**Evaluation of basketball**scotland**’s Phase 4 CashBack for Communities programme: Schools of Basketball**

**Year 1 report**

**basketball**scotland

June 2018



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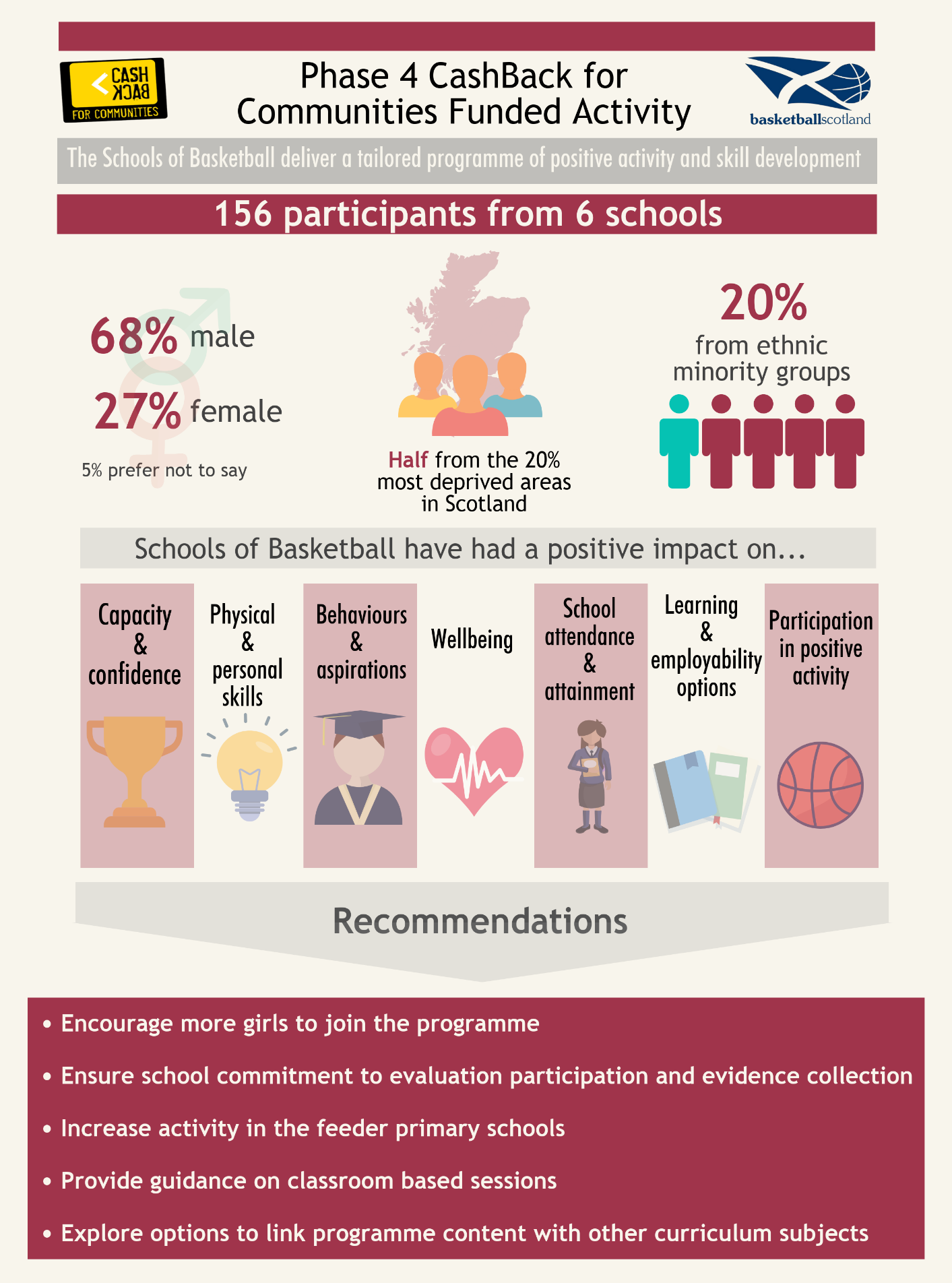
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Executive Summary

Introduction and context

Since 2008, the national governing body for the sport in Scotland, **basketball**scotland, has received funding from the CashBack for Communities programme to deliver activities for young people, which develop their basketball knowledge and skills alongside personal and social development.

**basketball**scotland’s CashBack funded activity in Phase 3 included an ambitious range of activities across two strands: ‘Growing the Game’ and ‘Developing Young People’. The lessons learned from the evaluation of the Phase 3 have resulted in a more streamlined and focused programme for Phase 4.

Blake Stevenson is evaluating **basketball**scotland’s Phase 4 programme and during this first year the evaluation team conducted surveys and interviews with participants, parents, teachers and coaches, and reviewed data provided by **basketball**scotland.

Focus for Phase 4

Phase 4 of **basketball**scotland’s CashBack funded activity is an overhauled School of Basketball programme which uses the sport as a vehicle for effecting change in the confidence and skills of young people in targeted schools.

**basketball**scotland is receiving up to £493,000 of CashBack funding over the three year period to deliver the programme and work with 800 young people aged 11-14. The selected pupils are living in deprived areas, have been excluded from school or are at risk of exclusion and/or at risk of being involved in antisocial behaviour.

Delivery of School of Basketball in Year 1

The School of Basketball programme aimed to work with eight schools in Year 1, increasing this to 16 schools in Years 2 and 3, but two schools withdrew and in the first year, six schools have delivered the School of Basketball programme.

In Year 1, 156 young people across the six schools took part in the School of Basketball programme. Of these, the majority of participants were male (68%) and 27% were female[[1]](#footnote-1), and whilst this is not the case in all schools, it shows a significant gender imbalance in participation.

Each School of Basketball is linked to either a local club or local authority leisure provider, which provides a pathway for young people and opportunities to become more involved in basketball outside school, both during and after the end of their participation in the School of Basketball.

School of Basketball participants take part in a tailored programme of positive activity and skill development, delivered by professional **basketball**scotland coaches, and modelled on the ‘Rookie’ programme developed by the National Basketball Association (NBA) in the USA. The number of sessions per week in which this programme is delivered varies between the six schools, although most are delivered during curricular time. **basketball**scotland has also introduced ‘Timeout’ sessions, in which participants discuss elements of personal and social development.

The Phase 4 School of Basketball programme also includes the SQA-accredited Dynamic Youth Award, which formally recognises the learning that takes place. So far 122 participants have achieved the award.

Impact of the School of Basketball in Year 1

The evidence gathered through interviews and surveys during Year 1 of the Phase 4 School of Basketball programme indicates that it is broadly having a positive impact on participants.

Outcome 1: Capacity and confidence

A high proportion of School of Basketball participants indicated that their confidence had improved through the programme. Participants, teachers and coaches also reported that participants were trying new things such as joining basketball clubs outside school.

Outcome 2: Developing physical and personal skills

Participants have also developed their physical and personal skills through the programme. In particular, many participants said that they have developed communication skills, social skills and their ability to work with other people. Coaches and teachers indicated that participants had developed other skills and attributes including resilience, leadership, organisational skills and self-reliance.

In some schools, teachers suggested that the programme has supported other areas of the curriculum such as literacy and numeracy, although more information is needed to understand how this is achieved. However, in schools with limited sessions, some have struggled to extend the programme beyond health and wellbeing outcomes.

Outcome 3: Changing behaviours and aspirations

Young people who have participated in the School of Basketball have demonstrated improved behaviour and increased aspirations during Year 1. 36% of participants said that they have behaved better in class since joining the School of Basketball and teachers who were surveyed also felt that participants had become more engaged across a range of areas.

Many participants also expressed increased aspirations, firstly in relation to sport and fitness, and secondly, in doing better at school and learning new things.

Outcome 4: Improving wellbeing

The programme met all of its wellbeing outcomes in Year 1, and most participants said that their health and wellbeing had improved due to their involvement in School of Basketball. Timeout sessions were also viewed by participants and stakeholders as having a positive impact on mental, emotional and social wellbeing.

Outcome 5: Increasing school attendance and attainment

Some evidence was gathered during Year 1 that the School of Basketball programme has increased school attendance. At three of the six schools, participants had higher average attendance than their peers. Two schools did not provide comparative data and one school showed a small decrease in the school attendance of participants.

Despite the data, many participants considered the School of Basketball as an incentive to attend school, and teachers and coaches also gave examples of participants improving attendance as a result of the programme.

It has proven more difficult to measure the impact of the programme on attainment during Year 1 due to the lack of baseline assessments for pupils at this stage of secondary school. However, anecdotal evidence collected through interviews and surveys has shown some signs of increased aspirations including greater focus and listening in class and greater opportunities for the young people participating in the programme.

Outcome 6: Improving learning and employability options

It is generally too early to measure the full impact of the School of Basketball programme on learning and employability options. However, School of Basketball participants are required to attend school, which ensures that they have opportunities to learn.

Outcome 7: Increasing participation in positive activity

Despite working with fewer schools than intended in Year 1, the School of Basketball programme has still increased positive activity among the young people involved. Participants and teachers reported that participants had become more involved in positive activity such as basketball and other sports activities both inside and outside school.

Key recommendations and areas for consideration

Overall, there has been significant progress made by the School of Basketball programme towards the Phase 4 outcomes and targets in Year 1, despite the withdrawal of two schools from the programme.

Below are the key recommendations and areas for consideration from the Year 1 evaluation:

**Recommendation 1:** There is value in understanding why two schools withdrew from the programme and if the geographical location, basketball infrastructure and support played any part. This could help to ensure that when the next tranche of schools join the programme, all the conditions are appropriate for them to sustain their involvement.

**Recommendation 2:** **basketball**scotland and Schools of Basketball should consider ways in which more girls could be encouraged to join the programme.

**Recommendation 3:** **basketball**scotland should ensure that schools are committed to participating in evaluation activities and work with them to agree what data is required, e.g. participants’ attendance, so that there is consistent evidence from all schools, to help understand the impact of the programme.

**Recommendation 4:** While the programme is focused on participants in S1 to S2, **basketball**scotland should consider opportunities to increase its activity in the feeder primary schools of the Schools of Basketball so that they can experience the sport in upper primary.

**Recommendation 5:** **basketball**scotland should consider providing schools with guidance on the minimum number of classroom based sessions so that there is more consistency and so that the impact of the programme can be maximised in all schools.

**Recommendation 6:** **basketball**scotland should consider how links between programme activities and the school curriculum could be increased so that it can be used to contribute more to other areas of the curriculum such as literacy and numeracy.

1. Introduction and context

**Basketball**scotland**’s CashBack for Communities programme**

1. As the national governing body for the sport, **basketball**scotland aims to encourage more people to participate in basketball at all levels; from mass participation to elite performance. Since 2008, **basketball**scotland has received funding from the CashBack for Communities programme to deliver activities to get more young people across Scotland involved in the sport, to develop their basketball knowledge and skills alongside personal and social development.
2. The evaluation of **basketball**scotland’s Phase 3 programme (2014-17) showed that its wide range of activities had benefited many young people and delivered on most of the CashBack funded outcomes. The lessons from this ambitious Phase 3 programme has resulted in a more streamlined and focused programme in Phase 4 which uses a completely overhauled School of Basketball as a vehicle for effecting change in the confidence and skills of young people in targeted schools.
3. Blake Stevenson has been commissioned to evaluate **basketball**scotland’s Phase 4 programme, and this report provides the findings from Year 1 (2017-18).

**Evaluation aims and methods**

1. In designing the Phase 4 programme, **basketball**scotland identified outcomes and targets, drawn from the CashBack logic model (listed in Appendix 1), which its programme could deliver over the three year funded period. Like other CashBack partners, monitoring and evaluating its delivery and progress amongst participants and schools is a key requirement. This allows for achievements to be captured and reflect on lessons learned and this is also supported by Performance Advisors in Inspiring Scotland.
2. Blake Stevenson’s role is to independently evaluate the progress of the programme in delivering the funded outcomes and to add value to the self-evaluation activity by consulting with a broader range of participants and stakeholders about the delivery and impact of the programme and considering other evidence that will show the effectiveness of the programme.
3. As part of the evaluation activity, the Blake Stevenson team have used questions from the Health Behaviour in School Aged Children (HBSC) survey to explore areas such as confidence, health and wellbeing. The HBSC survey is an international survey of young people which is conducted every four years and is co-ordinated by the University of St Andrews. In the 2014 survey more than 10,000 Scottish pupils aged 11-14 completed the survey. As well as exploring the health behaviour in the young people the survey contains various questions designed to build a detailed profile of the participants’ demographic and socio-economic background, which goes beyond the use of their postcode.
4. Using these questions to build a profile of School of Basketball participants means a statistical technique known as propensity score matching can be used to select an appropriate comparison group from the HBSC Scottish sample that is matched to the cohort of School of Basketball participants as closely as possible on a range of demographic and contextual variables including: age, gender and socio-economic status. This means that as well as tracking the change over time, the evaluation can also compare responses between the HBSC and School of Basketball cohorts and consider the impact of School of Basketball on the young people involved in isolation from other factors. Blake Stevenson will undertake this exercise in Year 2, when data from the 2018 HBSC should be available.
5. In Year 1 the participants have completed the HBSC questions, to create a baseline and the Blake Stevenson team has also undertaken the following evaluation activities:

Evaluation challenges

1. The Schools of Basketball have engaged with the independent evaluation activities, completed the surveys and provided access to interviewees when requested. However, there has been a lower level of engagement from some schools. For example, three out of six schools did not respond to the survey of head teachers and one of the schools did not complete the survey for lead contacts either. Whilst it is recognised that school staff have a lot of demands placed on their time, the evaluation team hopes to achieve a greater level of engagement among all schools in Years 2 and 3 of the evaluation, so that a more detailed account and understanding of the operation and impact of the programme can be formed.
2. A second challenge in Year 1 has been identifying parents and carers to take part in interviews. This is an important element of the evaluation, and Blake Stevenson will work with schools to facilitate greater access to more parents and carers in Years 2 and 3.

The report

1. This report provides details of the Schools of Basketball programme delivered in Year 1 of Phase 4 (2017-18) and presents evidence of its impact so far, informed by **basketball**scotland’s self-evaluation data, as well as the primary research conducted by Blake Stevenson.
2. The remainder of the report is structured in line with the evaluation reporting requirements of the CashBack for Communities programme and is set out as follows:

* Chapter 2 provides an overview of the School of Basketball programme in Year 1, broken down by the CashBack for Communities outcomes;
* Chapter 3 discusses the impact of the programme so far; and
* Chapter 4 presents conclusions and recommendations.

1. Overview of basketballscotland’s Phase 4 programme

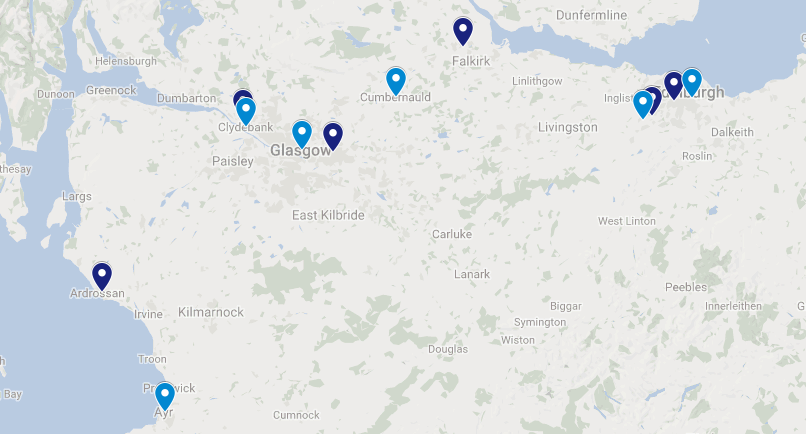
Delivery model

1. The Phase 4 **basketball**scotland programme received an award of up to £493,000 to fund the delivery of a restructured and intensive Schools of Basketball programme. This funding has been invested in a team of four Regional Development Officers, as well as a coach and equipment for each School of Basketball.
2. Across the three years of Phase 4, the Schools of Basketball programme aims to work with 800 young people aged 11-14 , who are:

* living in areas of deprivation;
* being excluded or at risk of exclusion from school, and/or
* at risk of being involved in antisocial behaviour, offending or re-offending.

1. Whilst the age range for the programme covers pupils in broad general education from S1 to S3, the focus for most Schools of Basketball is on S1 and S2, with a few S3 participants at one school.
2. The programme is designed so that each School of Basketball is linked with a local club or local authority leisure provider, although the level of club/local authority involvement varies at each school. At three of the schools (Tynecastle, Larbert and Clydebank), the School of Basketball coach is affiliated with the local club. At others, the School of Basketball coach is not formally linked with the club, but club coaches occasionally deliver sessions at the school. At all schools the local club or local authority link provides a pathway for young people and opportunities to become more involved in basketball outside school, both during and after the end of their participation in the School of Basketball.
3. The programme aimed to work with eight schools in Year 1, and then increasing this to 16 schools in Years 2 and 3. In the first year, eight schools were recruited as Schools of Basketball but two of these, one in the central belt and one in the north of Scotland, withdrew at the beginning of the academic year. Discussions were also held with several other schools, including another also in the north, but these schools declined to sign up for the programme.
4. Overall, 156 young people have taken part in the programme in Year 1. Figure 2.1 identifies the six schools, the year groups that are participating in School of Basketball and the club/local authority leisure provider associated with each school.

**Figure 2.1: Schools delivering Schools of Basketball in Phase 4 Year 1**



**Clydebank High School**

S1-18 participants

Club: Glasgow Fever

**St Andrew’s RC Secondary**

S1-29 participants

Club: Glasgow City

**Larbert High School**

S1-19 participants

S2-14 participants

Club: NL Chiefs

**Wester Hailes Education Centre** S2-14 participants

Club: West Edinburgh Warriors

**Tynecastle High School**

S1-24 participants

Club: Boroughmuir Blaze

**Ardrossan Academy**

S1-18 participants

S2-20 participants

Local authority: KA Leisure

1. In Year 2, at least 10 schools plan to deliver the programme. Of these, up to 10 will offer the programme to S1 pupils, up to six will offer it to S2s and one will offer it to S3s.[[2]](#footnote-2)
2. School of Basketball participants take part in a tailored programme of positive activity and skill development, with a curriculum formulated by **basketball**scotland based on resources developed by the National Basketball Association (NBA).
3. As can be seen on the map, all current Schools of Basketball are located in the Central Belt. One school in the north of Scotland withdrew from the programme. Another school also in the north discussed participating with **basketball**scotland but declined to take part. The location of these schools could have been a factor in the decision, especially issues relating to access to clubs, resources and support.

Structure and content of the School of Basketball

1. The number of sessions delivered per week varies at each School of Basketball programme. This ranges from two sessions per week for S2 pupils at one school to seven sessions for S1 pupils at another. Most sessions (64% on average across all schools) are delivered during curricular time, with the remainder delivered at lunchtime or after school. Professional **basketball**scotland coaches, supported by school staff where possible, deliver these sessions.
2. The School of Basketball curriculum is based on the ‘Rookie’ programme developed by the NBA in the USA[[3]](#footnote-3). This features 12 session plans, each with core elements that cover a wide aspect of the sport as well as key game skills – ball handling, passing, shooting, rebounding and footwork, and the sessions develop and build on each other. The diagram below summarises the key components.

**Figure 2.2: Key components of the Rookie programme**

1. As well as a focus on playing basketball and enhancing participants’ skills in the game, elements of the curriculum are designed to improve young people’s personal, social and life skills. Each NBA session plan includes a section on ‘cultivating values and developing wellness’, which focus on issues such as fairness, ethics, sportsmanship, confidence and active lifestyles. **basketball**scotland has also introduced ‘Timeout’ sessions, which take place in the classroom and on the court. The session is paused for the ‘timeout’ and participants discuss elements of personal and social development around topics like bullying, sectarianism, smoking, mental health and suicide awareness. Participants take part in a minimum of four Timeout sessions per term. A full list of the Timeout sessions offered in Year 1 is included in Appendix 2.
2. The timetabled classroom periods are scheduled with the intention that participants do not miss core subjects such as English and Maths. Participants are expected to keep on top of their school work and sessions are facilitated so that pupils can catch up on their work and the classes they have missed.
3. The SQA-accredited Dynamic Youth Award is now part of the overhauled Schools of Basketball programme, formally recognising the learning that takes place. The six schools delivered the Award to 122 pupils in Year 1. Participants’ work for 2017-18 is due to be complete at the end of June, and the results will not be available until after the summer. However, on the basis that all 122 participants receive a two or three star award, participants will each achieve between two and seven SCQF credits, equivalent to a cumulative achievement of between 244 and 854 SCQF credits.

Data collection and monitoring

1. The learning from Phase 3 identified the need for robust data monitoring, to ensure outcomes and indicators are collected and fully evidenced. As a result, **basketball**scotland invested in new performance management software called Upshot. The introduction and use of this system in Phase 4 has had a positive effect on the delivery and monitoring of the programme and interviewees commented favourably about Upshot and the ease with which it can be used to:

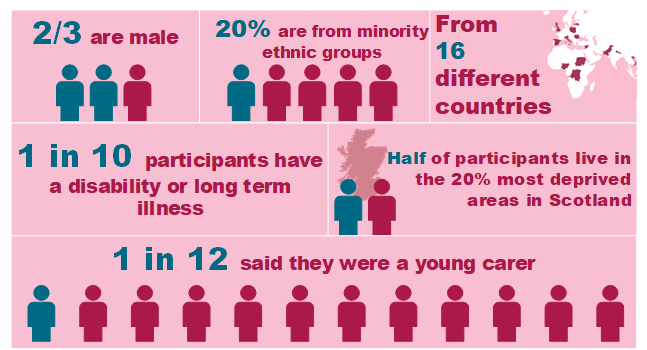
* track the activities delivered;
* capture greater detail regarding changes to young people’s confidence, skills, wellbeing, attendance, attainment and behaviour, as they progress through the programme; and
* more easily support those delivering sessions to record information and collect views of young people.

Outcomes and targets

1. The programme’s activity is being delivered against a core set of outcomes and indicators focused on improving the lives and long term prospects of the young people involved. The outcomes and indicators are listed in Appendix 1.
2. There are nine outcomes (four compulsory and five optional) and a total of 41 indicators. The outcomes selected by **basketball**scotland are appropriate for the programme being delivered. They appear relevant and achievable.
3. Most of the indicators are appropriate for the programme and will capture its intended impact on young people. One indicator, which refers to measuring attainment of participants, will be a little challenging to evidence. The participants in each school are in either S1, S2 or S3 and there will be different opportunities to access baseline data on attainment. The programme’s full impact on attainment will not become clear until participants are in S4 and sit national qualifications and/or in S3 when pupils will complete the Scottish Standardised National Assessments (SNSA).
4. For this reason, the evaluation team will look at short and medium term changes that are likely to lead to an increased engagement in education, in particular improved attendance and behaviour. It is generally accepted that increased educational engagement should lead to improved attainment.
5. There is one indicator which does not fit well with the programme - the indicator that refers to accessing training. This is not very relevant given the School of Basketball pupils are mainly S1s and S2s and so unlikely to access training in the early stages of secondary education.

**Participant profile**

1. Blake Stevenson created a series of questions to form a baseline survey that **basketball**scotland disseminated through Upshot. This gathered detailed profile information and used questions from the HBSC survey to establish family affluence score and responses about confidence, health and wellbeing, and attitudes and feelings about school.
2. The survey received 148 responses (95% of all 156 participants). The results show that a diverse group of young people is taking part and created a baseline set of responses that will be used to track change and also to match against the HBSC cohort. A brief summary of the participant profile is provided below, and more detail is in Appendix 3.

**Figure 2.3: Survey participant profile**

1. In Year 1, the majority of participants were male (68%) and 27% were female[[4]](#footnote-4). As shown in Table 2.1 below, there was a significant gender imbalance at the Schools of Basketball at Ardrossan Academy, Larbert High School and Wester Hailes Education Centre (WHEC).

**Table 2.1 Number of male and female participants in each school (n=158)[[5]](#footnote-5)**

| **School** | **Female** | **Male** | **Total** |
| --- | --- | --- | --- |
| Ardrossan Academy | 7 | 31 | 38 |
| Clydebank HS | 9 | 9 | 18 |
| Larbert HS | 7 | 26 | 35 |
| St Andrew’s RC | 12 | 17 | 29 |
| Tynecastle HS | 11 | 13 | 24 |
| WHEC | 3 | 11 | 14 |

1. **basketball**scotland has been working hard to increase female participation in the sport, which was evidenced in Phase 3, but the proportion of female participants in Year 1 is not at the same level as overall female participation in the sport. Perhaps more understanding as to how some of the schools (Clydebank and Tynecastle) have achieved high female participation is required, and more consideration could then be given to recruiting female participants into the other participating schools and future Schools of Basketball.
2. In terms of areas of deprivation, whilst there were participants living in areas across all SIMD quintiles, over half of the young people (51%) had an address in an area classed as the 20% most deprived in Scotland. A further 17% lived in SIMD quintile 2. This shows the programme is meeting the CashBack for Communities focus of working with young people in areas of disadvantage.
3. The next chapter considers the impact of the programme.
4. Programme impact
5. This chapter discusses the impact of **basketball**scotland’s School of Basketball programme in Year 1. The chapter is structured around each of the outcomes outlined in the CashBack for Communities Grant Offer Letter, with evidence provided against the associated indicators under each heading.
6. The analysis is based on a range of evidence collected by **basketball**scotland and Blake Stevenson during Year 1 of the evaluation. This includes data gathered through surveys of players, coaches and teachers, and qualitative information gathered through visits to the Schools of Basketball at Tynecastle High School and St Andrew’s RC Secondary School.

Outcome 1: Building capacity and confidence

1. Taking part in the School of Basketball programme has had a positive effect on participants’ confidence.

Table 3.1: Building capacity and confidence

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual[[6]](#footnote-6) | Achieved? |
| Young people demonstrate increased confidence | 126 (70%) | 133 (85%) | ✓ |
| Young people report they are able to do new things | 171 (95%) | 156 (100%) | ✓ |
| Young people go on to do new things after their initial involvement | 72 (40%) | 146 (94%) | ✓ |
| Other stakeholders surveyed report perceived increases of confidence & ability to do new things among young people | 70% | 100% | ✓ |

1. From the survey, a high proportion (121, 78%) of School of Basketball participants said that they felt more confident (Figure 3.2). Coaches reported that 133 young people (85%) have demonstrated improved confidence, and school teachers surveyed were able to offer many examples where young people’s confidence had benefitted from the programme.

*“Confidence levels for the majority have sky-rocketed”* (coach)

**Figure 3.1: Confidence of School of Basketball participants (n=156)**

1. This improvement in confidence has, in some cases, increased pupils’ ability to contribute to basketball sessions and in other classes. For instance, participants who were interviewed said the School of Basketball had made them feel more able to work with their peers and to talk in front of a group. One young person described herself as *“not as shy”* and more willing to speak up in other classes.
2. The programme also helps participants feel more able to take part in new activities. In interviews, stakeholders confirmed this and participants described trying a range of new things, particularly joining basketball clubs outside school. A coach at one school who was interviewed commented that *“around half”* of the School of Basketball participants had joined the local basketball club.

Building the confidence of young people from areas of disadvantage

1. Over three-quarters of participants (63, 78%) who live in areas classified as the most deprived SIMD quintile reported improvements in confidence. Although improvements were more significant among those from less deprived neighbourhoods (all of the young people in quintile 5 reported improved confidence), these figures show that the programme has a positive impact on the confidence on participants from all areas, including those living in areas of disadvantage.

Outcome 2: Developing physical and personal skills

1. Table 3.2 shows that the School of Basketball programme has helped young people to develop their physical and personal skills.

Table 3.2: Developing physical and personal skills

| Indicator | Target | Actual | Achieved? |
| --- | --- | --- | --- |
| Young people gain accreditation for learning and skills development | 108 (60%) | 122 (78%) have achieved qualifications at level 3 on the SCQF | ✓ |
| Young people demonstrate/report increased personal skills | 171 (95%) | 155 (99%) reported increased skills | ✓ |
| Other stakeholders report skills increasing | 90% | 100% | ✓ |
| Young people demonstrate increased physical skills | 126 (70%) | 147 (94%) reported increased skills | ✓ |

Personal skills

1. The School of Basketball programme has been successful in helping participants to develop a range of personal skills. Schools were unanimously positive about the impact of the programme on participants’ skills for learning, life and work. Participants reported learning or enhancing a range of skills, especially communication skills.[[7]](#footnote-7) Participants have also developed their social skills and ability to work with other people. For example, one young person who was interviewed described how they had difficulties in interacting with other participants, but working as a team had helped them to get along better. According to coaches and teachers, other skills developed included resilience, leadership, organisational skills and self-reliance.

*“(School of Basketball is) a powerful vehicle to enable pupils in developing transferrable skills” (head teacher)*

1. Feedback from some schools has also shown that the programme can help with other areas of the curriculum. Two head teachers surveyed described how the School of Basketball coach had assisted with the delivery of literacy and numeracy outcomes while the School of Basketball at a third school had developed cross curricular links with science, although it was unclear what form this took.
2. However, this differed between schools, particularly when schools only had a few periods for School of Basketball. At these schools there was limited opportunity to develop literacy and numeracy skills because health and wellbeing outcomes also need to be addressed during the two weekly periods of curriculum time allocated to the programme.
3. Similarly, a coach at a School of Basketball with limited periods suggested that the programme has to focus on playing basketball and that there is not enough time for the social and emotional support which is needed.
4. **basketball**scotland recognise that more could be done to further develop opportunities for the programme to contribute to curriculum areas and increase interdisciplinary learning, and this is something that will be explored as Phase 4 progresses.

Physical and basketball skills

1. As well as personal skills, participants have learned or developed a range of physical and technical basketball skills as might be expected. Figure 3.2 shows that a large majority of participants had learned to shoot, and improved their knowledge of the game. Other aspects of the sport, such as tactics and drills have also improved but not to the same extent. This indicates that more technically advanced skills have not been developed by a large number of participants yet.

**Figure 3.2: New technical skills learned or developed (n=156)**

1. While the School of Basketball is focused on S1 and S2, to aid the transition into the sport, the programme would benefit from allocating some resources to providing basketball activity for P7s in the feeder primary schools. This would help to increase interest and participation in basketball among younger school pupils, which could drive engagement with the School of Basketball when they reach secondary school. It would also mean the pupils have a basic understanding of the game and some basketball skills by the time they start the School of Basketball, allowing the programme to focus on more advanced techniques and skills than it currently does.

Developing physical and personal skills among young people from areas of disadvantage

1. The programme has helped pupils from deprived areas to develop physical and personal skills. Feedback from coaches shows that 80% of participants from areas of high deprivation were ‘competent’ or ‘excelling’ in terms of personal qualities.
2. However, there was a noticeable gap in the development of tactical skills between those from deprived and non-deprived areas. For instance, only 8% of participants in SIMD quintile 1 were excelling in developing offensive transition skills compared to 30% of those in quintile 5. Similarly, 83% of participants in quintile 1needed development in helpside defence compared to 50% of those in quintile 5.
3. These findings show that more targeted support needs to be provided during School of Basketball sessions to help develop the tactical skills of those participants from deprived areas.

Outcome 3: Changing behaviours and aspirations

1. Table 3.3 shows that participants have demonstrated increased aspirations and improved behaviour as a result of taking part in the School of Basketball.

Table 3.3: Changing behaviours and aspirations

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual | Achieved? |
| Young people report increased aspirations | 126 (70%) | 156 (100%) | ✓ |
| Other stakeholders surveyed report increased aspirations | 70% | 100% of schools surveyed | ✓ |
| Young people report positive changes in behaviour | 108 (60%) | 155 (99%) | ✓ |
| Other stakeholders report perceived positive changes in behaviour | 70% | 80% of schools surveyed | ✓ |

Behaviour

1. The evidence collected during the Year 1 evaluation indicates that the Schools of Basketball programme has had a significant positive impact on participants’ behaviour. The baseline survey asked participants how often they misbehaved in class. Just under half (49%) said they caused trouble in class at least some, most or all of the time.

**Figure 3.3: How often do you misbehave or cause trouble in lessons? (n=146)**

1. However, the **basketball**scotland survey also asked about changes in behaviour due to the School of Basketball, which indicated that 36% of participants in the programme behaved better in school since participating in the School of Basketball.
2. For example, the results show that nearly two-thirds (99, 63%) of participants now have more respect for their team mates. Other changes include:

* 57% participants listen more;
* 52% work harder; and
* 25% behave better outside school.

*“A good to very good work/engagement rate is delivered by our pupils which might not have otherwise been the case” (head teacher)*

1. School teachers involved in the delivery of the School of Basketball agreed that the programme had a positive impact on participants’ behaviour and engagement. All teachers surveyed felt that participants are now more involved in other school activities, and more than half also reported improved concentration in the classroom and better engagement in other classes. (Figure 3.4).

**Figure 3.4:** **Participant engagement (n=5)**

1. Some examples of improvements in behaviour are listed below.

* A pupil support worker indicated that a participant *“absolutely loves it (the programme)”* and their behaviour had improved significantly as a result.
* A coach described how participants who struggled at school *“really buy into the School of Basketball”* and try harder in other areas to make sure they are allowed to continue in the programme.
* Another coach spoke of significant behavioural challenges with participants fighting each other and showing a lack of respect to the coach and teachers at the beginning of term, but noticed there has been a marked improvement in participants’ attitude as the year progressed. This school uses a traffic light system to monitor pupils’ performance in other classes and the coach reported that most participants are now rated as green, which is an improvement.

1. A common view among stakeholders was that the programme is an incentive for improved behaviour because participants are aware that they would be unable to participate from the programme if they do not behave well in other classes.

*“A pupil knows if he wants to remain within School of Basketball he must behave across the school otherwise he would face some time out from School of Basketball”* (teacher)

1. Other teachers and coaches who were interviewed felt that the programme provides an outlet for participants’ energy and exuberance, thereby leading to them being more calm and well-behaved in other classes.
2. Some interviewees commented on the importance of the role of the coach as an adult in the school whom young people can speak to informally about issues they are experiencing. As one coach said, *“they come to speak to us because they don’t see us as teachers”.* This coach said that young people often talk to him about how they are getting on in other classes and this gives him the opportunity to provide informal guidance to them about their behaviour.

Aspirations

1. The programme has also led to increased aspirations among participants. Programme participants identified a number of aspirations that they had (Figure 3.5), including, unsurprisingly, ambitions related to fitness and sport, especially basketball.
2. Young people not only reported increased sport and fitness aspirations but also increased academic ones, with over half wanting to learn more new things, and 41% wanting to do better in school. Coaches echoed these findings, indicating that most (85%) players had shown increased aspirations, and four school leads that responded to the survey also acknowledged increased aspirations.
3. School staff recognised the advantages of the programme in helping young people experience success in sport, and how this can translate into academic areas and increase their aspirations to succeed in other subjects.

**Figure 3.5: Aspirations of School of Basketball participants (n=156)**

Changing aspirations among young people from areas of disadvantage

1. The programme has been successful in promoting increased aspirations in young people, across all areas. A similar proportion of young people from SIMD quintiles have shown increased aspirations, with 86% of participants living in quintiles 1-3, 87% of those in quintile 4 and 100% of those in quintile 5 increasing their aspirations.

Outcome 4: Improving wellbeing

1. The School of Basketball programme has met its wellbeing outcomes for participants, as summarised in Table 3.4.

Table 3.4: Wellbeing

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual | Achieved? |
| Young people make positive comments about wellbeing against one of the relevant SHANARRI indicators | 126 (70%) | 129 (83%) | ✓ |
| Other stakeholder make positive comments about wellbeing against one of the relevant SHANARRI indicators | 70% | 100% of schools surveyed | ✓ |

1. A large majority (135, 87%) of participants reported that their health and wellbeing had improved as a result of being involved in the School of Basketball. Teachers agreed with this, with one noting that the programme has had a *“major impact on youngsters’ physical, mental, emotional and social wellbeing.”*
2. In terms of physical fitness, participants explained that the School of Basketball had made their timetable *“more active,”* which helped them to stay fit. Participants liked the active nature of the programme, combining classroom and outdoor periods, and one said that School of Basketball is preferable to other classes because it involves *“getting on your feet rather than sitting down doing work”.*
3. In terms of mental, emotional and social wellbeing, interviewees commented on the importance of the Timeout sessions in promoting healthy lifestyles and covering other topics linked to personal and social education. At one school, where there have been a number of suicides among pupils in recent years, these sessions focused largely on mental health issues.

Improving wellbeing among young people from areas of disadvantage

1. The programme has promoted health and wellbeing across all participants, and the evaluation found no significant difference in terms of areas of deprivation. There was only a small difference between the proportion of young people living in quintile 1 (90%) and the proportion of those in quintile 5 (100%) who said that their health and wellbeing had improved.

Outcome 5: Increasing school attendance and attainment

1. There is evidence to show that the programme is leading to improved attendance in some schools and anecdotal evidence that there that the Schools of Basketball programme is helping to improve participants’ engagement and, potentially, attainment in other classes.

Table 3.5: School attendance and attainment

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual | Achieved? |
| Young people improve attendance | 144 (80%) | Number not confirmed | Unknown |
| Young people attainment improves | 108 (60%) | Number not confirmed | Unknown |

1. As shown in Table 3.6, three of the four schools that provided comparative data on average attendance in the school reported that attendance among School of Basketball participants in S1-S2 was higher than the average for their year group. In particular, average attendance among S1 participants at Clydebank High School was significantly higher than the year group average of 85%.

**Table 3.6: Average school attendance at School of Basketball schools**

| **School** | **Year group** | **Average attendance of SoB participants (%)** | **Average attendance of whole year group (%)** |
| --- | --- | --- | --- |
| Clydebank HS | S1 | 94 | 85 |
| Larbert HS | S1 | 94 | 93 |
| S2 | 94 | 92 |
| S3 | 88 | 91 |
| Tynecastle HS | S1 | 90 | 91 |
| WHEC | S2 | 92 | 90 |

1. Tynecastle High School reported marginally lower attendance amongst School of Basketball participants compared to their peers, while the attendance of S3 participants at Larbert High School was on average 3% lower, suggesting that there have been mixed results so far in improving the attendance of participants.
2. As shown in Table 3.7, two schools did not provide comparative data on average attendance for the year group at the school. This limits the conclusions that can be drawn about the impact of the School of Basketball on attendance at schools.

**Table 3.7 Comparative data provided by two remaining schools**

| **School** | **Comparative data provided** |
| --- | --- |
| Ardrossan Academy | Average overall attendance in North Ayrshire schools rather than the year group in its own school |
| St Andrew’s RC Secondary | No comparative data provided |

1. Only a third of participants (55, 36%) indicated that they were attending school more, so this is an area that needs to be explored further. In Year 2, the schools and **basketball**scotland would benefit from a clear agreement about what data is required and should be collected about the participants’ attendance and behaviour.
2. Some participants considered the programme as an incentive for them to attend school. One said that *“I make sure I’m here for basketball”* and teachers also gave examples of participants improving their attendance as a result of the School of Basketball. A coach gave an example of a young person who had disengaged from school for two months but began attending more regularly to participate in School of Basketball and PE. The young person had also started attending and engaging more in other classes as well.
3. In terms of the programme’s impact on attainment, this is difficult to measure given the lack of baseline assessments for pupils at this stage of secondary school. However, the evidence from the evaluation shows that there have been significant improvements in behaviour and, combined with increased attendance, at least in some schools, this is likely to lead to better engagement in other classes.
4. As a participant said, at School of Basketball they had learned how to *“focus, listen and get better at something”,* and they had applied this in other classes too, which was leading to improved marks. A head teacher in their survey response also indicated that the programme had impacted on the attainment of participants and resulted in *“opening more doors and opportunities for our young people”*.

*“It is beneficial to use the popularity of sport to achieve more widely”* (teacher)

Outcome 6: Improving learning and employability options

1. Table 3.8 shows that it is generally still too early to measure all the impact of the programme indicators on participants’ learning and employability options.

Table 3.8: Improving learning and employability options

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual | Achieved? |
| Young people access training | 180 (100%) | 156 (100%) are at school | ✓ |
| Young people access learning (including staying on at school) | 108 (60%) | 156 (100%) | ✓ |
| Young people are involved in volunteering | 72 (40%) | Too early to measure this, but Blake Stevenson were given anecdotal examples of School of Basketball participants volunteering at basketball festival for primary school pupils. | |

1. Participants are accessing learning in that they attend school and this age group is legally required to engage with education. However, the programme has led to improved attendance rates in at least some of the schools involved. Schools recognise that if the young people are attending then they are present in school. If they are present they have opportunities to learn, and School of Basketball helps with their attitude and engagement.
2. There is no quantitative data available yet on participants’ involvement in volunteering. However, anecdotal evidence from one school showed that participants had volunteered to help run a basketball festival for primary school pupils.

Outcome 7: Increasing participation in positive activity

1. As shown in Table 3.9, the School of Basketball programme has not met its target numbers for participation in Year 1, but has achieved its target percentages. As mentioned earlier, this is due to the impact of two schools withdrawing from the programme shortly before the start of the academic year. **basketball**scotland is confident that these targets will be met, and the 16 Schools of Basketball will be in operation, by December 2018.

Table 3.9: Increasing participation in positive activity

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | Target | Actual | Achieved? |
| Young people participate in positive activity | 180 (100%) | 156 (100%) | ✓ |
| Young people are new to the activity (had never done that type of activity before) | 180 (100%) | 128 (82%) | Not met, but those who have played before are now participating more |

1. Although in Year 1 the programme is working with fewer schools and young people than originally intended it has increased participation in positive activity among the young people who are involved. Feedback from participants and teachers shows that participants are more involved in basketball and other sports and activities inside and outside school.
2. As an example of increased participation in basketball, a teacher at one school indicated that the school already had basketball teams at older age groups, but the School of Basketball has helped to establish S1 teams for boys and girls. The teacher felt the School of Basketball has been important in encouraging more pupils to play the sport, and the girls’ team has already achieved significant success by reaching the semi-finals of the Scottish Cup.

Chapter summary

1. Overall, the Schools of Basketball programme has successfully delivered on its outcomes and most of its indicators in Year 1, which has resulted in improvements to participants’ capacity and confidence, skills, behaviour and wellbeing. However, there is also some learning that can be taken forward. In particular more consistency in the delivery of the Schools of Basketball programme, clarity of the data needed from the schools and stronger linkages between the programme and broader curriculum to increase the impact of the School of Basketball on engagement and attainment.
2. Conclusions and recommendations
3. The Year 1 evaluation report has shown that the School of Basketball programme has made a strong start to Phase 4 of the CashBack for Communities programme. **basketball**scotland is benefitting from a more streamlined approach compared with Phase 3 CashBack activities, and this is reflected in significant positive progress towards outcomes and targets, as well as highly favourable feedback from participants, schools, coaches and parents/carers.
4. Progress has been hindered slightly by the late withdrawal of two schools shortly before the beginning of the academic year. The shortfall in the number of schools involved has led to the programme working with a lower than expected number of young people in Year 1, meaning that some numerical targets have not been achieved.
5. However, positive outcomes have been achieved in the six schools that are involved and, in terms of the percentages of participants involved, most indicators have been met or exceeded.
6. The introduction of Upshot performance management software has improved **basketball**scotland’s data collection and analysis capabilities, and has resulted in more robust data being collected about the profile of participants.
7. The data collected about participants shows that the programme is reaching a diverse group of young people, with the intended focus on areas of disadvantage. It is slightly surprising, however, that only 27% of participants are females, and more should be done to encourage girls to join the programme.
8. Upshot has also allowed for the collection of robust data about the impact of the programme on participants. This evidence, together with data collected by Blake Stevenson, shows that the programme is having a positive impact on participants’ basketball skills but, more importantly, is also leading to improvements in personal, social and life skills. The evaluation has found that participants are demonstrating:

* improved confidence, leading to more willingness to speak up in class, and increased ability to try new things;
* new or improved personal skills, especially communication skills and the ability to work with others;
* enhanced physical and technical basketball skills;
* improved behaviour in school, including improved attitude and engagement in other classes;
* increased aspirations, including ambitions to get more involved in basketball, learn new things and do better at school;
* improved physical fitness;
* better social, emotional and mental wellbeing, with Timeout sessions playing a role in promoting healthy lifestyles and positive mental health;
* higher levels of attendance when compared with the rest of their year group, in some schools; and
* greater participation in positive activity.

Recommendations and areas for consideration

1. Based on the findings of the Year 1 evaluation, some areas for consideration are listed below.

**Recommendation 1:** **basketball**scotland initially recruited two schools in the north of Scotland but these both withdrew from the programme. There is value in understanding why this happened and if the geographical location, basketball infrastructure and support played any part. This could help to ensure that when the next tranche of schools join the programme, all the conditions are appropriate for them to sustain their involvement.

**Recommendation 2:** **basketball**scotland and Schools of Basketball should consider ways in which more girls could be encouraged to join the programme.

**Recommendation 3:** **basketball**scotland should ensure that schools are committed to participating in evaluation activities and work with them to agree what data is required, e.g. participants’ attendance, so that there is consistent evidence from all schools, to help understand the impact of the programme.

**Recommendation 4:** While the programme is focused on participants in S1 to S2, **basketball**scotland should consider opportunities to increase its activity in the feeder primary schools of the Schools of Basketball so that they can experience the sport in upper primary which could spark interest and participation in basketball at this stage which could then be supported by the programme in secondary school.

**Recommendation 5:** There is significant variation among Schools of Basketball in terms of the number of sessions delivered with participants per week. **basketball**scotland should consider providing schools with guidance on the minimum number of classroom based sessions so that there is more consistency and so that the impact of the programme can be maximised in all schools.

**Recommendation 6:** Although there is evidence that the Schools of Basketball have improved the engagement of participants in other classes and **basketball**scotland should consider how links between programme activities and the school curriculum could be increased so that it can be used to contribute more to other areas of the curriculum such as literacy and numeracy.

Appendix 1: outcomes and targets



APPENDIX 2 – List of Timeout sessionS

Timeout sessions during Year 1 have covered:

* Refereeing Training
* Table Officiating Training
* CPR Training
* Fitness
* Anti-Bullying Week
* Anti-Sectarian Festivals
* Anti-Smoking
* Nutrition and Hydration
* Suicide Awareness
* Mental Health

APPENDIX 3 - PARTICIPANT PROFILE

Details about the profile of School of Basketball participants are included below.

Gender

The majority of participants are male (100, 68%), 40 (27%) are female, and eight (5%) preferred not to disclose their gender (Figure A3.1).

**Figure A3.1: Gender (n=148)**

Ethnicity

The majority of participants described their ethnicity as white (120, 83%) (Figure A3.2). ‘Other’ ethnicities included Arabic, Syrian, Vietnamese, Nepali, Thai and mixed/multiple ethnicities.

**Figure A3.2: Ethnicity (n=145)**

Figure A3.3 shows that most participants were born in Scotland (124, 86%). Only one participant was born in England and one in Northern Ireland, but the 18 participants who said they come from another country indicates that participants come from diverse backgrounds. The ‘other’ countries include Syria, Pakistan, Sudan, Nigeria, Gambia, Democratic Republic of the Congo, Vietnam, Nepal, Latvia, Poland, Italy, Spain and Romania.

**Figure A2.3: Country of birth (n=144)**

Deprivation

Although there was some variety across which SIMD quintile the participants’ postcodes fell into, where data was available, over half of the participants (59, 51%) were from postcodes within SIMD quintile 1, the 20% most deprived areas in Scotland (Figure A3.4), and a further 17% (20) live in quintile 2. This shows the programme is achieving a focus on areas of disadvantage, as prescribed by the overall principles of CashBack for Communities Phase 4.

**Figure A3.4: SIMD quintile (n=115) (1 = most deprived, 5 = least deprived)**

Disability

Over 10% of participants (15, 11%) said that they had a disability, long-term sickness or learning disability (Figure A3.5).

**Figure A3.5: Do you have a disability, long-term sickness or learning disability? (n=133)**

Caring responsibility

Figure A3.6 shows that 8% (12) of the participants stated that they were young carers, which was defined as caring for or looking after a family member at home because, for example, they have a long-term illness or disability.

**Figure A3.6: Are you a young carer? (n=143)**

1. 5% preferred not to say [↑](#footnote-ref-1)
2. One of these schools will offer the programme to either S1 and S3 pupils, or S2 and S3 pupils. [↑](#footnote-ref-2)
3. <https://jr.nba.com/basketball-practice-plans/rookie/> [↑](#footnote-ref-3)
4. 5% preferred not to say [↑](#footnote-ref-4)
5. There are two unknown additional participants included in this count. [↑](#footnote-ref-5)
6. The numbers achieved are often below the targets because two schools withdrew from the programme shortly before the beginning of Year 1, and the targets are based on 180 young people participating across eight schools. However, calculating the outcomes achieved as a percentage of the actual total number of participants in Year 1 (156 across six schools), the targets have often been surpassed in percentage terms. [↑](#footnote-ref-6)
7. Identified by 123 of the 149 (83%) participants who responded to the survey. [↑](#footnote-ref-7)