

Getting the most out of school: Reading, writing, arithmetic and *...running?*

GoWell Annual Event
April 2015

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Presentation Overview

- GoWell East and Legacy
- The Schools Cohort Study
- Investigating Physical Activity
- Looking Forward



GoWell East and Legacy



Prosperous, **Active**,
Inclusive, Accessible, Green &
International

Legacy

‘encourage a cultural change in citizens’ motivation to participate in sport and physical activity...to be inspired to live better and healthier lives’ [GCC, 2009]

Active, Flourishing,
Sustainable & Connected



Legacy Programmes

1 Overarching Plan
'A more Active Scotland'

1. Investment in new and improved sports and leisure facilities, so that people have the opportunity to take more exercise

7 major projects
3 in the East End

2. The development of social infrastructure, through sports clubs, events, coaching and volunteers in order to stimulate grass-roots participation

17 projects

3. The promotion of physical activity in schools

8 projects

4. Improvements in the urban environment to increase physical activity and support active travel

4 projects

37 Legacy Programmes related to Sport & Physical Activity (and 'Active East')

The Schools Legacy Programmes

8 Programmes, including:

- Active Schools
- Lead 2014
- Young Ambassadors
- Promotional events
- Outdoor Learning
- Elite disability pathway

See
Appendix
One



Programmes involving schools in order to promote greater physical activity for children

The Schools Cohort Study

Research Timeline

GoWell East
Community
Survey
2012



Go
Schools
2013
(S1)



Go
Schools
2014
(S2)

Research Timeline

GoWell East
Community
Survey
2012



GoWell East
Community
Survey
2014



GoWell East
Community
Survey
2016



Go
Schools
2013
(S1)



Go
Schools
2014
(S2)



Go
Schools
2015
(S3)

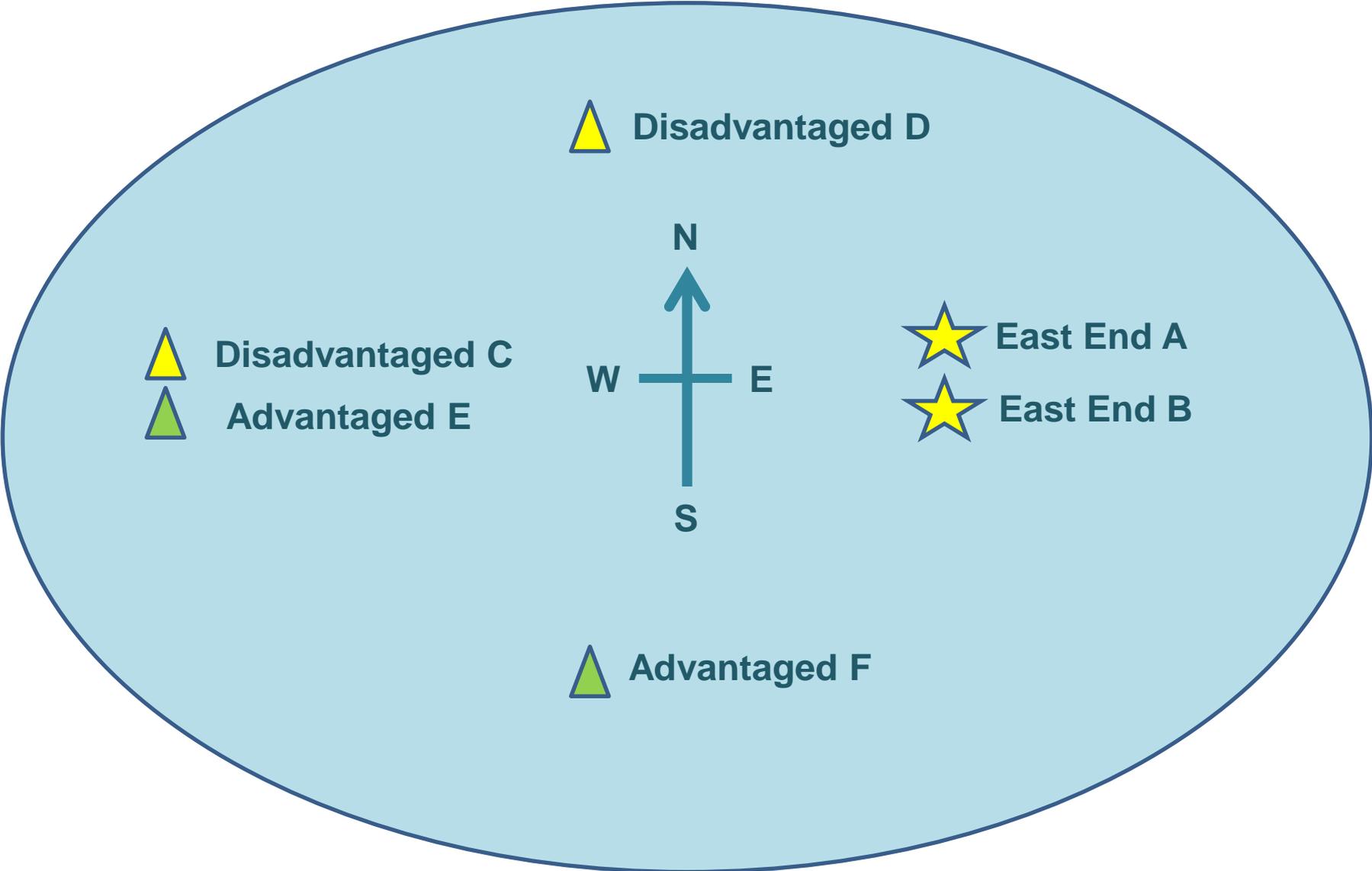


Go
Schools
2016
(S4)



Go
Schools
2017
(S5)

Glasgow City



A Cohort Survey

- The Youth Physical Activity Questionnaire (YPAQ)

Wave One (2013)

- 740 S1 pupils from six secondary schools
- Sample of 400 S5 pupils across the same six schools

Wave Two (2013)

- 722 S2 pupils (with a longitudinal cohort of 619)



A Cohort Survey

- The Youth Physical Activity Questionnaire (YPAQ)

	2013	2014	2015	2016	2017
2 x East End	S1 →	S2 →	S3 →	S4 →	S5
2 x Comparator (disadvantaged area)	S1 →	S2 →	S3 →	S4 →	S5
2 x Contrast (advantaged area)	S1 →	S2 →	S3 →	S4 →	S5
	n=740	n=722			
2 x East End	S5				
2 x Comparator (disadvantaged area)	S5				
2 x Contrast (advantaged area)	S5				

A Cohort Survey

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	n=740	n=722			
2 x East End	S5				
2 x Comparator (disadvantaged area)	S5				
2 x Contrast (advantaged area)	S5				

Investigating Physical Activity

The YPAQ lets us analyse:

1. Different *kinds* of activity
2. How many *times* pupils did each activity
3. The average *duration* of different types of activity

Aerobics

Baseball/
softball

Basketball/
volleyball

Cricket

Dancing

Football

Shinty/
Gaelic

football/
lacrosse

Gymnastics

Hockey
(field or ice)

Martial arts/
boxing

Netball
Rugby

Running/
jogging

Swimming
lessons

Swimming for
fun

Racquet
sports (table
tennis/
tennis/
badminton/
squash)

Golf

Bike riding

Trampolining

Bowling

Rollerblading/
roller skating

Skiing/
snowboarding
/ sledging

Walking for
exercise/
hiking

Physical Activity

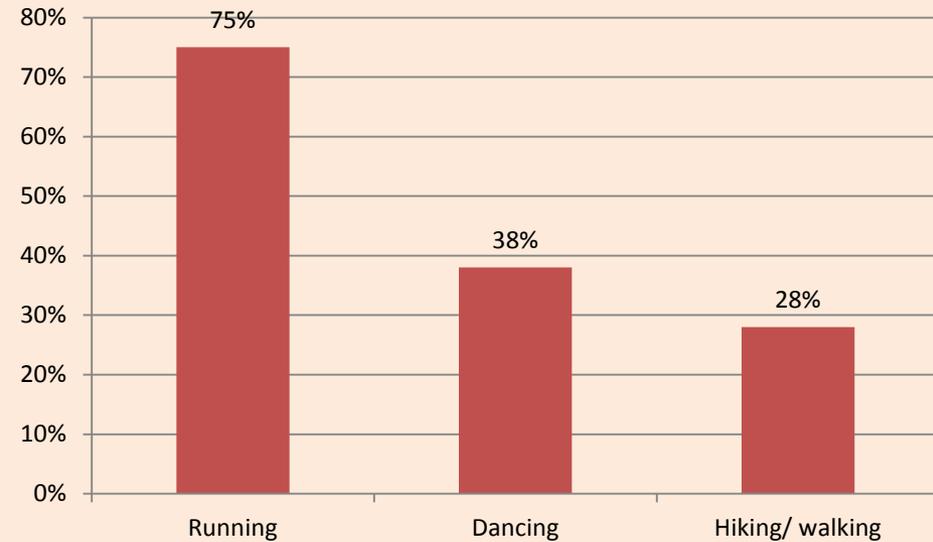


Sport!

AND

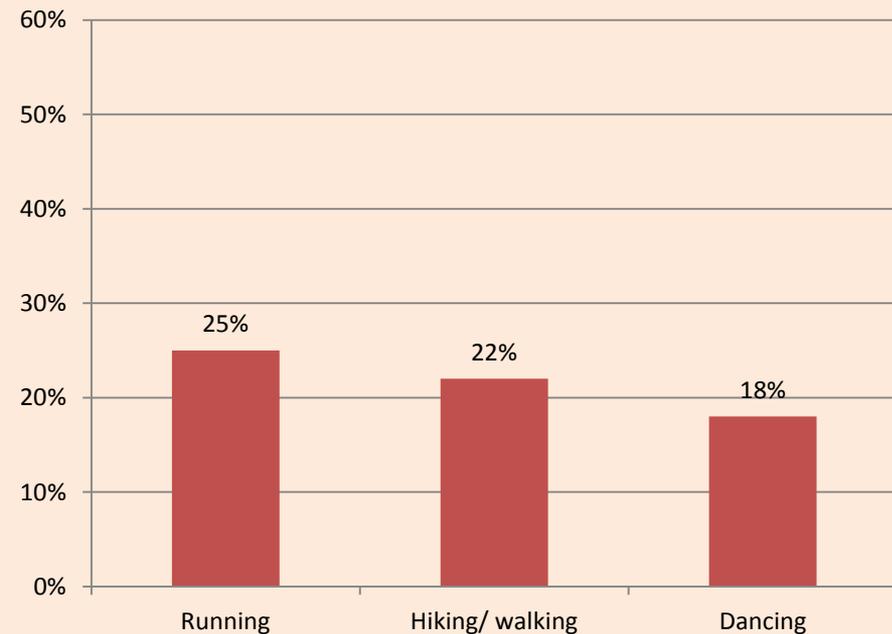


Girls - Top Activities Mon-Fri (S2)

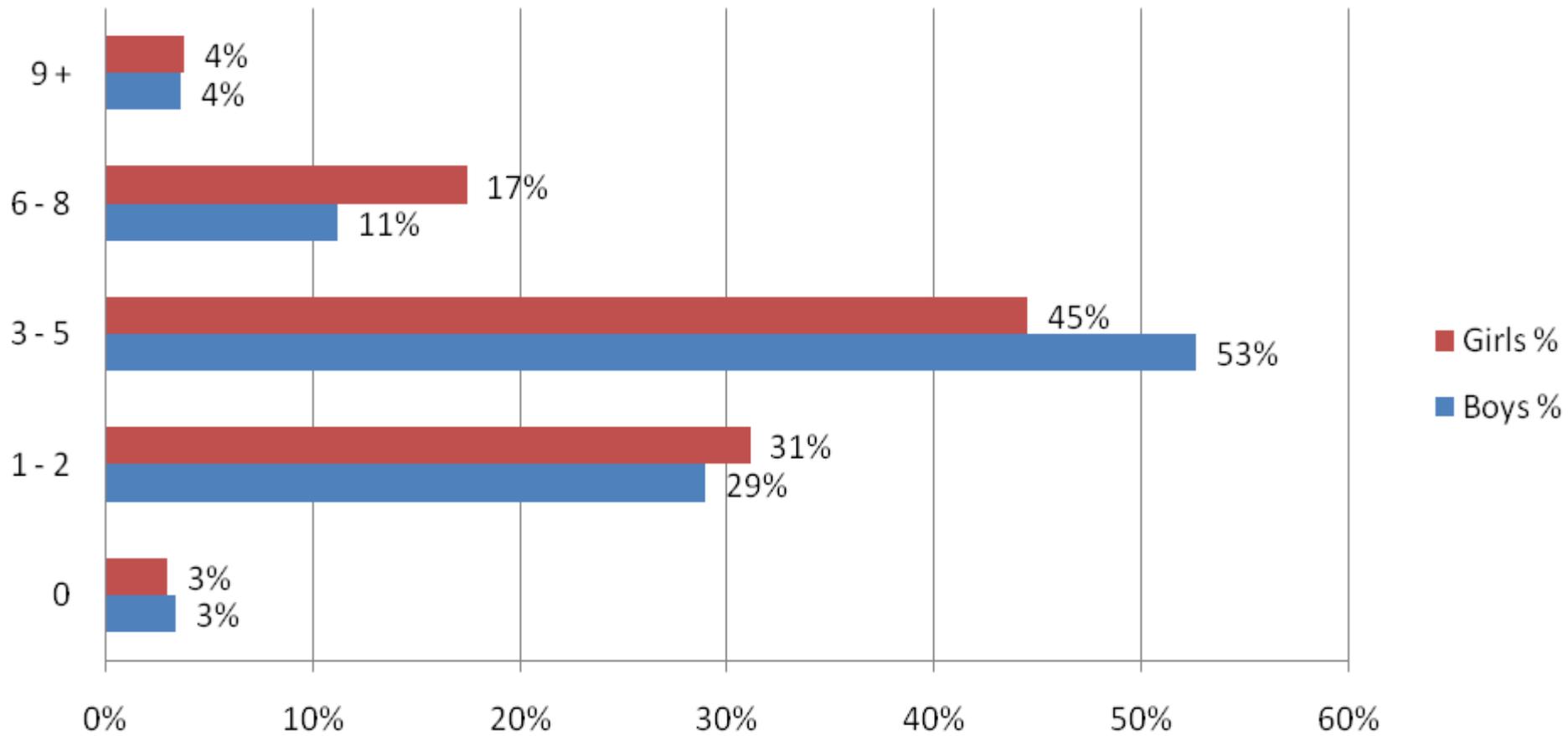


- What kinds of activity?
- When do they happen?
- How much energy do they use?

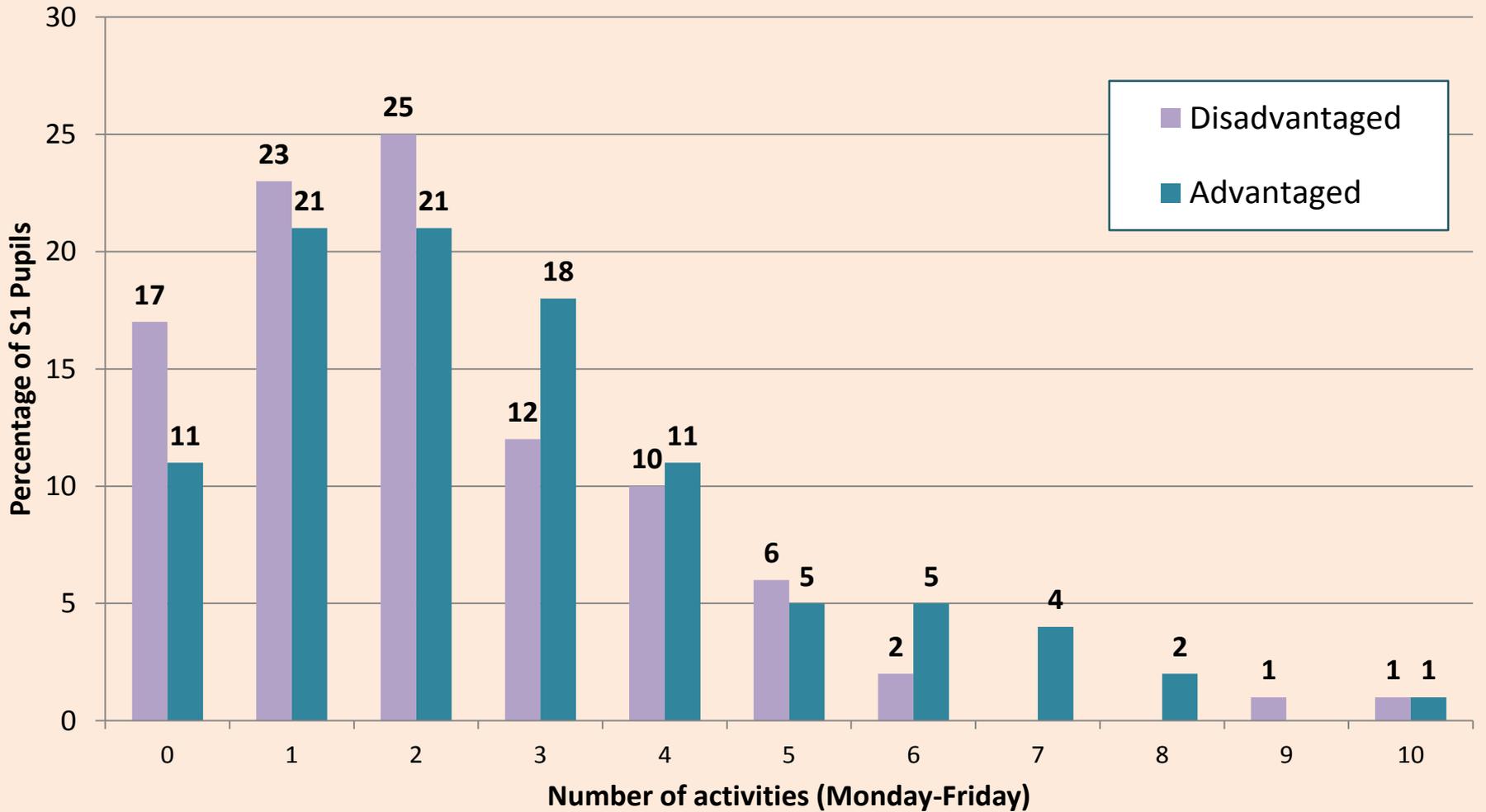
Girls - Top Activities Weekend (S2)



No. of Different Physical Activities Per Week (S2)



Range of Activities by Dis/Advantage School Groupings



P=0.002

Screen Time



Going Online

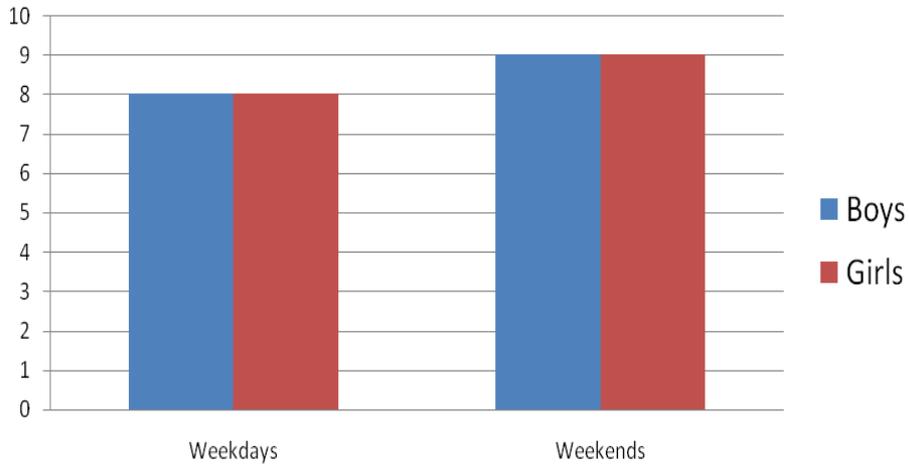
Watching TV/ DVDs

Playing Computer
Games

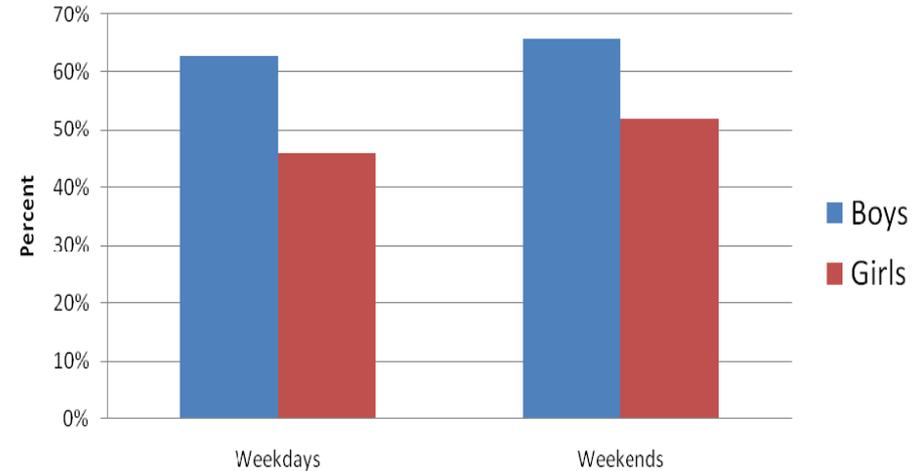
**'Free Time'
Screen Time!**

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graph LR; A[Going Online] --> D['Free Time Screen Time!']; B[Watching TV/ DVDs] --> D; C[Playing Computer Games] --> D;
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Median hours of sedentary activity per day (S2)



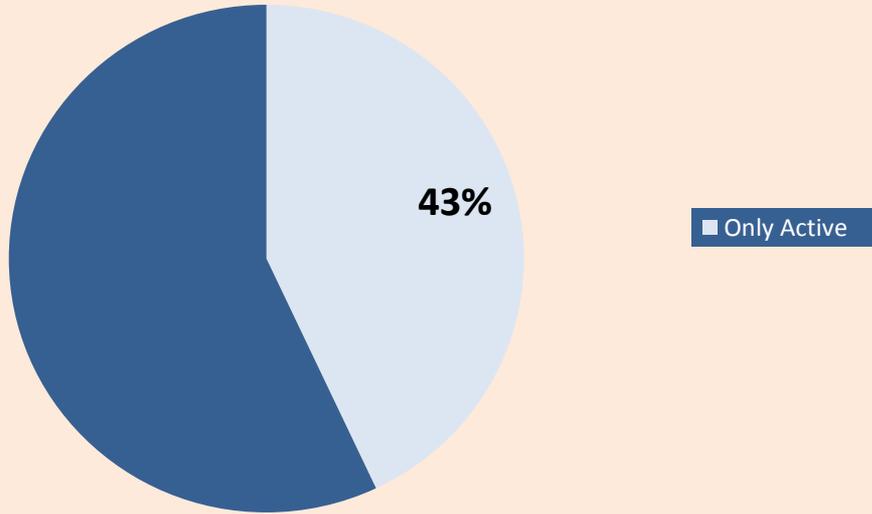
%Pupils reporting five or more hours screen time per day (S2)



Travel to School

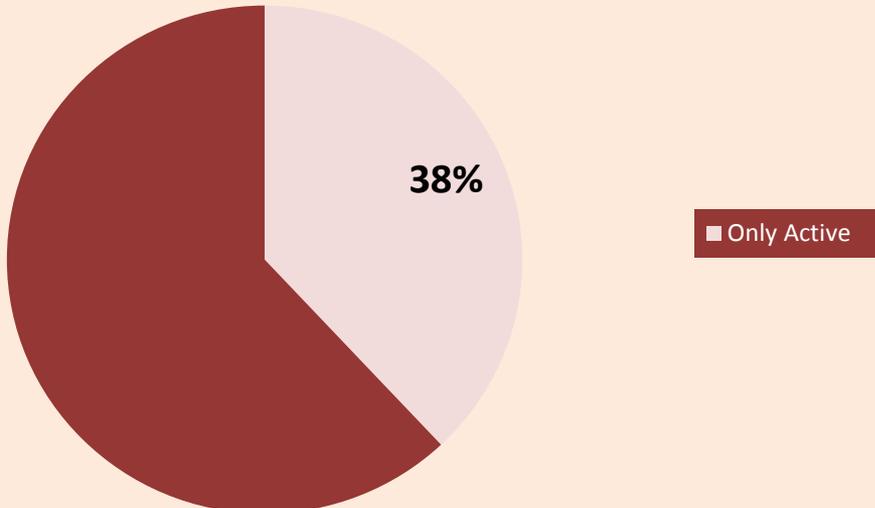


Boys - Active modes only



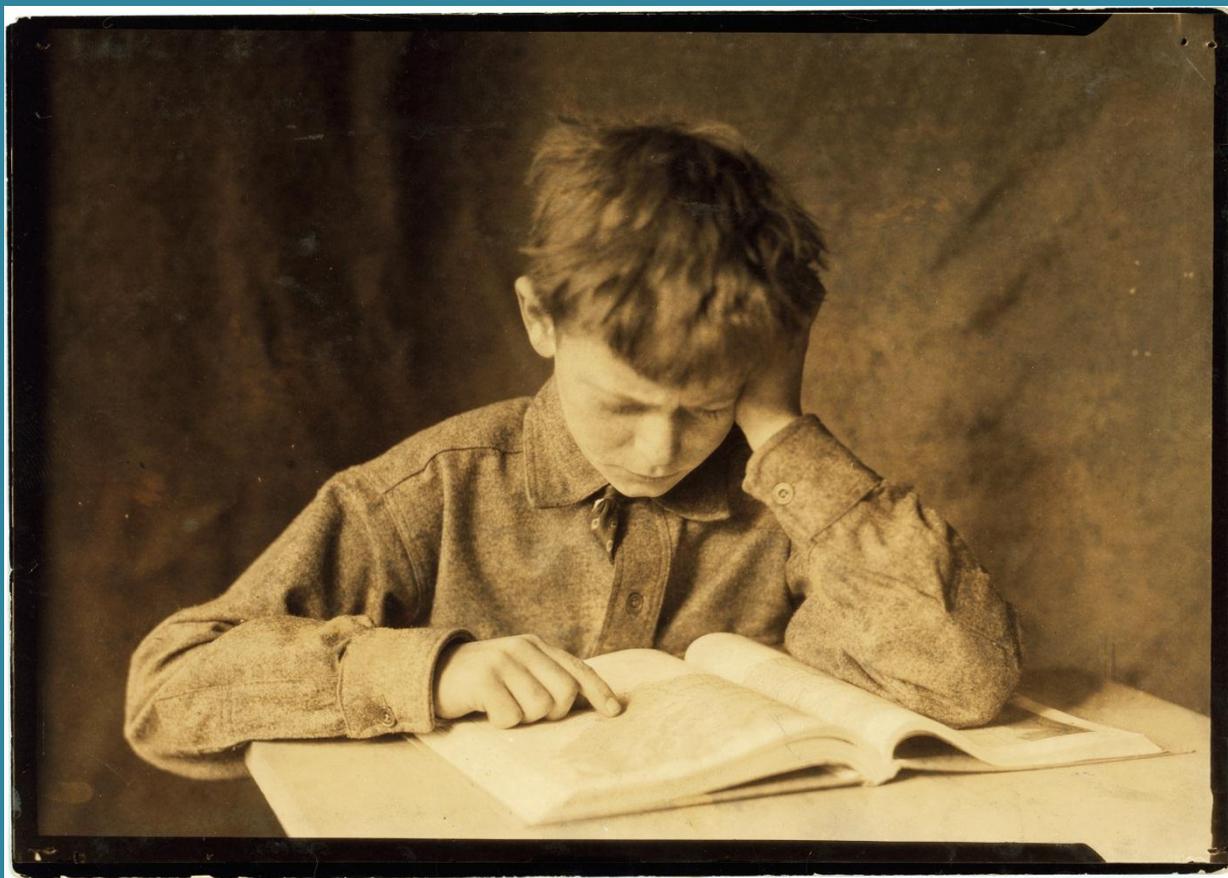
- Walking
- Cycling

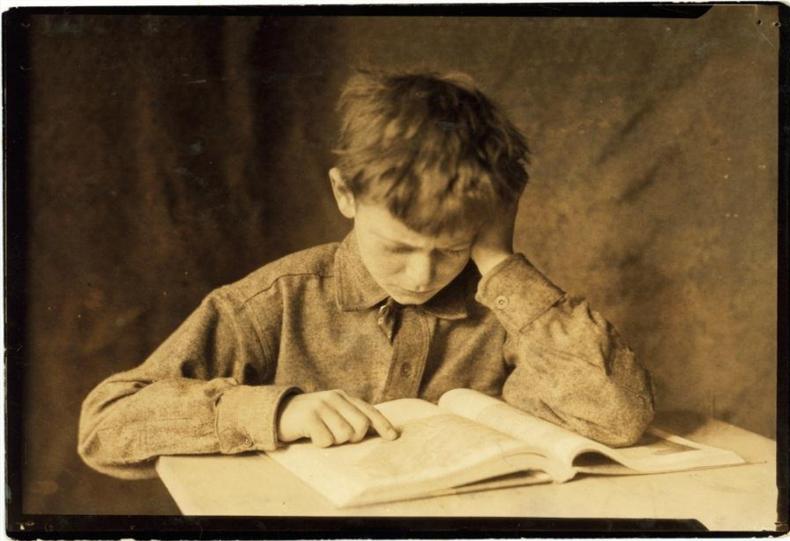
Girls - Active modes only



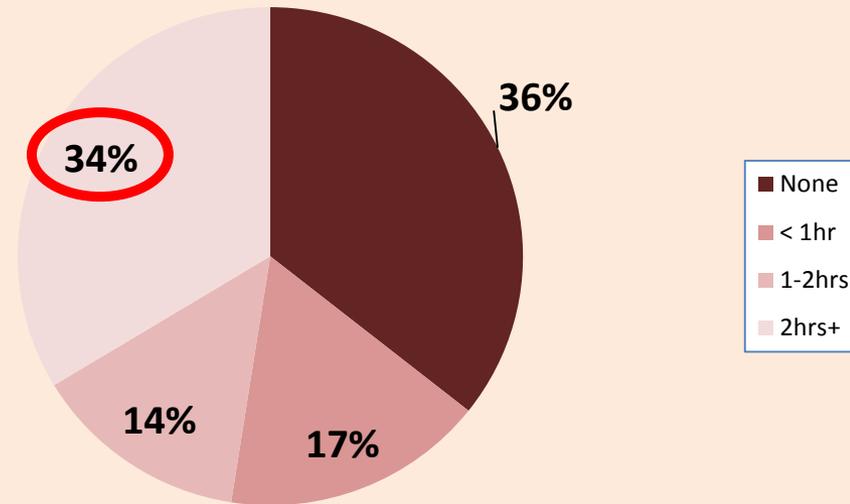
- Bus
- Car
- Train

Homework

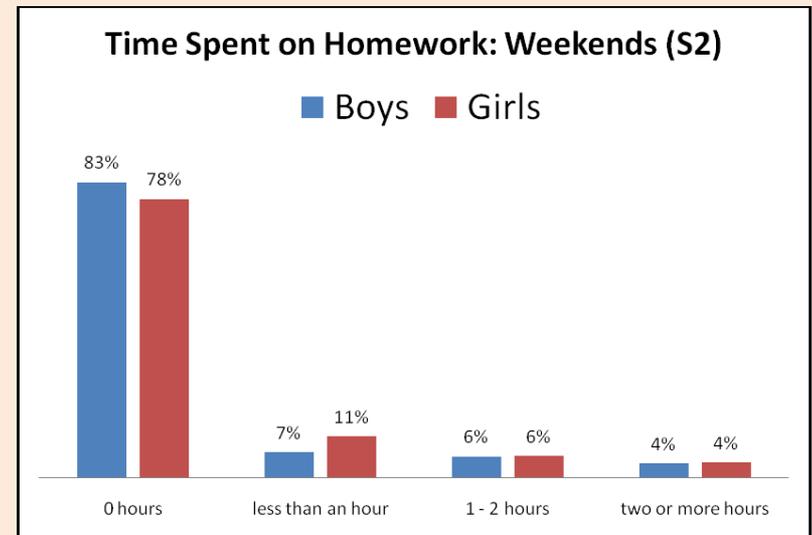
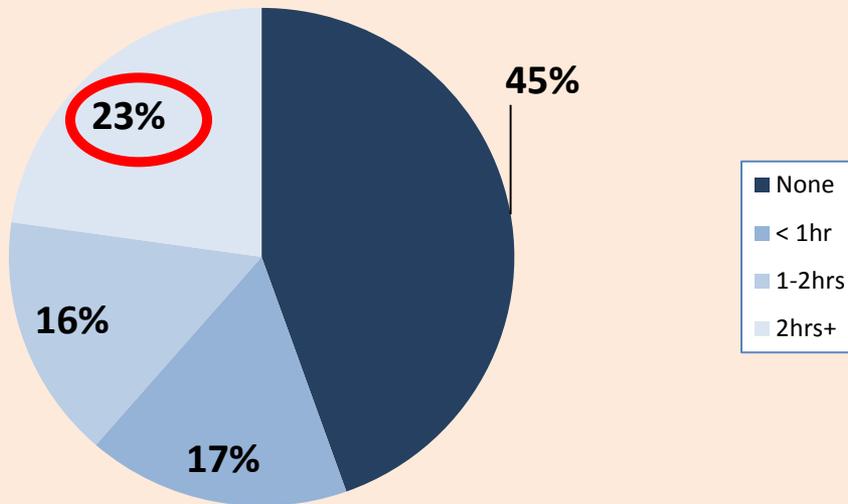




S2 Girls - Total time spent of homework (M-F)



S2 Boys - Total time spent of homework (M-F)



A relationship between homework and exercise...

- Time?
- Concentration?
- Parental support?
- School culture?
- Parental and School Resources?

Active
Minds?

Looking
Forward!

Next steps...

- The Wave Two 'Headline Indicators' report has been completed and planning for longitudinal analysis is underway.
- The Wave Three surveys are in preparation.

and longer term

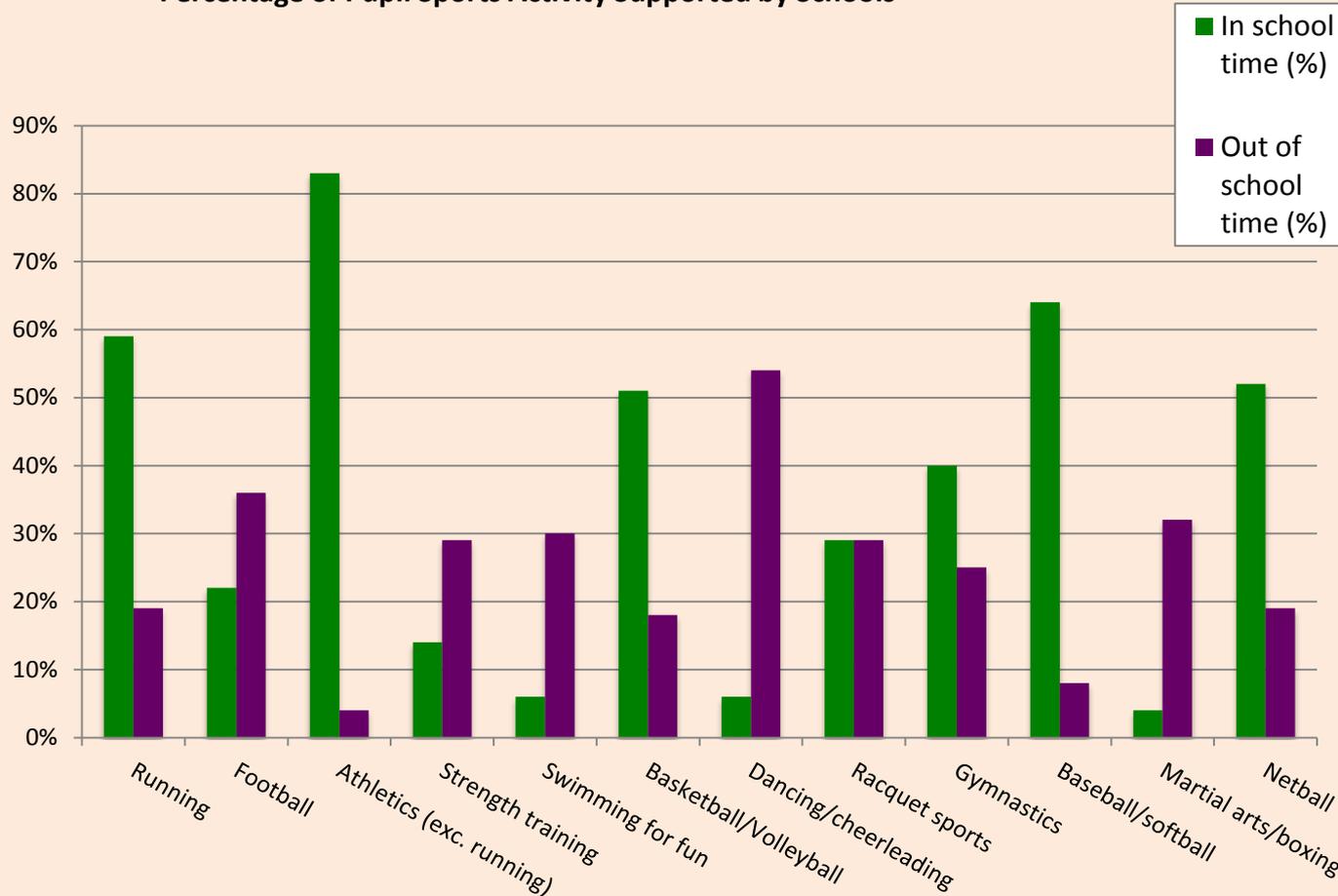
- Comparing the 'Games Cohort' to S5 pupils in 2012.
- Examine changes in rate and range of sports participation between deprived and more affluent areas.
- Assess potential CWG/ regeneration benefits to East End pupils.
- Legacy assessment in relation to sports participation, physical activity, sedentary activity & active travel

How do Schools support PA?

Activity & No. of Pupils

- Running 513
- Football 309
- Other Athletics 286
- Strength training 219
- Swimming for fun 199
- Basketball/volleyball 187
- Dancing/ cheerleading 151
- Racquet sports 106
- Gymnastics 88
- Baseball/ softball 86
- Martial arts/ boxing 77
- Netball 63

Percentage of Pupil Sports Activity Supported by Schools



Most often reported activities



Schools and 'Active' Legacy

- Emphasis on participation for all
- Proximity of new/ improved East End amenities positive
- Peer-to-peer programmes successful, supporting pupils to identify their own needs
- Some evidence of stimulating teacher support

BUT

- Strained staff capacity
- Levels of sedentary activity
- Limitations of parental resources for supporting pupil activity in and out of school

But, again, we are in a deprived area and what you will find is whereas if you're in [AN AFFLUENT] school parents are willing to drive their pupils... drive their kids to, you know, netball three times a week.

That's one o' the things that we do come up against, is that, yes, [PUPILS] do it in school but will they take it up outside o' school and the answer a lot o' time is no and it's not because they don't want to, it's there's no backing sometimes or support to allow them to do that. And sometimes they have other commitments if the parents have got cleaning jobs in the evening or whatever, they may have to stay in and watch the little ones and stuff.

Yeah, yeah, they [PARENTS] go to matches, it even gets to the stage where they will actually bring, it sounds crazy, they bring water, bananas, food for the whole team ...Yep, and the parents all know each other so they all come so I'd say there is yeah big support from parents for that.

What successful examples of schools supporting physical activity do you know of? What are the most significant features of these examples? Can they be more widely applied?

What are the key issues for young people in choosing and maintaining an active life? What are the main barriers?

How can - or should - schools prioritise sport, PE and physical activity? Where should the main focus be?

What barriers do schools face?

What is the **most important** change needed to make a more active lifestyle accessible to young people?

What is the role of policy in supporting young people to be active? What different needs might different subgroups of young people have? How can they be supported?

What future questions should GoWell East be exploring in relation to these issues?





STUDYING CHANGE IN
GLASGOW'S EAST END

<http://www.gowellonline.com/goeast>

GoWell is a collaboration between Urban Studies and the MRC at the University of Glasgow, and Glasgow Centre for Population Health.

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