volume moderate intensity activity (e.g. sporadic active play throughout the day); lifestyle activities should be encouraged (e.g. walking to school); there should be opportunities to learn basic motor skills and to develop health related fitness; opportunities to develop behavioural skills which are advantageous to lifetime Pa; and more intense Pa can be applied to children interested in high performance, but this is more appropriate for adolescents (HEA, 1997, p17).
- 3.4 **Crime & Behaviour**
- 3.4.1 The potential for Pa to serve as a form of crime prevention focuses on two key areas: diversion (crime prevention) or development (rehabilitation). Considering the peak age of offending is between the ages of 14-16 (In the document *Sport and Crime, Anti-social Behaviour and Social Exclusion,*) the former category is most appropriate for the primary age group.
- 3.4.2 Short-term diversion is founded on the principle that if children are engaged in Pa they will not have the time to commit offences, or become victims of crime and forms the basis of a number of summer holiday Pa programs. However, this is only a short-term preventative method, with a developmental approach being more likely to reduce offending (Utting, 1996).
- 3.4.3 The developmental approach suggests sport (generally studies have focused on sport rather than Pa), can be used to “*teach positive ways of behaving and also provide the means of developing skills and qualifications*” (ibid, p25). Other developmental benefits of Pa include the opportunities which it provides for social interaction with peer group members and adults, leading to improved social interaction, increased self-esteem and perceived competence, reduced self-destructive, behaviour and improved academic attainment (Collins, 2003). In-order to achieve these outcomes the activities need to be delivered with in a sound ethical framework (Sport England, 1999), where the skills developed are taught to be transferable to the wider world (Hellison, 1996), and where participant numbers permit this to occur (Taylor et al, 1999). This is demonstrated through a study (Trulson, 1986) where martial arts were taught

to offenders. In one condition no ethical framework was taught and the outcome was that the participants became more aggressive. Where martial arts was taught with its underpinning philosophy the aggression scores of the participants dropped to normative levels. This demonstrates that preventing crime is not an automatic consequence of participation, especially considering the variety of structural and individual risk factors which effect the propensity to commit crime, but is related to the structure in which the activity is delivered.

3.5 Education & Academic Attainment

3.5.1 The impact of Pa on attainment has yet to be unequivocally established; however, Shephard (1997, p133) found academic performance, where additional Pa had been incorporated into schools, matched or exceeded other students, despite the trade off of less curricular time. He concluded “*daily required physical education can be introduced when a child enters primary school without compromising academic development*” and advocated its importance for long-term adoption of healthy habits. Lindner (1999) suggested there may be a curvilinear relationship between regular exercise and relatively good academic performance, where very little or very intense participation is linked to lower academic performance. Eitnier (et al 1997) reaffirmed this, suggesting that there is a small positive relationship between cognitive performance and long-term regular Pa. The mechanisms underlying the relationship are unknown, it may be due to the salience of sport which impacts on the cognitive and emotional development of children (Coalter, 2000), such as increased peer acceptance (Evans and Roberts, 1987) and improved attendance, which contributes to improved educational attainment.

3.6 Personal and Social Responsibility

3.6.1 To enable personal development through Pa, implementing the *Personal Social Responsibility Model* (RM, Hellison, 2003) is recommended. This is particularly pertinent for those AR, which Collingwood (1997, p69) defined as a “*development deficit*” where the individual has not developed “*a responsible and health-enhancing life-style.*” The RM links with inclusion because children are encouraged to be active citizens, agency, autonomy and empowerment are fostered, and opportunities are provided to enable children to develop to their full potential.

3.6.2 The RM requires specific values (at a most basic level respecting others), which are reinforced from the outset. As children’s capacities develop, control is progressively transferred from the Pa leaders to the children. The RM has five progressive levels: respecting the rights and feelings of others; effort; self-direction; helping others; and applying these outside of the sessions (see appendix 1 for more information). Thus as the children’s capabilities develop, the focus is gradually shifted from Pa, to a focus on life. Indoctrination is avoided because children are encouraged to critically reflect on the model, which is open to modification.

3.7 The relevant background literature has been briefly outlined, the project aims and objectives now follow.

4.0 Project Methods

4.1 Project Profile

4.1.1 The project was delivered through five strands; The main strand was the delivery of additional Pa provision, while the other strands included setting up school clubs, building community links, participating in sport in the wider community, and coaching. The strands implemented were effective in increasing the quantity and quality of Pa provision. The strands will now be examined in more detail.

4.1.2 i) Additional Pa provision

The Pa coordinator worked 2.5 days per week in each school, providing Pa at break times, lunchtime, after school and before school (at F). Break time activities were quick-to-organise games because of the limited time available (15 minutes), where as lunchtime activities generally focused on one sport each time. After-school activities took on the form of activity clubs, starting with a game such as Jets and Bombers to warm-up, followed by a variety of 2-3 sporting activities (see appendix 2 for a breakdown of the sports provided). No coaching occurred in the clubs, rather, the children participated in the games to practice and improve their skills. Activity clubs were also provided in school holidays for approximately a week. The sports and activities provided were limited by the facilities and equipment available at the schools or to the project, with the activities being selected by the children at the start of each term.

4.1.3 ii) School clubs

The Pa coordinator also set up sport-specific clubs including cricket (F, E), football (E), girls football (F), netball (E), tag rugby (F, E). F had existing football and netball clubs. This permitted a wider section of children to engage in Pa, more specifically sport, and to increase their Pa levels and skill levels (particularly those who may not have been interested in activities already provided, such as football). The method of selection (“first come” basis or through trials) was left to the discretion of the PAC.

4.1.4 iii) Community links

The Pa coordinator actively developed community links, including improving school-club links (see below), in-order to develop pathways to encourage long-term participation and development. Parents were also contacted through letters, sent jointly from the schools and the PAC to encourage their involvement. This included providing transport to matches and volunteering to assist in the delivery of after school activities.

4.1.5 iv) Sport outings

The Pa coordinator organised matches against local primary schools (football and netball) and linked up with the SSCo programme of events, allowing children to participate in numerous and varied competitions and festivals including mini-Olympics, dance, gymnastics, kwik cricket, and rugby. Trips to sporting venues were also arranged by the PAC. These included trips to Durham University Sports Centre to participate in ‘taster sessions’ including aerobics, boxercise, and fencing. A trip to Durham University Sports Science laboratories was also arranged, where children gained “hands-on” experience

of sports and health assessment (for example testing and calculating Body Mass Index, lung capacity, aerobic fitness, grip and back strength) and how these linked to health and performance. A guided tour of the university was also arranged.

Other trips included visits to Newcastle Falcons, local schools, colleges, leisure centres, athletics tracks, and cricket grounds. This allowed an opportunity to represent the school (PAC), experience different aspects related to sports, such as finding about the careers available in the leisure and performance sector, and improve school-community relations.

4.1.6 iv) Coaching

Coaches from local sports clubs were invited into the schools by the PAC to provide blocks of taster/improver sessions in tennis, football, rugby union, cricket, gymnastics, badminton, athletics, and squash. This helped to meet the objective of building sustainable school-club links and provide accessible opportunities for children to try out new sports, have free coaching, and encourage progression onto community clubs.

4.2 Evaluation Methods

- 4.2.1 The evaluation included a variety of quantitative and qualitative methods, including document and literature analysis, fitness testing, questionnaires, interviews, and observational methods (see appendix 3 and 4 for additional information on methods). The methods were selected due to their appropriateness to analyse the diverse aims and objectives of the project and with practical constraints (e.g. time) in mind.
- 4.2.2 Semi-structured interviews were conducted pre-, during-, and post-project with children, teachers, headteachers, and the PAC, in-order to obtain information on what was occurring at ground level and why it happened. Pre-project interviews were used to gain an insight into the current situation of the school and community, and the Pa provision. The during-project interviews were conducted with children to listen to their experiences of, and recommendations for, the project and to examine the wider project aims. Post-project interviews were conducted with children, headteachers, and the PAC in-order to understand their experiences and recommendations, and to examine whether the project aims had been achieved.
- 4.2.3 Observation of activity sessions (including break-time, afterschool clubs, sports teams, trips, and festivals) occurred throughout the project. Observation was guided by the overall and wider aims. These included: identifying and assessing the effectiveness of strategies used to increase the quantity and quality of Pa provision; documenting the most successful methods to achieve participation; and observing the ground-level interactions to assess their impact on attitudes, behaviour, self-esteem and level of performance.
- 4.2.4 Harters (1985) "*Self Perception Profile for Children*" was completed by the children and teachers during- (September 2004) and post-project (April 2005). The children completed the questionnaires in groups of 6-8, following the standard script and instructions (ibid). The teacher's questionnaires were

explained to the teachers and collected two weeks later to provide sufficient time and flexibility. This resulted in a 100% completion rate.

- 4.2.5 The questionnaire was used to obtain information on changes in academic attainment, social acceptance, athletic competence, physical appearance, behaviour, and self-worth. This method was selected due to its time effectiveness in collecting the data from a relatively large sample, with its use being seen as appropriate, due to its use in other Pa studies (e.g. Wright, Harwell and Allen, 1998). The questionnaire was adopted due to its ability to reflect domain-specific perceptions, with an acceptable level of internal consistency reliability (see Harter, 1985).
- 4.2.6 Fitness testing occurred pre- (0 month), during- (11 months), and post-project (14 month), to assess the changes in the skill-related fitness levels of the school children. Six standard fitness tests were employed upon the recommendation of Durham University. These included the Stork Standing Test, Basketball Chest Pass Off Wall, Standing Broad Jump, Hand Wall Toss Test, Illinois Agility Test and 40m Shuttle Run (see appendix 4). The tests were performed in a circuit on the school yard. If weather made the standing jump unsafe it was performed indoors on all occasions to ensure validity.
- 4.2.7 Documents were used to obtain information on attendance and activities provided. In-order to determine the extent of participation, the PAC was asked to keep records of all activities, their duration and attendees. From this, participation levels were determined, and the link between participation and the wider benefits on behaviour, health, and educational attainment was examined.

5.0 Key Findings From the Evaluation

5.1 The results of the project evaluation are discussed under the aims and objectives heading (p6). The aspects related to quantity and quality of Pa provision are attended to within each area of evaluation, with recommendations being provided at the end of the section.

5.1.1 Assess the impact on attendance

5.1.2 The Pa sessions provided were generally of good quality, this was reflected in the children being keen to attend and participate not only in the sessions but also competitions. From observations, the sessions were pre-planned, there was generally good management of the children, children entered activities quickly, and there were clear game rules. Coaching of children occurred with professional coaches, rather than in activity clubs. The observed coaching sessions were safe, with all children participating and having the opportunity to practice skills required for sporting participation.

5.1.3 The PAC approached the project with the central aim of increasing the activity levels of children and providing opportunities to try, learn, and improve in a variety of activities (PAC interview). This approach increased the quantity of Pa available to the children, with 99% of eligible children attending at least one session and each child attending an average of 59% of sessions. This demonstrates the success of the PAC in attracting and retaining participants, and was predominately because the children enjoyed and found the sessions fun. Other reasons given for participation included that the project provided the opportunity to participate in sports, to play with friends, make new friends, bond with other people, participate in competition, and to keep fit (see Box 1.0). This highlights the variety of reasons why children participate in Pa and how these can be met through a school-based multi-activity approach.

5.1.4 The reasons the children gave for attending the sessions corresponded to the PAC statement on what he thought the children had gained from the experience (see Box 1.1).

Box 1.0 *"It's really tiring but I like it, getting fit and everything and doing all sorts of sports, even if I don't know how to play them I like to try and learn them and stuff like that."* (F, female, yr 6)

"I've learnt different activities and he gave us new ideas. Also he used a lot more equipment, which I never knew we had." (F, male, yr 6)

"It was good fun." (E, male yr 5)

"It was enjoyable, we got to play a lot of different sports." (F, female, yr 5)

Box 1.1 *"Erm hopefully a positive experience, I hope they've enjoyed it. They've had a go at a few different sports and activities erm but probably making friends out of it, in school there was little groups and now there's not so many little groups. They've experienced being part of a team. They've experienced the fun part of sport and also the health benefits too."* (PAC)

5.1.5 Despite the success in high levels of attendance, there were different levels of participation for boys and girls. The boys attended an average of 14% more sessions than girls. At E the contrast was more pronounced with a 23%

difference in average attendance (see Table 1), compared to a 10% difference at F.

One reason observed for the difference in attendance was due to the structure of the environment. On occasions inclusion was not ensured because the activities became too aggressive and competitive or because it was a new activity and some girls did not have the confidence to initially join in. To ensure all children are included and have the opportunity to increase their activity levels, it is recommended that a multi-skills approach (including non-competitive activities) continues to be adopted. Furthermore, it is suggested that a mastery environment⁶ is fostered at all times, where girl's attendance is monitored and pro-active targeting of girls occurs, to ensure active participation is a reality for all girls.

Table 1: Average attendance to Pa sessions

	Av.	Av. E	Av. F
Girls	51%	47%	53%
Boys	65%	70%	63%

- 5.2 At-risk (AR) children regularly participating (10n E and 15n F)
 - 5.2.1 AR encompassed a number of areas including health, behaviour, special educational needs and social skills. The AR children at F attended an average of 60% of the sessions, with E AR children attending an average of 71% of the sessions. Overall the AR children attended an average of two-thirds of all sessions.
 - 5.2.2 The high participation rate of those classified as AR is a distinct success of the project, with participation rates of AR children exceeding the overall average by 7%. This success was achieved through the school and PAC actively encouraging those AR to be involved in the project. Within the sessions the PAC often assigned extra responsibilities to the AR children such as setting-up and putting away equipment and selecting AR children to participate on school teams. This had a positive effect on a number of individuals (see Box 2.0).

Box 2.0

"It makes me feel like into everything so I'm playing into stuff without getting wronged [told off]." (E, male, yr 5)

"[Do you feel as if you work any better with people now?] Yehr a lot better, more calmer makes me feel like more I can play with more people now and play like games." (E, male, yr 5)

"[Do you feel anymore confident as a result of the project?] Yehr, in loads of ways [like in the activities or in yourself?] It's made me confident in myself." (E, male, yr 5)

"I enjoy sport and activity now, whereas I never used to." (F, male, yr 6)

- 5.3 Project and schools providing 75% of children with 2 hours of Pa weekly
 - 5.3.1 The PAC achieved an average of 39% (E) and 31% (F) of children completing two or more hours of Pa weekly, in and out of school hours (including P.E. lessons⁷).
 - 5.3.2 Although the project did not achieve 75% of the children participating in two hours of Pa each week, the average is significantly higher than the baseline figures, where a maximum of 15% (30n) of children would have achieved two

hours of Pa weekly at school (through P.E. and the netball and football clubs at F).

5.3.3 In-order to achieve a higher percentage of children meeting the objective, careful pre-planning of sessions is crucial to ensure all year groups have the opportunity to participate in at least one hour of extra curricular Pa through the project (coupled with 1 hour of P.E.) to achieve the two hour target. This could be achieved by having an afterschool/lunchtime club on a specific day and time for each year e.g. year 3's Monday lunchtime, year 4's Monday after school, year 5 and 6 at break time etc.

5.3.4 A further area of consideration concerns the number of children involved in each session. Despite large numbers achieving high percentages of participation, it can reduce the opportunity to develop skills, increase behavioural problems and make achieving developmental aims much more challenging. If large numbers are a reality, it is suggested that careful pre-planning of sessions occurs to maximise involvement, a mastery environment is fostered, and volunteers are recruited and utilised effectively, to assist within the sessions.

5.4 Daily out of hours sessions provided at each school

5.4.1 An average of 3.3 (E) and 4.1 (F) Pa sessions were provided each week. Despite not providing daily out of hours sessions at each school (because the PAC spent 2.5 days at each school and therefore could not provide sessions each day at each school) an average of 3.7 activities were provided weekly at each school, demonstrating the impact that a PAC can have working with schools.

In-order to achieve the objective, it is suggested that careful pre-planning occurs to ensure all years are involved each week and that all available slots for Pa sessions are utilised. Alternatively if the PAC worked at one school only the objective could be met.

5.5 Develop sustainable partnerships with the community

5.5.1 One of the achievements of the project was the success of the PAC in creating and developing diverse links with the community. Links were made with local schools (primary and secondary), sports facilities (leisure centres), sports clubs, and the local council. This was achieved by opening lines of communication and capitalising on their strengths. For example organising sports club coaches to visit the schools and provide taster sessions, benefited the children in having the opportunity to receive free coaching, and experience and improve in a variety of sports, and the sports clubs had an opportunity to interact at the grassroots level. As a result of the project, in particular the coaching sessions, eleven children joined local clubs, reflecting their commitment, enjoyment, and confidence to participate in Pa. This outcome also demonstrates the ideal situation of a school-based project to develop successful links with the local community.

Eleven children joined local clubs as a result of the project

- 5.5.2 Other links were fostered including links with professional sports clubs/grounds and a local university, which allowed the children to experience sports at different levels and in different environments.
- 5.5.3 The sustainability of the links has yet to be seen. This is a demanding objective for the schools to realise, considering the current demands and expectations within this environment, especially if a PAC is not present to maintain and build on the links already established.
- 5.6 Train and develop local people to run the sessions, providing opportunities for gaining qualifications, with 10 residents gaining sports awards
- 5.6.1 One of the most challenging aspects of the project was recruiting volunteers. Active recruitment occurred, with the schools and PAC speaking to children and parents informally, through meetings, and via letters. A total of eleven volunteers were recruited throughout the project. Eight volunteers were recruited at F (6 were parents) and three volunteers assisted at E (2 were parents).
- 5.6.2 The volunteers assisted with travel to community events such as tournaments and assisted in delivering the sessions. Other benefits occurred as a result of the volunteers becoming more involved in the school, for example at F some volunteers became school governors and the headteacher met parents, through the project whom he had not met before. At E it was more challenging to get volunteers. The headteacher felt this might have been due to parents not having enough confidence to work in the project (see Box 3.0).

Box 3.0

"I think things perhaps like confidence you know to come and work with kids takes a lot of doing... to come and work with them and feel a bit in control of them and get the discipline and everything in is difficult..."

- 5.6.3 No parents attended coaching courses or gained qualifications as a result of the project, despite active encouragement from the PAC. This was due to parents not having the time, with other factors such as insufficient interest and lack of confidence (PAC interview) also influencing the outcome. Thus, additional strategies to increase confidence may need to be employed to encourage volunteers to gain coaching qualifications and to meet the objective. However, the school secretary at E did attend a coaching course, which highlights the potential for school staff members to become more involved in delivering Pa.
- 5.7 Assess the impact on educational attainment
- 5.7.1 Educational attainment was assessed by Harter's (1985) *"Self Perception Profile"* (see appendix 4) The average scores were 2.69-2.64, a fall of 0.05 (-1.86%) for the children's profile, and 2.73-2.89, a rise of 0.16 (5.86%), for the teacher's profile of the children's attainment. The changes in scores were not statistically significant using the t-test (dependent, one-tailed, $p < .05$).
- 5.7.2 This indicates the project had no negative effects on educational attainment and did not have any significant positive effect on educational attainment. The project was not structured to improve educational attainment; therefore it is unsurprising that improvements did not occur. To improve educational attainment it is recommended that strands are incorporated and delivered in the project which link up to National Curriculum Learning Objectives,

including P.E. health and fitness objectives and the wider curriculum (e.g. science). Alternatively, a joint homework and activity club could be set-up to improve educational attainment if it continues to be an objective.

5.8 Assess the impact on fitness

5.8.1 The improvements in skill-related fitness are one of the projects most successful objective outcomes and indicate the improvement which can be achieved in a year, through having the opportunity to participate in a Pa project. Large improvements were found in the hand-eye coordination (measured by the Alternate Hand Wall Toss Test), where the average improvement was over 700%, with a marked improvement of over 950% for the girls, compared to just over 600% for the boys (Table 2). A slight improvement was found in the agility test and the 40m sprint (Table 3).

5.8.2 Improvements were also found in the Chest Pass, Standing Jump and Stork Stand Tests.

The large improvements in skill related fitness demonstrate the effect additional structured Pa can have on children's skill development. This could be further developed through consistently fostering a mastery environment which includes skill and fitness development components.

Table 2: Percentage changes in pre-post test scores

%	Hand Toss	Agility	40m Sprint	Chest Pass	Standing Jump	Stork Stand
Overall	746.8	1.2	-0.5	20.7	18.0	122.5
Girls	966.7	0.0	1.5	13.0	14.2	164.9
Boys	611.5	1.9	-1.8	26.2	18.9	92.8

Table 3: Participant pre and post fitness test mean values

Fitness Test	All (107n)		Girls (46n)		Boys (61n)	
	Pre	Post	Pre	Post	Pre	Post
Hand Toss	01.71	14.48	01.14	12.16	02.27	16.15
Agility	18.17	17.96	18.37	18.37	18.01	17.66
40m Sprint	08.69	08.73	08.80	08.67	08.61	08.77
Chest Pass	21.54	26.00	20.63	23.30	22.32	28.16
Standing Jump	01.11	01.31	01.06	01.21	01.16	01.38
Stork Stand	04.88	10.86	04.73	12.53	05.00	09.64

- 5.9 Assess the impact on anti-social behaviour
- 5.9.1 One of the project objectives was to positively impact on behaviour. This was evaluated using Harter's (1985) profile. No significant changes (dependent, one-tailed, $p < .05$) were found in the behaviour scores. The average scores were 2.84-2.85, an improvement of 0.01 (0.004%) for the children's profile and 3.08-3.06, a change of -0.02 (-0.6%), on the teacher's profile.
- 5.9.2 The interviews with the children involved in the project also considered the effect of the project on their behaviour. Overall, children felt that there had been no long-term changes in their behaviour as a result of the club. In relation to short-term behaviour, some children felt that they behaved better because they looked forward to the club and it gave them something constructive to do with their time, which consequently kept them out of trouble. Other children felt that certain individuals got overexcited in the activity club and therefore did not behave as positively as in class (see Box 4.0).

Box 4.0

"It keeps you active, and keeps you out of trouble as your doing this an not other things." (F, male, yr 6)

"Because at work you're dead bored and you just want to do something soon, so you can get more fun and pass the time, and you don't do anything silly when you're in afterschool club, because you're doing activities and you're listening so you know what you have to do." (E, male, yr 5)

- 5.9.3 The headteacher at E felt that the project had contributed towards a general improvement in behaviour at the school, with the headteacher at F recognising the value of the project in reducing behavioural problems at lunchtime (see Box 4.1).

Box 4.1

"Well I think behaviour generally has improved and I think that the projects been part of it. I think there have been other things as well. I think you know the breakfasts and you know the water we've put in the classroom, all these things have helped..." (E headteacher)

"Also we have the PAC running things at lunchtime and he went on holiday for two weeks and I noticed certain children we were having more problems with because there weren't regular things happening at dinner time than I was used to the first month I was here. That was quite interesting seeing that." (F headteacher)

- 5.9.4 A recommendation to achieve greater improvements in behaviour, within the sessions, would be to have clear predetermined guidelines to guide behaviour (constructed jointly between the PAC, the school, and the children), which are consistently reinforced. This would ensure that the environment would be safe and would facilitate enjoyment and learning for all children involved. To improve behaviour in the long-term, it is suggested that a model such as Hellisons (2003) is considered. This approach has been used to achieve a number of developmental aims, including improving behaviour (see appendix 1).

6.0 Recommendations

6.1 Quantity and quality recommendations

- Continue to seek to increase the quantity of Pa available.
- Develop additional strategies to provide high quality sessions.
- Adopt the strategies (see project profile) to increase children's Pa levels.
- Continue to involve AR children.
- Adopt pro-active strategies to include girls and to monitor their attendance levels.
- Timetable sessions for different years to increase the percentage of children achieving two hours of Pa weekly (through school and the project) and to increase the number of Pa sessions provided weekly.

6.2 Session recommendations

- Continue to provide fun, school-based, good quality Pa sessions.
- Maintain a varied program of activities and events.
- Construct a safe mastery environment for participation:
 - Incorporate additional coaching and skill development in sessions, this will also further improve skill related fitness⁸.

6.3 Wider recommendations

- Explore models which link Pa to developmental objectives:
 - Develop the capacity of children to deliver and manage sessions, including coaching and assisting each other in Pa (see appendix 1).
 - Continue to develop the role of peer leaders, where older children assist in the delivery of sessions.
- Explore methods to improve educational attainment:
 - Develop an educational package linked to the curriculum to integrate into sessions to improve academic attainment. Monitor changes through test scores over the long-term.
 - Develop combined homework and Pa club to improve educational attainment.
- Continue to develop strategies to improve behaviour:
 - Develop specific behavioural guidelines.
 - Focus and reward positive behaviour, rather than focusing on negative behaviour, linking into the school structure (e.g. comment to teachers on positive behaviour).
- Maintain and develop community links:
 - Utilise and continue to develop strategies to recruit and involve volunteers.
 - Examine strategies to counter potential participation barriers e.g. cost-secure reduced rates for club membership.
 - Effectively utilise volunteers⁹.

7.0 Conclusion

- 7.1.1** The project achieved large gains in the provision and quality of Pa at the schools involved. This was largely due to the effectiveness of the PAC, the guidance and active support of the PDM, and the enthusiastic reception and involvement of the headteachers, schools, children, and the wider community.
- 7.1.2** The project provided good quality additional Pa provision, through a diverse range of strategies. Participation levels were high with 99% of children attending at least one session, and good levels of attendance were recorded throughout the project. Successful targeting of AR participants occurred through effective encouragement from the schools and PAC.
- 7.1.3** The PAC was effective in building and sustaining links with the community throughout the project by organising local club coaches to provide coaching taster sessions in a variety of sports, and organising trips to a variety of Pa sites to increase participants experiences of Pa. Consequently 11 children joined local clubs and 11 volunteers became involved in assisting and delivering the project.
- 7.1.4** No changes were found in educational attainment as a result of the project. This could be addressed by incorporating educational elements into the project. In terms of behavioural improvements, it was found that some gains were achieved. Significant changes could be made by incorporating the Pa project into a developmental model.
- 7.1.5** One of the largest successes of the project was the improvement in the skill related fitness of the participants. This was achieved by adopting a participatory, multi-skill approach.
- 7.1.6** Recommendations were made to provide guidance in sustaining and building on the success of the project to further improve the quantity and quality of Pa available in the area.

8.0 Appendix

8.1 Appendix 1:

8.1.1 Delivering Pa in a framework

Because the project was seeking to achieve personal development (improved behaviour, attendance, attainment, fitness, and focusing on AR children) delivering Pa in a framework is advised. Hellison developed the Personal-Social Responsibility Model (RM), which has been widely used with AR youth, to provide opportunities for children to develop skills, values, and the capacity to be responsible. The model encourages the development of autonomy and responsibility which not only facilitates the effective delivery of sessions because behavioural and motivation problems are addressed but also encourages wider outcomes such as improved behaviour, improved social interaction, coaching and working together. Furthermore, the model encourages the application of central themes, such as respecting others, to the wider world and encourages social inclusion. Such an approach addresses the aim of delivering high quality sessions.

8.1.2 For more information on the RM see Hellison, D. (2003) *Teaching Responsibility through Physical Activity* (2nd Ed) Leeds: Human Kinetics.

Table 4: Overview of Hellison's (2003) Responsibility Model

	Level	Aims	Areas Addressed
BASIC	1	RESPECT RIGHTS & FEELINGS OF OTHERS Self control-temper & mouth. Right to peaceful conflict resolution. Right to be included.	Verbal & Physical abuse, disrupting others, intimidation, bullying, hogging equipment/space, inability to control temper/ resolve conflicts peacefully.
	2	PARTICIPATION & EFFORT Self-motivation. Effort & try new tasks. Courage to persist when tasks get difficult. Cooperation & 'coachability' (peer leaders).	Learned helplessness, giving up easily, discrediting things that have meaning.
ADVANCED	3	SELF-DIRECTION Independent work. Goal-setting progression. Courage to resist peer pressure.	Powerlessness, conformity.
	4	HELPING OTHERS & LEADERSHIP Caring & compassion. Sensitivity & responsiveness to others needs. Contribution to well-being of others.	Being Judgemental, self-interest.
V.ADV	5	OUTSIDE THE GYM Trying to be these outside the Pa program. Being a role model.	



8.2 Appendix 2:

8.2.1 Indication of types of activities provided

Athletics	Golf
Badminton	Kick rounders
Basketball	Netball
Basketball	Rounders
Bowling	SAQ (Speed Agility Quickness)
Cricket	Squash
Dance	Swimming
Football	Tag Rugby
Gymnastics	Tennis

8.3 Appendix 3:

8.3.1 Numbers involved in evaluation

8.3.2 A total of 195 children (F- 118n, 60.5% of total sample, E- 77n, 39.5% of total sample) were involved in the Pa project. The years and gender (41% female, 59% male) of those who participated are available in table 5.

Table 5: Total no. of children who participated in Pa provided by the project

Year	F			E		
	m (n)	f (n)	Total (n)	m (n)	f (n)	Total (n)
1	0	0	0	6	8	14
2	0	0	0	7	5	12
3	15	13	28	10	8	18
4	18	11	29	8	6	14
5	19	10	29	5	3	8
6	21	11	32	6	5	11
Total (n)	73	45	118	42	35	77

8.3.3 Interviews

Pre project interviews involved 48 children (11n E, 37n F) and 8 teachers (2n E, 7n F).

During-project interviews involved 17 children (7n E, 10n F) and the post-project interviews involved 25 children (10n E, 15n F) and 2 headteachers.

8.3.4 Questionnaire

A total of 98 children completed Harter's (1985) questionnaire (40n E, 58n F) of which 37 were female and 61 were male, and 20 respondents were defined as AR.

8.3.5 Fitness Testing

In fitness testing the whole school at E was tested (years 3-6, 47n) and at F years 4 and 5 were tested (60n), 46n were female and 61n were male.

8.4 Appendix 4:

8.4.1 Additional Information on Methods

8.4.2 Interview methods

8.4.3 All interviews were semi-structured with a pre-prepared question script. Flexibility was permitted to leave out questions if necessary or probe deeper if pertinent or unclear information was obtained. Interviews were audio taped and transcribed, as opposed to being video recorded, which was seen as too invasive and impractical for a school situation, and note taking which can reduce reliability by introducing error (Bryman, 2001).

8.4.4 Consent was obtained prior to each interview, if confidentiality of information could not be guaranteed (e.g. the PAC interview) this was made clear before obtaining informed consent. Interviews were initiated with a pre-prepared introductory script.

8.4.5 Pilot interviews were carried out with three children before each set of interviews to ensure the questions elicited the information required, and minor adaptations to phrasing and question order were made to encourage clear answers and improve the interview flow.

8.4.6 The questions reflected the project objectives and research areas such as inclusion, with responses being categorised under these subheadings. Common responses were then further categorised into themes and explored, comparing results pertinent to the literature.

8.5 Observation methods

8.5.1 Observation was made through adopting the role of “participant as observer”, where involvement in sessions as a volunteer occurred. The researchers role was known from the project outset by all parties involved. This was due to the project being situated in a closed environment where access was required.

8.5.2 Observation was formal with predetermined topic areas, which were guided by the overall and wider aims. Documentation of information occurred through note making, where notes were made on the areas in question. Documentation of information occurred on return home from a session. The notes contained information on the setting, the occasion, those involved, their activities, the objects present, specific individuals actions, the sequence of events, what was trying to be achieved and the feelings of those involved. This met Spradley’s (1980) features of descriptive data, to provide a full account of the occurrence. Notes were made under the following headings, Strategies used; Quality and quantity of Pa; Behaviour (handling of misbehaviour, incidents of positive or negative nature between coordinator and children or between children); Inclusion (how is inclusion being ensured, is it being ensured, anyone not participating); Self-esteem; Level of performance/improvements; Links to community/transferable skills; Other.

8.5.3 Observational data was used to supplement other data collection methods. Due to the formal collection procedure, observations were made under predetermined headings. The different areas of interest were grouped together.

The groups were further decomposed to account for the different aspects observed.

8.6 Questionnaire methods

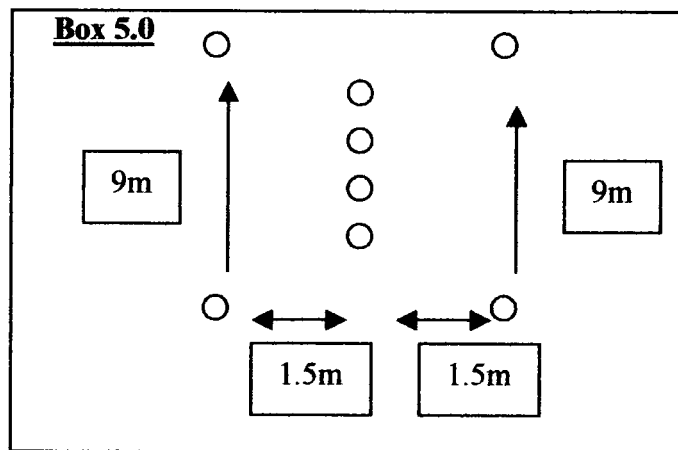
8.6.1 The project was initiated in January 2004, however due to research constraints, the questionnaire was not issued until September. Thus, some changes in perceptions may have occurred. However, the summer holiday would have acted as “cooling off” period for the children’s participation in the regular activities and consequently the reliability is not undermined. Additionally, due to the variety of research methods employed, triangulation was used to ensure findings occurred across research methods, thereby ensuring validity.

Children and teachers rated a number of areas including their educational attainment. The questionnaire was completed in September 2004 (at the start of the new academic year) and April 2005 (at the end of the project). Children scored the questions between 1-4, with 4 being the highest score.

8.7 Fitness testing

8.7.1 Illinois Agility Test

Set-up circuit as shown in Box 5.0; starting at the bottom left cone, run up to the top-left cone, down to the lower-centre cone. Then weave in and out of the cones up to the top-middle cone; then weave in and out down to the bottom-centre cone; then run to the top-right cone and down to the bottom right cone. Record the time taken.



8.7.2 Stork Stand Test

Start in the stork standing position with arms straight out to the sides: Stand on one leg with other leg bent at 90°, raise the foot which is flat on the floor so that the heel is off ground and you are on tip toes. Time how long you can remain in the position.

8.7.3 Basketball Chest Pass Off Wall

Measure a line 2m from a wall, to stand behind. The ball must be caught without it touching the floor. Count the number of successful catches without dropping. If dropped, start counting again. Record the amount of consecutive catches achieved in the minute.

8.7.4 Standing Broad Jump

Mark a start line from which a tape measure is laid. Stand with both feet together and bend knees to jump as far as possible, land with both feet together. Measure the distance to the back of the heel. Repeat jump if they land incorrectly.

8.7.5 Hand Wall Toss Test

Mark a line 2m from a wall. The tennis ball must be caught in alternate hands to count. Count the number of successful catches without dropping. If dropped start counting again from zero. Record the amount of consecutive catches achieved in the minute.

8.7.6 40m Shuttle Run

Mark out 40m with a cone at the start and finish. Run as fast possible from one cone to the other and record the time taken.

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Appendix 2

1. Interview Scripts

i) Child Pre-Project Interview Questions

What activities are you doing in P.E. at the moment?

What other activities do you do for the rest of the year?

How long does each P.E. session last?

What do you prefer in P.E practicing, playing or competitions?

Is there anything you do not like about P.E. at the moment?

Does the school have any clubs for you to join?

What are your favourite sports? & Why?

What activities would you like to play more of?

What activities would you like to learn?

What do you think of physical activity, how do you think it can be good for you?

How does being active help you? How does it benefit you?

What sorts of things do you do after school, e.g. hang out on the streets, play computer games, watch TV?

What sports/ activities do you do after school and in your spare time? -organised activities

Where are these based?

How did you get started playing the sports?

Do your parents play any sports/activities regularly?

Do you know of any sports clubs in the area?

Do you of any other clubs, youth clubs in the local area?

Is there anything you would like to alter or improve in the area?

ii) Teacher Pre-Project Interview Questions

Could you start by telling me a bit about the school:

-History

-No. of children

-The area –urban/rural

-Its general philosophy

-Does the school have the active mark or the healthy schools standard?

And yourself, your biography, reason for going into teaching, how long been at school?

Could you tell me a bit about P.E., how it is organised

-Do you teach the P.E.?

-How is P.E. planned-termly/yearly

-No. of lessons a week and when

-Hrs of P.E.

-Years which take part

-What activities/sports are taught to the children

-What sort equipment does the school have or use?

-Does the school have any clubs for the children?

-From experience what aspects do you think need to be taken into consideration when organising the lessons?

-How do the children respond to P.E., what would you say their favourite sports/activities are?

-What areas/activities do you most enjoy teaching/most knowledge of?

-Are the children very active? Are they active at break time?

-Could you talk a little regarding where children learn about healthy lifestyles? At school?

-What are your everyday thoughts on the nature and purpose of P.E.?

-What do you think P.E. and pa should be about?

-What would you say the schools expectations of P.E. are –social, sport-for-all, gifted?

-What do you think of the P.E. curriculum –is it too diverse?

-What have you found are the benefits of P.E. are?

Social

Behavioural

Health

Learn new skills

Academic benefits

Do you think P.E. can improve the children's behaviour?

Questions relating to implementing the strategy

-What sort of things do you think limit the quality and quantity of P.E. in the school environment?

-How do you think more pa could be most successfully implemented?

I'm going to ask some more general questions on the community

Could you give me an insight into the local area -Community spirit?

-Local sports facilities?

-Do the children do much pa out of school?

-What do you think limits the children from doing more pa?

iii) Child During-Project Pilot Questions

GENERAL

Could you tell me about why you go to the activity clubs?

Have you always enjoyed Pa?

What do you like about the club?

What things you would change?

What do you like about the activities?

What things you would change?

SOCIAL

How would you say everyone in the group gets on?

Is this usual or just in the club?

Has the Pa club had any effect on how you work with others?

INCLUSION

Does everyone at the sessions join in or do some people sit out?

Why do you think that is?

QUALITY P.E

What things are the same between the extra Pa (after school/break time) and P.E.?

What differences are there between the extra Pa (after school/break time) and P.E.?

BEHAVIOUR

How do you behave in the group?

What about everyone else?

Are they better or worse behaved than in class (or same?)

Why do you think that is?

KNOWLEDGE

How is Pa good for you?

FEELINGS

How does doing Pa make you feel?

Has going to the extra clubs made you get better in any way?

Why do you enjoy going to the club?

Are your past experiences of Pa good?

Do you go to any clubs outside of school?

What things do you like about how the PAC teaches?

Is there anything you would change?

Are there any other areas you would like to talk about?

iv) Child During-Project Revised Questions

Could you tell me a little bit about how doing Pa make you feel?

How do you think sport and physical activity is good for you?

What differences are there between the physical activity club and P.E.

Could you tell me about your experiences of the club?

Prompts

-why you go?

-enjoy

-change

Mr Beales –how he teaches like/change

Has going to the club made you improve in any activities?

Has going to the club made you more confident in any activities?

Do you think you are good at sport?

Part of my job is to see how the clubs effect you and others

-Would-you say the Pa club has had any effect on how you work with others?

Prompts:

-Do you work any better, worse or the same with people?

How does everyone in the group get on? -Usual or just in the club?

Everyone join in or do people ever not join in or quit? -Why do you think that is?

One area I looking at is the behaviour of yourselves, could you tell me about the behaviour of the group?

Would you say they are they better or worse behaved in class?

Why do you think that is?

How would you say you behave in the group?

Why's that?

Are there any other areas you would like to talk about?

v) PAC During-Project Questions

Please could you explain to me your role.

Has your view of your role changed as the project has progressed?

Could you tell me a bit about each school eg its size, area, problems, strengths, weaknesses?

When you initially started the job, what did you hope to achieve?

How have you found things have gone so far? Any particular achievements that stand out?

What would you say the most important aspects of the job are?

What aspects of your job would you say have been the most challenging?

What aspects are most enjoyable?

What aspects of the project have you experienced difficulties in?

What strategies have you used to increase the activity levels of the children?

How have you encouraged the at-risk children to become involved in the activities?

Any examples?

Do you think physical activity can impact on childrens confidence and behaviour?

Have you seen any signs of this?

Do you think physical activity can impact on the wider school environment? Eg behaviour, proud of school

Have you seen any signs of this?

How have you tried to link upto community activities-any difficulties/successes?

How did you find it coming into the school and providing activities how did staff initially react and how did you overcome this?

Could you describe a typical session to me?

Future aspirations?

vi) Child Post-Project Questions

What did you enjoy about the extra sport and Pa you did with Mr Beales?

What did you learn through the project?

Have your attitudes to sport and Pa, or how you feel about sport and Pa changed at all?

Do you think sport has helped your school work at all?

Do you think sport has affected your behaviour at all?

vii) Headteacher Post-Project Questions

GENERAL

What would you say the projects objectives appear to be?

How has the project fitted in around school life?

What has been the most challenging aspect of the project fitting in with school life?

What are your experiences of the project?

How would you improve the project?

How would you like to develop the project?

SOCIAL

Have you seen any impact on the social skills of children, as a result of participating?

Have any new friendships been formed as a result of the project?

INCLUSION

How successful do you think the project is in including all children in the activities?

QUALITY

How do you rate the quality of the programme?

How do you rate the quality of teaching on the programme?

BEHAVIOUR

Do you think the way childrens behaviour is monitored and dealt with acceptable?

Have you noticed any impact on the general behaviour of the children involved, as a result of the project?

Are the children more active generally at school since the inception of the project?

KNOWLEDGE

Have you learnt anything from the project?

What will you take from the involvement with the project?

viii) PAC Post-Project Questions

DIFFERENCES

Have you seen much improvement in skill levels since starting the project?

What links have been fostered with the community?

Have you noticed any changes in attitudes to Pa as a result of the project?

What skills and opportunities do you think the project has given the children?

What do you think the children will take away from the project experience?

Have you seen an improvement in the way children work together/cooperate as a result of the project?

HOW THINGS HAVE BEEN DONE

If you could tell me which strategies you have used to increase the quantity of Pa at the schools?

How did you go about increasing the quality of Pa at the school?

What ways have you found to be most effective in increasing Pa?

How do you think 2hours a week can be achieved?

How have you tried to get kids involved with local clubs?

Do you know of any children who have started attending local clubs as a result of the project?

How did you go about ensuring those less able were included?
Have the children been involved in the delivery or selection of activities/way project run?
What sort of values have you emphasised e.g. fair play, challenge?

OUTCOMES

What sort of environment have you fostered, what has your focus been on e.g. participation, competition, skill/technique improvement/guidance, self-comparison
Do you think all children have got the same out of it or are do some get left out in the groups as a result of other children? Is everyone actively included when at the sessions?
What sort of interaction has there been with the children's families?

OTHER

How has the project integrated with the school? Do you see yourself as part of the school structure or something different?
How do you see the project as fitting into the *PESSCL strategy*?

2)

i) Consolidated Demonstration of the Process Used to Analyse Interview Data: Behaviour Example

Questions Regarding Behaviour

CHILDREN: Do you think sport has affected your behaviour at all?

HEADTEACHERS: Do you think the way children's behaviour is monitored and dealt with has been acceptable?

Have you noticed any impact on the general behaviour of the children involved, as a result of the project?

From your experiences (so far) have you noticed any wider effects? For example on the at-risk children?

What are your experiences of the quality of the programme?

PAC: Do you think the Pa has impacted on children's behaviour?

Answers Regarding Behaviour

CHILDREN: No.
Well I think it makes it worse people go crazy with it, stropping when people lose and people sometimes hit each other if they lose.
Yes it keeps you active, and keeps you out of trouble as your doing this an not other things.

HEADTEACHERS: Yehr well I think behaviour generally has improved and I think that's the projects been part of it... (E).
I think from my point of view there could have been a bit of input in over all to the control aspect and organisation... (F).

PAC: Yehr definitely.
Have you seen any examples of this? (IV)
Behaviour erm well I haven't seen as such as I didn't know what they were like before I came but most of the teachers have told me that me being here has stopped a lot of fights and arguments that go on at break times, again.
Is that because they're involved in the activity? (IV)
They're doing something yehr, if they're involved in the afterschool club if they don't behave they won't get to do it, so if they can't come its not very good and it seems to have worked. If they don't behave they get a warning.

Response Groupings, Explanations, and Links to Literature

No Improvement	No explanation provided.
Worse	Increased opportunities for behaviour problems due to nature of Pa. e.g. Well I think it makes it worse people go crazy with it, stopping when people lose and people sometimes hit each other if they lose.
Better	As part of wider strategy to tackle behaviour-in terms of the project behaviour was challenged through increasing opportunities. e.g. Yeh well I think behaviour generally has improved and I think that's the projects been part of it... it's helped to broaden the kids experience (E). Diversion. e.g. ... teachers have told me that me being here has stopped a lot of fights ... at break times... they're doing something. ...it keeps you out of trouble as your doing this an not other things.

Explanations and Links to Literature: Selected Consolidated Observations

No Improvement	PAC questioning how some at-risk children are kept in for misbehaving and how this contradicts the aim.
Worse	Observing niggles between the children usually same people, the girls are generally not as well behaved and drift on and off task. Play fighting lying partially on top of the other. A number of girls flitted in and out of the activities and two girls shouting at each other. Again kids rowdy- large class number.
Better	Informal pleasant atmosphere, everyone playing. M fetched E's inhaler I went over and said you can sit out if you want for a minute, as I thought M may have been interfering however she said her cousin had asthma and without their inhaler they got worse, so she went off and fetched his inhaler. J accidentally shoulder barged A over, he stopped and helped her up.

3)

i) *Typed Example of Observation Note Taking*

5th September.

School E.

Lunchtime Rounders-on half of school yard, using 1 rounders bat, 1 tennis ball, 6+cones.

Years 5 and 6- 19 present (6 girls/13 boys)

PAC also present (and headteacher, teachers in vicinity)

Activity set up-standard rounders layout with half batting half fielding.

Strategies used-quality and quantity of Pa

Today things changed- In response to an observation in summer activities, the PAC modified rounders as those waiting in queues weren't very active and it resulted in misbehaviour.

2 cones when person in bat hit ball, those in queues had to run between them.

Worked very well got everyone active (links to quality).

Behaviour (handling of misbehaviour, incidents of positive or negative nature between coordinator and children or between children or involving researcher)

M fetched E's inhaler I went over and said you can sit out if you want for a minute, as I thought M may have been interfering however she said her cousin had asthma and without their inhaler they got worse, so she went off and fetched his inhaler.

M and N left early after M batted.

E and another boy kept sitting down, had to keep asking them to stand up.

Play fighting lying partially on top of the other, after pointing it out to PAC they got off one another.

Inclusion (how is inclusion being ensured, is it being insured, anyone not participating?)

Informal pleasant atmosphere,

Took it in turns for batting.

Self-esteem.

Everyone playing had the confidence to give it a go.

Level of performance/improvements

Links to community/transferable skills

Other

E head walking round talking to children, they approached him, told them not to shout when talking and he'd listen if they put their hands up.

ii) Example of First Stage of Observation Coding

<p>Date/ Session</p> <p>5th September Lunchtime Rounders.</p>	<p>Strategies used quality quantity</p> <p>Today things changed- In response to an observation in summer activities, the PAC modified rounders as those waiting in queues weren't very active and it resulted in misbehaviour.</p>	<p>Behaviour</p> <p>M fetched E's inhaler I went over and said you can sit out if you want for a minute, as I thought M may have been interfering however she said her cousin had asthma and without their inhaler they got worse, so she went off and fetched his inhaler. M and N left early after M batted.</p>	<p>Inclusion</p> <p>Informal pleasant atmosphere.</p>	<p>Self-esteem</p> <p>Everyone playing had the confidence to give it a go.</p>	<p>Level of performance</p>	<p>Links to community/ transferable skills</p>	<p>Other</p> <p>E head walking round talking to children, they approached him, told them not to shout when talking and he'd listen if they put their hands up.</p>
		<p>E and another boy kept sitting down, had to keep asking them to stand up.</p>	<p>Took it in turns for batting.</p>				
	<p>2 cones when person in bat hit ball, those in queues had to run between them.</p>						
	<p>Worked very well got everyone active (links to quality).</p>						

4) *Harter's (1985) Self-Perception Profile for Children Questionnaire*

What I Am Like

Name _____ Age _____ Birthday _____
Month Day Group _____

Boy or Girl (circle which)

SAMPLE SENTENCE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
(a)	<input type="checkbox"/>	<input type="checkbox"/>	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are very <i>good</i> at their school work	BUT	Other kids <i>worry</i> about whether they can do the school work assigned to them.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids find it <i>hard</i> to make friends	BUT	Other kids find it's pretty <i>easy</i> to make friends.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do very <i>well</i> at all kinds of sports	BUT	Other kids <i>don't</i> feel that they are very good when it comes to sports.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with the way they look	BUT	Other kids are <i>not</i> happy with the way they look.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids often do <i>not</i> like the way they <i>behave</i>	BUT	Other kids usually <i>like</i> the way they behave.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are often <i>unhappy</i> with themselves	BUT	Other kids are pretty <i>pleased</i> with themselves.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel like they are <i>just as smart</i> as as other kids their age	BUT	Other kids aren't so sure and <i>wonder</i> if they are as smart.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have <i>alot</i> of friends	BUT	Other kids <i>don't</i> have very many friends.	<input type="checkbox"/>	<input type="checkbox"/>

Really True for me	Sort of True for me			Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish they could be alot better at sports	BUT	Other kids feel they are good enough at sports.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with their height and weight	BUT	Other kids wish their height or weight were <i>different</i> .	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually do the <i>right</i> thing	BUT	Other kids often <i>don't</i> do the right thing.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> like the way they are leading their life	BUT	Other kids <i>do</i> like the way they are leading their life.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are pretty <i>slow</i> in finishing their school work	BUT	Other kids can do their school work <i>quickly</i> .	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids would like to have alot more friends	BUT	Other kids have as many friends as they want.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids think they could do well at just about any new sports activity they haven't tried before	BUT	Other kids are afraid they might <i>not</i> do well at sports they haven't ever tried.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their body was <i>different</i>	BUT	Other kids <i>like</i> their body the way it is.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually <i>act</i> the way they know they are <i>supposed</i> to	BUT	Other kids often <i>don't</i> act the way they are supposed to.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>happy</i> with themselves as a person	BUT	Other kids are often <i>not</i> happy with themselves.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids often <i>forget</i> what they learn	BUT	Other kids can remember things <i>easily</i> .	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are always doing things with alot of kids	BUT	Other kids usually do things <i>by themselves</i> .	<input type="checkbox"/>

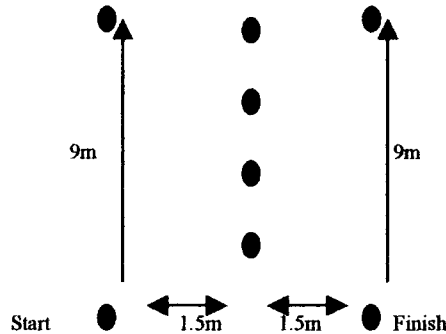
Really True for me	Sort of True for me				Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are <i>better</i> than others their age at sports	BUT	Other kids <i>don't</i> feel they can play as well.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish their physical appearance (how they look) was <i>different</i>	BUT	Other kids <i>like</i> their physical appearance the way it is.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids usually get in <i>trouble</i> because of things they do	BUT	Other kids usually <i>don't</i> do things that get them in trouble.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>like</i> the kind of <i>person</i> they are	BUT	Other kids often wish they were someone else.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids do <i>very well</i> at their classwork	BUT	Other kids <i>don't</i> do very well at their classwork.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that more people their age liked them	BUT	Other kids feel that most people their age <i>do</i> like them.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	In games and sports some kids usually <i>watch</i> instead of play	BUT	Other kids usually <i>play</i> rather than just watch.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish something about their face or hair looked <i>different</i>	BUT	Other kids <i>like</i> their face and hair the way they are.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids do things they know they <i>shouldn't</i> do	BUT	Other kids <i>hardly ever</i> do things they know they shouldn't do.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are very <i>happy</i> being the way they are	BUT	Other kids wish they were <i>different</i> .	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids have <i>trouble</i> figuring out the answers in school	BUT	Other kids almost <i>always</i> can figure out the answers.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are <i>popular</i> with others their age	BUT	Other kids are <i>not</i> very popular.	<input type="checkbox"/>	<input type="checkbox"/>

Really True for me	Sort of True for me				Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>don't</i> do well at new outdoor games	BUT	Other kids are <i>good</i> at new games right away.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they are good looking	BUT	Other kids think that they are not very good looking.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids behave themselves very well	BUT	Other kids often find it hard to behave themselves.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids <i>are</i> not very happy with the way they do alot of things	BUT	Other kids think the way they do things is <i>fine</i> .	<input type="checkbox"/>	<input type="checkbox"/>

5) Fitness Tests

i) Illinois Agility Test

Set up circuit like shown in diagram following the correct measurements.
Follow the dotted lines around the circuit timing how long it takes to complete.
Once completed record your time.
Equipment:- Tape measure, Small Cones and Large Cones.



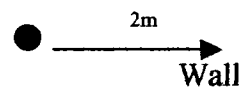
ii) 40m Shuttlerun

Complete the 40m Shuttle run as fast as possible and record the time.
Equipment - : Tape measure, Stopwatch, 2 Large Cones.



iii) Alternate Hand Wall Toss Test

Toss the ball off the wall standing **2m** away from it.
The ball must be caught in alternate hand or the catch **does not** count.
Count the number of successful catches with out dropping it, if you do drop it you must start counting from the beginning.
You have **1 minute** to perform this test.
Equipment:- Tape Measure, Wall, Tennis Ball, Stopwatch, Cone.



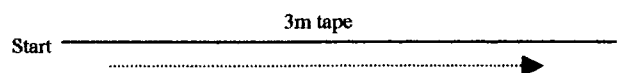
iv) Basketball Chestpass

Throw the ball off the wall standing **2m** away from it.
The ball must be caught with out hitting the floor.
Count the number of successful catches with out dropping it, if you do drop it you must start counting from the beginning.
You have **1 minute** to perform this test.
Equipment:- Basketball, Tape measure, Wall.



v) Standing Jump

Standing with both feet together at the start of the tapemeasure, bend your knees and using your arms jump as far as possible.
Landing with both feet together, measure the distance to the back of the heel.
If the child falls take they need to take the jump again.
Equipment:- Tape measure and non-slip floor.



Vi) Standing Stork

Start off in the stork standing position: arms straight out to sides, standing on one leg, with other leg bent to 90°.
Raise your foot that is flat on the floor until you reach your tip toes.
Start stop watch and time how long you can remain in this position.
Stop timing if put leg down, fall over, touch a wall or raised heel touches floor.
Equipment:- Stop watch.

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Footnotes

¹ Absolute poverty: Lacking the resources to maintain basic life e.g. food, shelter, education and work. Relative poverty: Below the customary standard of living, including enjoyment and involvement in society including sport (Collins, 2004).

² Employment has not been considered here as this related to adults assisting in the project delivery rather than the children involved in the project.

³ Research has concentrated on sport per se rather than Pa.

⁴ % attendance being the % of sessions each child attended. For example 50% meaning a child attended half of all sessions available to them. Overall average attendance being the average % attendance for all children involved.

⁵ Pa includes all activities provided by the project including sport and informal activities.

⁶ Fostering a mastery environment encourages individuals to be mastery rather than ego focused. Predominately mastery focused individuals assess their competence through self rather than peer comparison and focus on the acquisition of skill rather than performance outcomes. The benefit of this orientation is that it encourages long-term motivation, enjoyment and high perceived competence. Perceived ability is also seen as controllable through trying hard. The benefit for the activity leader is that it enables differences in maturity and skill levels to be more effectively addressed, ensuring high quality provision. For more information see Nicholls (1989), Weinberg and Gould (1999), Smoll and Smith, (1996).

⁷ The percentage (%) refers to the % of children at each school meeting the objective of participating in two hours of Pa each week. The values include P.E. and all Pa encountered through the project.

⁸ This links with creating a mastery environment, where skills are first developed in a non-competitive safe (physically and psychologically) environment, rather than by developing skills in a game situation. This reduces the emphasis on performance outcomes and provides opportunities to practice individually or in pairs. This encourages wider Pa experiences and develops the ability to modify one's own or a peer's technique and performance. It also combats people sitting out, because they do not have the confidence to be involved in a new sport in a competitive situation with their peers.

⁹ The value of volunteers to assist or lead sessions is that it can encourage sustainability, community involvement, and ownership. It can also increase the quality of delivery through having more people to assist. This challenging aim can be facilitated by having clearly defined roles for the volunteers when they first enter the project, encouraging them to take a pro-active role in the delivery and running of the sessions. After commitment has occurred, where confidence and experience has developed, more flexibility in their role and gradual transfer of control could occur.

It must be noted that the extent to which volunteers can lead sessions in the long-term is likely to be limited, as observed in the project. This is because volunteers did not want to get too involved in the management of the sessions, due to other commitments in their lives. Thus they assumed an assistant rather than leadership role. On the basis of this, a clearly defined assistant role is a key priority, which outlines the project aims, how the project links with the school, the delivery framework/ethos, guidelines for behavioural and safety issues, and their role.

