

Impact Report

Community Football Partnership



Session 2022-23
Version 1

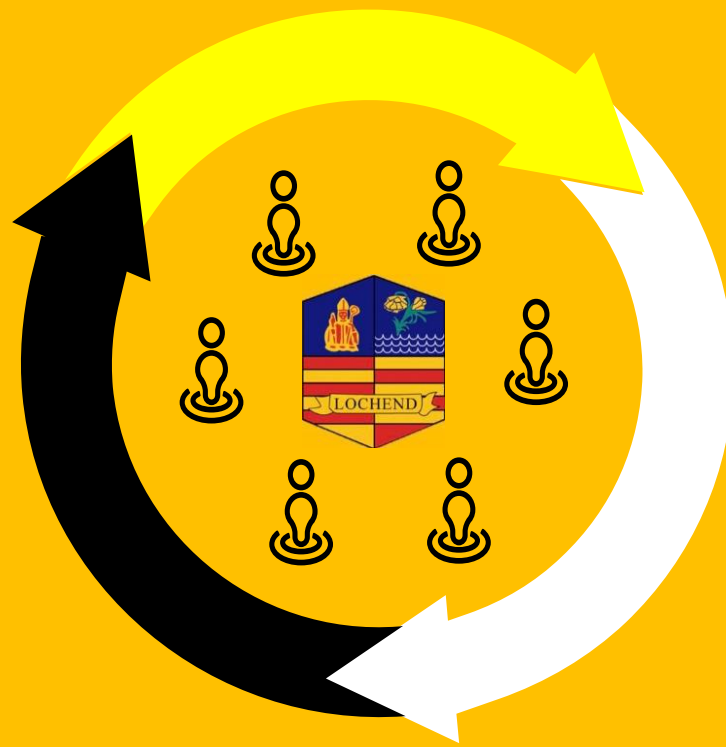
Overview

This report seeks to evidence the impact of the inaugural Community Football Partnership (CFP), which has been supported and delivered by Easterhouse FA, FARE Scotland and Glasgow Life Sport Development within Lochend Community High School in Easterhouse, Glasgow.



Contents

Aims	Page 4
Participants	Page 5
Measuring Impact	Page 6
Outcome 1	Page 6
Outcome 2	Page 7
Outcome 3	Page 8
Outcome 4	Page 9
Summary	Page 10
Recommendations	Page 11
Further Information	Page 12

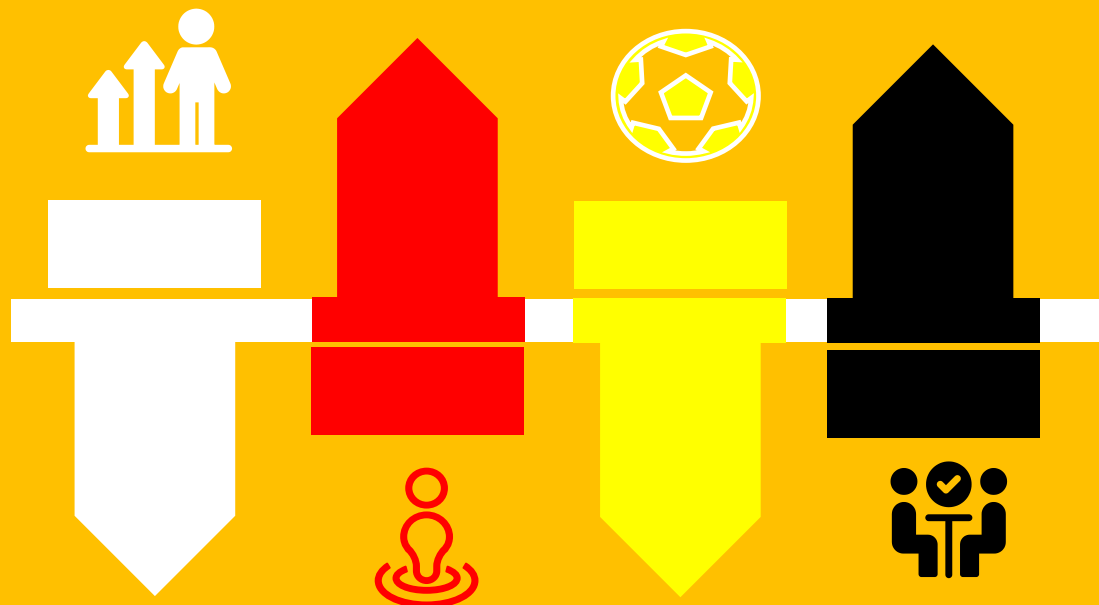


Aims

The aims, or planned outcomes, of the partnership were agreed by all partners and their lead representatives, with a view to offering a preventative programme which would:

1. Use football as a driver for positive change in young people
2. Raise the attainment of participants across all subjects
3. Increase participation in grassroots football, both school-based and local
4. Engage learners positively in the wider life of the school

Evidence in support of the reach of each outcome is provided within this report (see *Measuring Impact*).



Participants

Expressions of interest were invited from all Primary 7 pupils transitioning to Lochend Community High School in April 2022, with a planned programme start in August 2022.

The programme is developmental in nature; not performance related. Hence, all young people expressing an interest were granted a place on the programme. This gave a group of 16 young people.

Following the start of the academic session, a further 5 joined. 21 young people now engage in the programme.



Measuring Impact

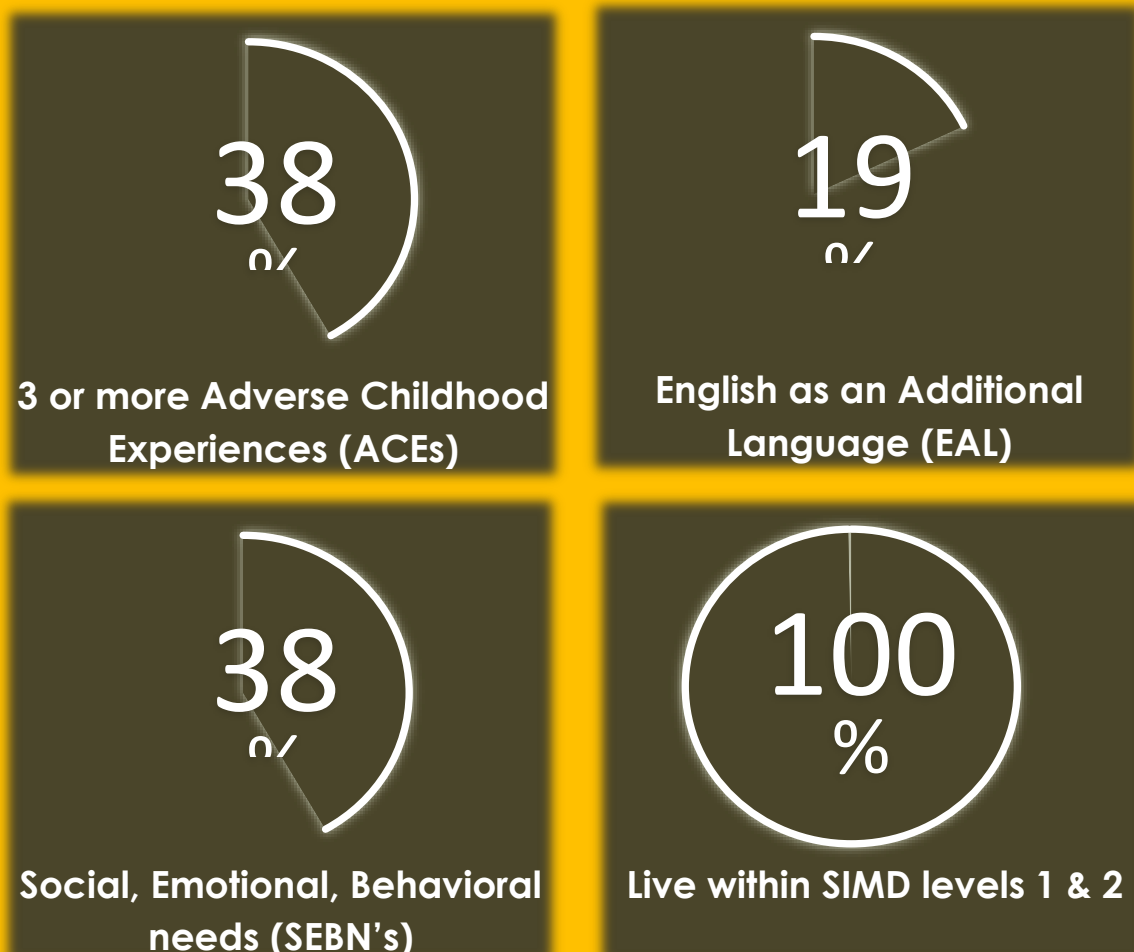
To best assess the impact of the programme, a series of indicators have been considered. For simplicity, these have been aligned with the programme aims.

Outcome 1

1. Use football as a driver for positive change in young people

Within the programme, 'positive change' has been defined as evidence of improvement in young people's attitudes, capacity for relationship building and ambition.

Participants presented a range of profiles at the transition from P7 into S1, as follows



The programme sought to minimise the impact of these potential barriers to learning. Whilst it is challenging to measure the exact impact of this preventative measure, we can draw some information from the school merit system:



On average, participants recorded 13% more merits than other S1 pupils, with 6 participants in the top 10% of S1 pupils for total merits awarded.

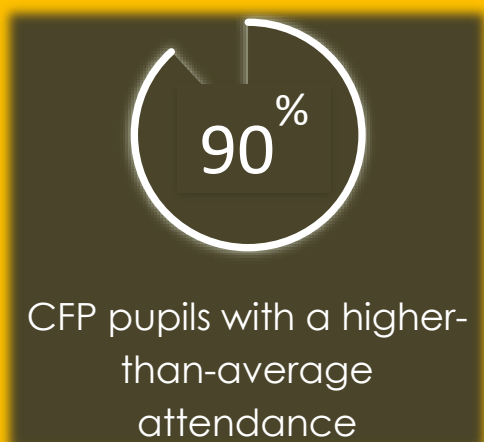
Furthermore, of referrals generated for serious incidents involving the S1 cohort, only 15% were attached to participants, with one participant in particular responsible for 10% of this total. Of the 28 referrals generated regarding others (the 5%), only 7 of these have come in 2023, which suggests an overall improvement in behaviour.



Outcome 2

2. Raise the attainment of participants across all subjects

A number of factors can be used to measure a young person's attainment over time. School attendance is a key contributory factor, with high attenders more likely to achieve success in class. Of the programme participants, almost all (19) had higher than average attendance for S1 pupils, with 3 young people in the top 10% for their cohort, with over 96% attendance.



CEM testing results showed that 8 of the participants are in the top S1 attainment group, including the young people ranked 1st, 2nd and 3rd for the cohort. 6 young people are in the middle attainment group, and 5 are in the bottom attainment group. The latter young people receive targeted support in classes. 2 participants were not tested, hence the total of 19 and not 21.

This data will translate positively in class, with comparative data available after the next tracking period. At this stage, we will be able to provide information on progression since the beginning of the programme.

As part of the programme, participants have also been undertaking a series of SCQF-accredited qualifications, including PDA Self and Community, Self and Work and Practical Abilities at SCQF Level 4. This will be the first formal qualification the learners gain as part of their suite of qualifications in school. Their early stage (S1) also means

there is ample time remain for progression towards Level 5 and Level 6 awards.

Outcome 3

3. Increase participation in grassroots football, both school-based and local

At the outset of the programme, few (4) participants played football regularly as part of a grassroots club. At the time of writing, most participants now engage with grassroot football in some form. This is an improvement of more than 40%.



This improvement is a factor we hope to sustain, should the recommendations of this report be taken forward. To support this ambition, all of the participants will be offered the opportunity to train within the Academy at Easterhouse FA.

Furthermore, almost all of the participants have been able to represent their school in local GSFA competitions. This engagement has helped improve both the confidence and resilience of the young people, whilst further pride in the area they come from. Our parent survey highlighted this through a number of statements, including:

“He seems to not let things that would usually have had a negative affect impact on him get him down”

“Doesn’t get defeated quite as much”

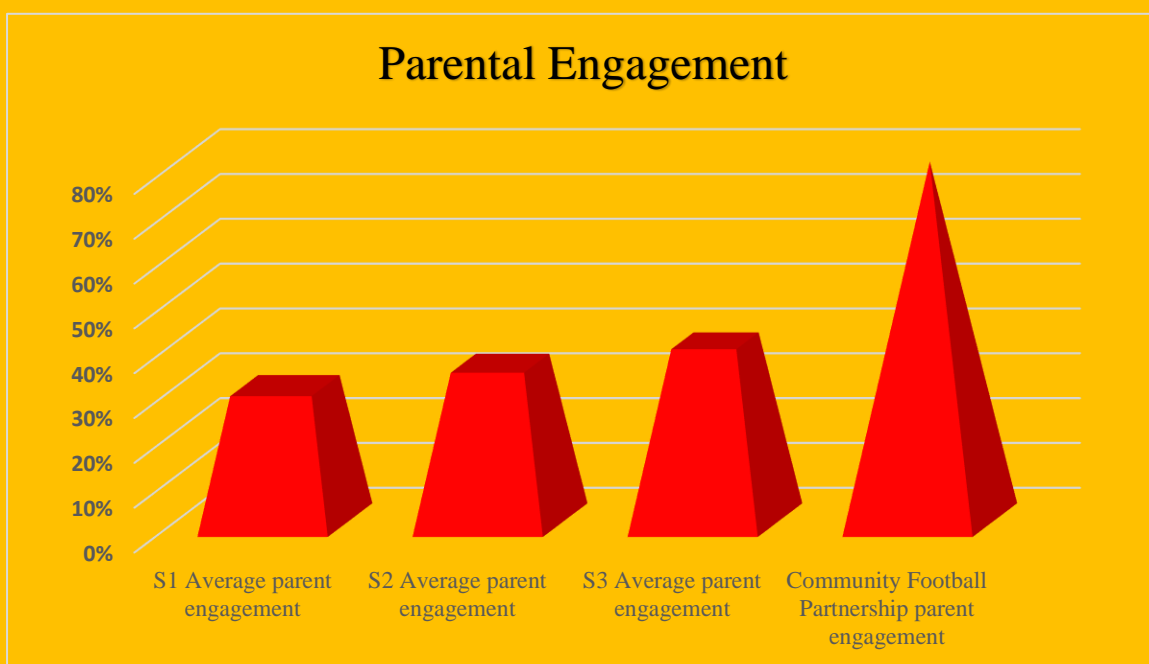
“Yes I have noticed a big difference in his confidence”

“He is more focused and dedicated to tasks”

Outcome 4

4. Engage learners positively in the wider life of the school

As part of the programme and their SCQF accreditation, participants have represented their school at city-wide events, including being the first to take part in the Glasgow Life Secondary 7-a-side league. Furthermore, planning is already underway for our forthcoming Transitions Football Tournament, involving P5-7 learners from across our learning community. This event will be led by the Community Football Partnership.



80% of parents responded to our survey, which in itself can be heralded as a positive. Of those who responded, almost all stated that the CFP had helped their child to settle into school, with most stating that the CFP has brought about positive change in their child. Comments in support of these figure include:

“I believe the football program has supported his transition well and has given him a platform to build relationships with young people from different local primary schools.”

“He’s more likely to give something a try now”

“He has embraced the school and feels like he belongs.”

“He seems more active in football even out of school”

“He appears to be more able to persevere in tasks that he would usually have given up on.”

“I feel he’s settled far better into high school than I could have hoped for. I feel the football program affords the young people involved an opportunity to be active and engage in something of significant interest to them.”



Summary

Despite the programme still being underway, we believe there are more the sufficient positives to propose its continuation into S2. In support of the recommendations which follow, it is important to highlight that the programme has supported:

- increased attendance
- high-numbers of merits being awarded
- SCQF-accreditation within BGE
- decreasing number of referrals



Person First, Player Second

Acronyms

- **ACE**
Adverse Childhood Experiences. [Click here](#) to find out more.
- **BGE**
Broad General Education (S1-S3), where learners engage in a broad range of curricular experiences, before making subject choices in the Senior Phase.
- **CEM testing**
Standardised tests (designed by Centre of Evaluation and Monitoring) which produce scores for participants in different areas. These scores can be used to give an accurate indication of a young person's strengths in these areas e.g. reading and comprehension.
- **Demerit / Merit**
Within LCHS class teachers use our Merit system, to acknowledge notable effort, achievements and/or conduct. Pupils with high numbers of Merit are invited to take part in a variety of rewards and events throughout the year. Demerits are issued where conduct, application etc. are not in keeping with our expectations on a young person.
- **EAL**
English as An Additional Language – a support for learning need that entitles young people to specific support in their learning of English.
- **Referral**
Serious incidents within the school are recorded via the Referral system. These can relate to misbehaviour, persist disruption etc. Referrals are actioned by the school leadership team.
- **SEBN**
Social, Emotional and Behavioural Needs

- **SIMD**

Scottish Index of Multiple Deprivation, widely used as a measure of poverty. The measure takes account of income, employability prospects, healthcare, transport links etc. within a postcode area.

- **SCQF Accreditation**

Scottish Credit and Qualifications Framework. A framework that takes account of all qualifications in Scotland, tiered by level. National 5 qualifications are at level 5, for example. Highers are at level 6, and so on.

Language

Almost All = over 90%

Most = 75-90%

Majority = 50-74%

Less than Half = 15-49%

Few = up to 15%

Further Information

Further information is available from any of the programme leads:

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