Active Schools Participation By School Cluster 2017-18

September 2018

Report by Research & Information Team, Corporate Research & Performance

research@scotborders.gov.uk

Executive Summary

- Sport Scotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network. The organisation works with Scottish Borders Council through Live Borders and has a team of 11 Active Schools Coordinators in Scottish Borders based around the 9 High school clusters
- In July 2018, the complete list of Active Schools participants in 2017-18 was matched against the 2017-18 Pupil Census held in SBC's SEEMIS system. This was carried out to inform mandatory returns to Sport Scotland and also to provide better intelligence to Live Borders, for Active Schools planning.
- Of the 14,798 pupils registered in Scottish Borders schools in 2017-18, around 95% of them were included in the analysis.

Free School Meals and Active Schools Participation

- P4-S6 pupils are less likely to engage with Active Schools if they receive Free School meals on the grounds of low household income.
- This is true of all nine school clusters, with the biggest percentage inequality gap being in the Galashiels cluster.
- Other than that, the relationship between the age of the child, their household income and their participation in Active Schools is somewhat confused.
- Younger pupils are more likely than older pupils to take part in Active Schools, regardless of their household income.

Participation in Active Schools by "Looked After" Status

- Children who are, or have ever been, Looked After by the Local Authority are less likely to participate in Active Schools.
- However, as only 255 pupils fall into this status (2% of the Scottish Borders school roll), the results cannot be regarded as statistically significant.

Participation in Active Schools By Gender

- There is a perception that there is a high drop-out rate from sport amongst teenage girls. Whilst this is generally the case, the same is also true for teenage boys.
- There is actually relatively little gender gap between boys and girls in terms of Active Schools participation, at a Scottish Borders, All-Ages level.
- The relationship between gender and Active Schools participation is more complex at School Cluster level.

- Age and school cluster are more important determinants of Active Schools participation than gender alone.
- For example, the Earlston cluster had low participation amongst primary school pupils had a much higher participation rate amongst S6 girls. This is likely to be due to the nature, location and availability of the activities offered in the cluster.

Participation in Active Schools by Year Stage

- On average, 57.7% of Primary 1 pupils in Scottish Borders schools are Active Schools participants.
- This continues rising to a peak of 80% by Primary 7, after which it drops off sharply.
- By the time pupils get into S1, participation has dropped to 64.6% and this continues to decline steadily throughout high school.
- Within the smaller S6 group, participation rates are only 28.5%.
- Year Stage seems to be the strongest determinant of Active schools participation, over and above any income/ deprivation-related factors.
- The full report shows which school clusters have much higher participation rates for age groups and genders than others.
- For example, in the Kelso cluster, 96% of S1 boys take part in Active Schools but only 37% of S1 boys in the Berwickshire cluster do.
- There are many other examples like this showing wide differences in participation between school clusters by age and gender although care should be taken in comparing cohorts of different sizes.

Participation in Active Schools by Multiple Deprivation Quintile

- Most pupils in Scottish Borders live in neighbourhoods (datazones) with around or below-average deprivation for Scotland (Quintile 3 or Quintile 4 on the SIMD 2016 scale respectively).
- The highest levels of deprivation are in the Hawick cluster, followed by the Selkirk cluster and the Galashiels cluster. This matches what we already know about where our areas of Multiple Deprivation are.
- At a regional level, Scottish Borders pupils are increasingly likely to take part in Active Schools if they live in a less deprived area.
- 45.7% of pupils from the region's most-deprived (Quintile 1) areas were Active Schools participants in 2017-18, compared with 61.6% of pupils from the region's least-deprived (Quintile 5) areas.
- The relationship between participation and deprivation at a School Cluster level is not straightforward.
- Only the clusters with a sizeable number of Quintile 1 pupils (Hawick, Selkirk and Galashiels) show that participation is lower in the most-deprived areas.
- Most of the school clusters show an indistinct trend of increasing participation with decreasing deprivation, for example Earlston, Eyemouth, Kelso and Peebles, but this is not at all clear.

- Berwickshire and Jedburgh show no particular relationship between participation and deprivation at all.
- The relationship between participation and deprivation is most confused in clusters that have less inequality and deprivation.
- Care should be taken with Scottish Index of Multiple Deprivation (SIMD) not to make assumptions about a pupil's individual barriers to participation and social inclusion based on where they live.
- Multiple Deprivation is a complex issue and pupils may face unexpected barriers to participation and inclusion that are not picked up by the SIMD.

Conclusion

- The results show that Multiple Deprivation does play a role in determining Active Schools participation in certain areas that have been previously identified by SIMD.
- There may be others outside these areas who find active sport prohibitively expensive, but these are not picked up by SIMD.
- The majority of Scottish Borders pupils live outside these deprived areas and their participation in Active Schools is determined more by other factors.
- The overriding enabler or barrier to the pupil's participation in Active Schools appears to be the age, or Year Stage, of the pupil, in combination with the opportunities offered for their gender and age within their school cluster.
- Different school clusters have different strengths and different challenges and this can serve as an opportunity for locality-based coordinators to learn about what works for different age groups and in different local areas.
- All nine school clusters have experienced mixed success with Active Schools, with relatively higher participation amongst certain gender-age groups and lower participation amongst others.
- Identifying why a particular gender-age cohort is doing particularly well at a certain location could provide a model of good practice to school clusters where participation could be improved in certain age groups and social groups.

Introduction to Active Schools in Scottish Borders

Sport Scotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network (Appendix 1). Sport Scotland works with Scottish Borders Council through Live Borders and has a team of 11 Active Schools Coordinators in Scottish Borders based around the 9 High school clusters (Appendix 2). The coordinators are based within their cluster areas and their focus is predominantly on increasing extra-curricular participation in sport (Before school, at lunchtimes, evenings and weekends). The coordinators link with PE staff but the programme is delivered in extra-curricular time rather than through or alongside PE. All children from P1-S6 have the opportunity to sign up to Active Schools programmes and coordinators work closely with Head Teachers, schools staff, parents and pupils to promote sessions throughout the year.

About the Active Schools 2017-18 Dataset

In July 2018, analysts from Live Borders and Scottish Borders Council carried out a project to match and analyse the complete list of Active Schools participants in 2017-18 against the 2017-18 Pupil Census held in SBC's SEEMIS system. This was to inform mandatory returns to Sport Scotland and also to provide better intelligence to Live Borders, for Active Schools planning. Although the results are specific to Scottish Borders and no equivalent analysis has been done for other Local Authority areas, this work provided management information which had never been available before. This has helped to inform not just Sport Scotland and Live Borders for Active Schools resourcing and team planning, but also Scottish Borders Council and Learning Boards, which link directly to headteachers. This delivered useful business intelligence to them on what resources were needed in which sections of the school population, in order to get more school-age children involved in organised sport.

Of the 14,798 pupils registered in Scottish Borders schools in 2017-18, 14,055 (95%) of them had an address ID (UPRN) and a unique pupil number (SCN) which linked them to SBC's Corporate Address Gazetteer and Pupil Census. Any pupils who did not have a UPRN (5%) could not be matched to the Corporate Address Gazetteer and had to be set aside.

The dataset of 14,055 pupils was then matched with further social or demographic characteristics, for example, whether they are Looked After or whether they claim Free School Meals. A small number of pupils whose status was unclear were set aside, leaving just under 14,000 pupils remaining in the analysis, or 93% of the school roll.

Participation in Active Schools by "Free School Meals status"

Out of the 13,954 pupils whose Active Schools and School Meals status was known:

- 914 (67.4%) were P4-S6 pupils who did not claim Free School Meals for any reason. Of these, 58.7% were Active Schools participants.
- 150 (11.2%) were P4-S6 pupils who claimed Free School Meals on the grounds of income. Of these, 45.7% were Active Schools participants.
- 282 (21.4%) were P1-3 pupils who were universally entitled to Free School Meals. Of these, 61.7% were Active Schools participants.
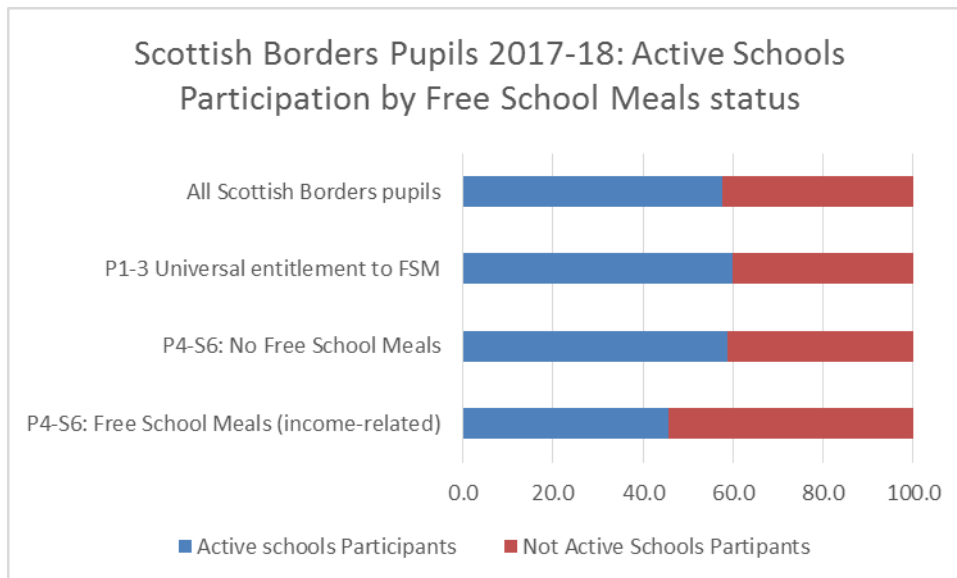
On the whole, P4-S6 pupils are less likely to engage with Active Schools if they receive Free School meals on the grounds of low household income. Other than that, the relationship between the age of the child, their household income and their participation in Active Schools is somewhat confused. Younger pupils are more likely than older pupils to take part in Active Schools, regardless of their income.

Participation in Active Schools by "Free School Meals" Status and school cluster

Pupils are less likely to engage in Active Schools if they receive Free School Meals on the grounds of low income in all 9 High School cluster areas, without any exceptions. The difference in participation varies between school clusters. The biggest gap is in the Galashiels cluster, where 53.7% of P4-S6 pupils who do not claim Free School Meals engage in Active Schools, but the participation rate drops to 34% amongst those P4-S6 pupils who do claim Free School Meals. Galashiels has a much bigger gap in participation between those who do and those who do not claim Free School meals than other High School clusters in Scottish Borders.

Percentage of cluster roll by FSM status who are Active School participants, 2017-18
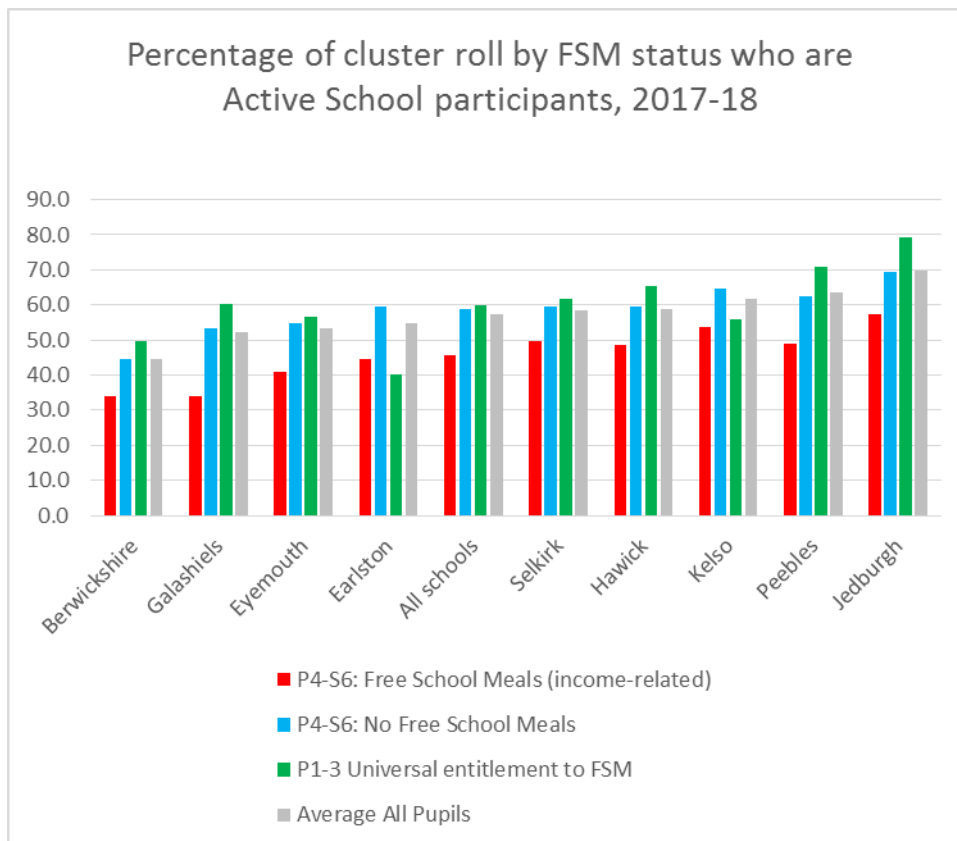
In all 9 school clusters, there is a more complex pattern of participation concerning the age of the pupil rather than that determined by Free School Meals alone. In 7 of the 9 schools, P1-3 pupils, who are universally entitled to Free School Meals have higher participation rates than the P4-S6 pupils who do not claim Free School Meals. This means that, in most clusters, the age of the pupil is still a more important determinant of participation than whether they receive Free School Meals

Participation in Active Schools by "Looked After status"

"Looked After" (LAC) status is regarded as an indicator of social exclusion, as children who are or who have ever been looked after by the Local Authority are significantly more likely be vulnerable to social exclusion and negative outcomes than those who have never been looked after.

Across all school clusters in Scottish Borders, 98% of the almost 14,000 pupils in the Active Schools study are not or have never been "looked after".

Participation in Active Schools by "Looked After" Status and school cluster

There is a clear difference in Active Schools participation depending on whether the pupil is/ has ever been Looked After. However, as only 255 pupils fall into this status, the results cannot be regarded as statistically significant.

Taking the results at face value, the results reveal that:

- Out of the vast majority of students who are not and have never been Looked After, 57% are Active Schools participants.
- Out of the students who are or have ever been Looked After, 43% are Active Schools participants.
- In most of the 9 School Clusters, pupils were less likely to be Active Schools participants if they are or have ever been looked after.
- The exceptions are Eyemouth and Kelso, where pupils are more likely to be Active Schools participants if they are or have ever been Looked After. However, as the numbers are so small, no significance can be draw from this.
- Berwickshire school cluster has the lowest ratio of LACs who are Active Schools participants. Here, 35% of LACs are Active Schools participants, compared with 45% of non-LACs.
- Galashiels and Peebles clusters also have low ratios of Active Schools participants from Looked-After backgrounds.
- Kelso school cluster has the highest ratio of Active Schools participants from Looked-After backgrounds. There, 65% of the cluster's small minority of LACs are Active Schools participants, compared with 62% of non-LACs.
- Eyemouth and Selkirk clusters also have high ratios of LACs who take part in Active schools.
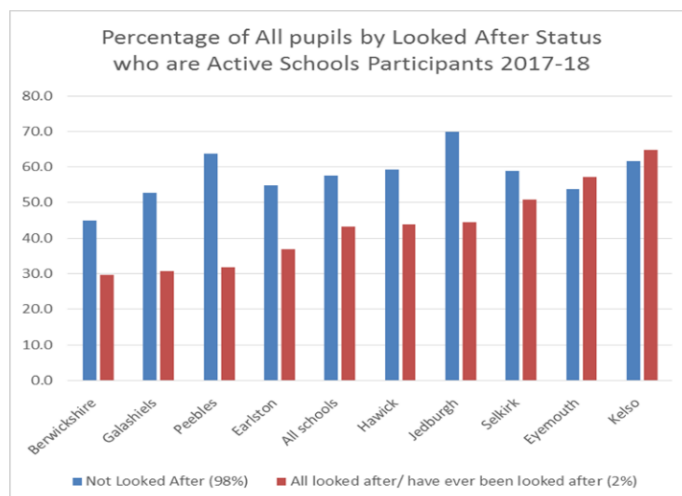
Participation in Active Schools By Gender

There is surprisingly little gender age gap between boys and girls in terms of Active Schools Participation, at an All-Borders, All-Ages level.

Out of the around 14,000 Scottish Borders pupils that were included in this study:

- 49.3% are girls and 50.7% are boys, so there are slightly more boys than girls on the school roll
- Slightly more girls than boys participate in Active Schools – 59.6% of girls compared with 56% of boys.
- Most of the school clusters had similarly unvarying gender-based participation ratios. Taking all ages together, most school clusters have a slightly higher female than male participation rate, except for three school clusters (Hawick, Jedburgh and Kelso) which have higher male than female participation (if any difference at all)

It was concluded that School Cluster and age group are more important determinants of Active Schools participation than gender alone.

**Participation in Active Schools by Gender – variations by School cluster**

There is a perception that the drop-out rate in senior school pupils is particularly high for girls but closer analysis finds that there is a more complex relationship between school cluster, year stage and gender than first thought, with some school clusters providing activities which are particularly popular with certain age/ sex cohorts. For example, the Earlston cluster has low participation rates for primary pupils but relatively high participation rates for senior girls.

- The highest participation rates are in the Jedburgh cluster where 65.9% of girls and 74.1% of boys are Active schools participants. Other school clusters with above-average participation rates are Peebles and Kelso.
- The lowest participation rates are in the Berwickshire cluster with 45.9% female and 43.2% male participation rates. Other schools with below average rates include Eyemouth, Galashiels and Earlston clusters.
- Rates are around average in the Selkirk and Hawick School clusters.
- The average gender gap between boys and girls is a modest 3.1 percentage points, with uptake 3.1% higher in girls than boys.
- The biggest female-male gender gap is in Selkirk, with participation 10.1% higher in girls than boys, followed by Galashiels.
- The biggest male-female gender gap is the Jedburgh cluster, with participation rates 8.2% higher in boys than in girls.
- The cluster with the most gender equality is Hawick, where there is very little difference beween male and female participation.
- The gender gaps are also very low in the Berwickshire and Eyemouth clusters but their participation rates are disappointing. The Kelso cluster has a low gender gap and its overall participation is well above average.
- The relatively large gender gaps in the Galashiels, Selkirk and Earlston school clusters are bringing down the average participation rates for the school.   Closing the gender gap would help these school clusters improve their Active Schools participation rates overall.

Participation in Active Schools by Year Stage and School Cluster

On average, each year group makes up 8% of the total Scottish Borders school roll – 4% boys and 4% girls. There is some drop-off in S5 and S6 as might be expected, due to school-leavers.

On average, 57.7% of Primary 1 pupils in Scottish Borders schools are Active Schools participants. This continues rising to a peak of 80% by Primary 7, after which it drops off sharply.

Participation in Active Schools - % of School Cluster Roll 2017-18 - Primary 1 Pupils

Participation in Active Schools % of School Cluster Roll 2017-18 - Primary 7 Pupils
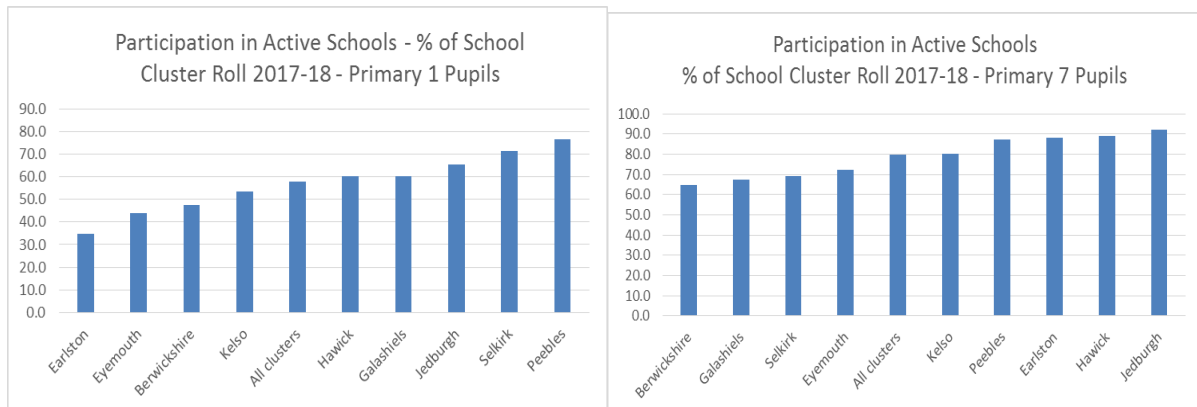
By the time pupils get into S1, participation has dropped to 64.6% and this continues to decline steadily throughout high school. By S6, only 28.5% of S6 pupils in Scottish Borders are Active Schools participants.

Participation in Active Schools - % of Cluster Roll 2017-18 S1 Pupils

Participation in Active Schools - % of school cluster roll 2017-18 - S6 Pupils
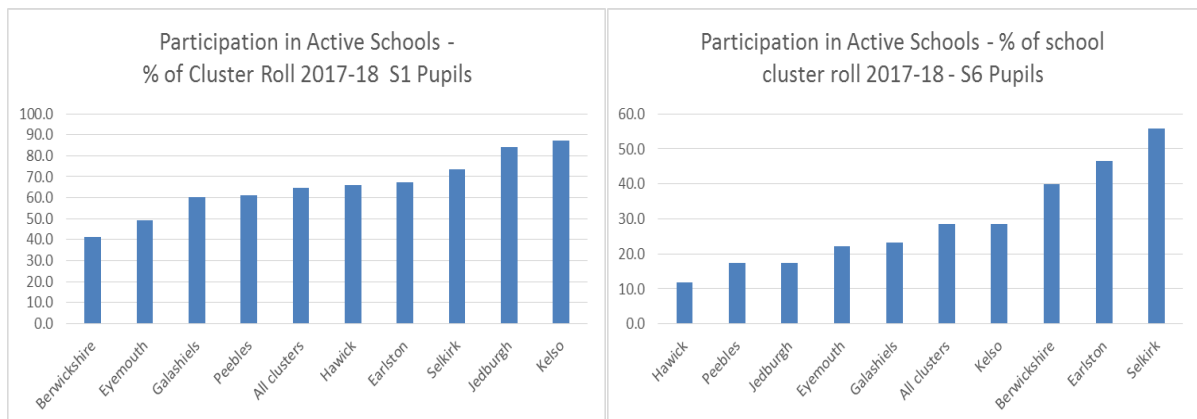
There are significant gaps in participation by year group between school clusters and the picture becomes more complicated when the effects of gender are included. Here are some examples:

- 83% of P4 boys from the Hawick cluster take part in Active Schools but only 33% of P4 boys in the Earlston cluster do.
- The biggest gaps in participation between schools clusters occur at S1 level – this is true for boys and girls equally.
- In the Kelso cluster, 96% of S1 boys take part in Active Schools but only 37% of S1 boys in the Berwickshire cluster do.
- In the Jedburgh cluster, 88.6% of S1 girls take part but in Berwickshire, only 64.6% of S1 girls do.

- In the Selkirk cluster, 57.8% of S6 girls take part in Active Schools but in Jedburgh, only 13.6% of S6 girls do.
- The Earlston cluster has the lowest participation rates amongst P1-4 girls and amongst P1-2 boys out of the nine school clusters.
- At senior school level, the lowest participation rates amongst boys are in the Eyemouth and Berwickshire clusters – ie the Berwickshire Learning Community.
- At a senior school level, the highest participation rates amongst boys are generally in Kelso and Jedburgh clusters, ie in the Cheviot Learning community.
- The highest participation rates among senior girls are in the Selkirk and Earlston clusters.

Some of the differences between "comparable" cohorts are quite startling, although care should be taken in comparing cohorts of different school clusters, as they will be of different sizes. This affects the validity of calculating rates, particularly from fairly small numbers. For example, the S1 cohort in the Galashiels cluster (i.e. Gala Academy) is 154, over twice the size of Eyemouth, which had only 69 S1 pupils in 2017-18. If an Active schools coordinator in each school were to select 11 boys and 11 girls to make up two S1 football teams, the "participation rate" would be a significantly higher proportion of the S1 cohort in Eyemouth than it would be in Galashiels.

Active Schools Participation and Scottish Index of Multiple Deprivation

The Scottish Index of Multiple Deprivation (2016) is a measure of Multiple Deprivation which ranks every one of the almost 7,000 neighbourhoods (datazones) in Scotland, in terms of its relative Multiple Deprivation.

These ranked neighbourhoods are allocated into 5 groups, or Quintiles, where:

- Quintile 1 represents the 20% most-deprived datazones in Scotland
- Quintile 2 represents the 20% of datazones that are relatively more-deprived than average for Scotland
- Quintile 3 is around average deprivation for Scotland
- Quintile 4 is relatively below-average deprivation for Scotland
- Quintile 5 represents the 20% least-deprived datazones in Scotland.

All datazones have a SIMD rank and quintile, therefore all pupils should in theory have a SIMD Quintile score. In practice, 13,923 of the 14,978 pupils in the school roll were able to be allocated a SIMD quintile score, which is 93% of the school roll. The remainder were excluded from the results, usually because their location was unclear (eg they had recently moved or live outwith the region).

School Cluster Roll by Deprivation Quintile

Most pupils in Scottish Borders live in Quintile 3 or 4 neighbourhoods – i.e. with around or below-average deprivation for Scotland. The highest level of deprivation is in the Hawick cluster, followed by the Selkirk cluster and the Galashiels cluster. This matches what we already know about where our areas of Multiple Deprivation are.
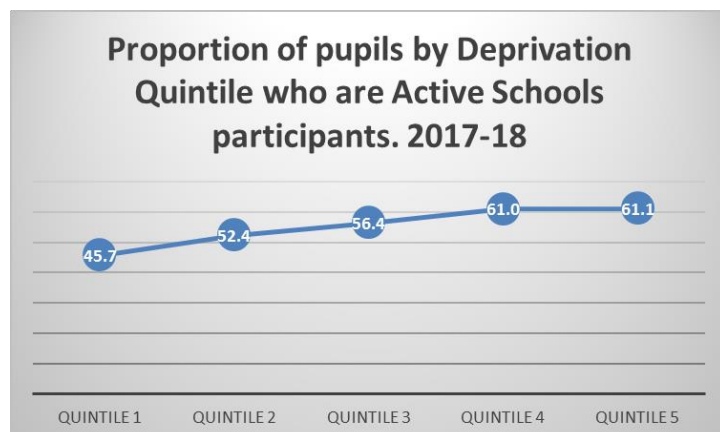
- 32% of Hawick Cluster's school roll is from Quintile 1, the most-deprived 20% of datazones
- 18.5% of Selkirk Cluster's roll is in Quintile 1
- 11.1% of Galashiels Cluster's roll is in Quintile 1
- Eyemouth, Galashiels, Hawick and Jedburgh have no or hardly any pupils in Quintile 5 areas.
- Berwickshire, Earlston, Eyemouth, Jedburgh, Kelso and Peebles clusters have no or hardly any pupils living in Quintile 1 datazones.
- Peebles and Earlston are the least-deprived school clusters in Scottish Borders.
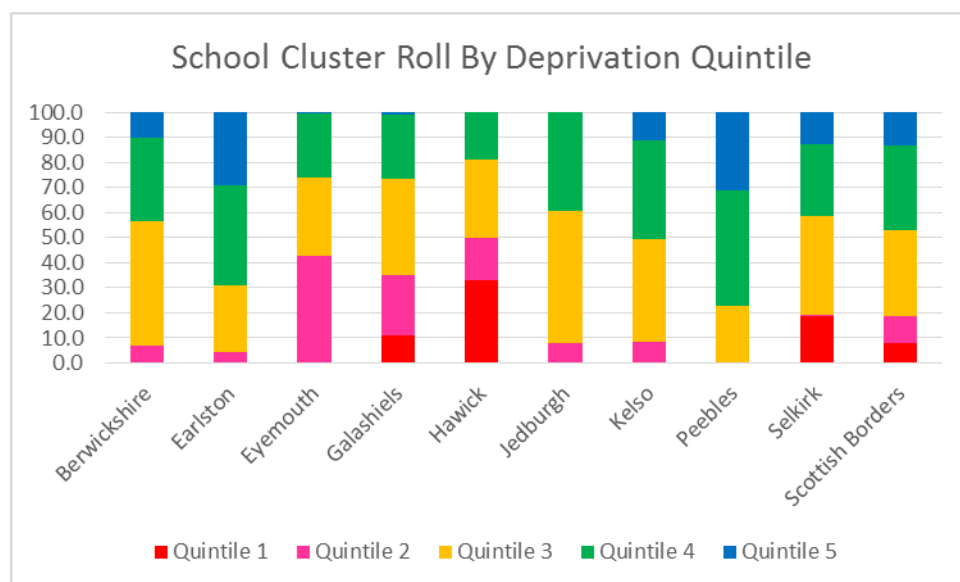
Active Schools Participation by SIMD Quintile

At a regional level, Scottish Borders pupils are increasingly likely to take part in Active Schools if they live in a less deprived area. 45.7% of pupils from the region's Quintile 1 areas were Active Schools participants in 2017-18, compared with 61.6% of pupils from the region's Quintile 5 areas

The graph below shows that there is generally a steady increase in participation in the less deprived areas.

Proportion of pupils by Deprivation Quintile who are Active Schools participants. 2017-18

45.7 52.4 56.4 61.0 61.1

QUINTILE 1   QUINTILE 2   QUINTILE 3   QUINTILE 4   QUINTILE 5

 There is very little difference between Quintiles 4 and 5, which is evidence that the affordability of Active Schools participation is only an issue up to a certain affluence threshold. Beyond that threshold, there are likely to be other reasons for not participating in Active Schools than affordability. It should also be remembered that not everyone who lives in an "affluent" neighbourhood is themselves affluent, and there may be hidden pockets of inequality within the "less deprived" areas.

Active Schools Participation by SIMD Quintile and Schools Cluster

Although Active Schools participation generally decreases with higher levels of Multiple Deprivation, the relationship between participation and deprivation at a School Cluster level is not straightforward.   Most of the school clusters show an indistinct trend of increasing participation with decreasing deprivation and show that participation is lower in Quintile 1 but this is not very clear.

The picture is more confused in the clusters with less inequality and deprivation, where there are smaller numbers of pupils in quintiles 1, 2 and 5, and most of the pupils are confined to quintiles 3 and 4, with average or below-average levels of deprivation.   Care should be taken with the clusters that have small numbers of Quintile 1 pupils, as making comparisons between bases of different sizes will make the results unreliable.

Berwickshire

In the Berwickshire cluster, participation fluctuates and generally decreases with decreasing deprivation, which is against the average trend. There are no Quintile 1 pupils in Berwickshire and most pupils are in quintiles 3-4, with average or below-average deprivation.

50.5% of Quintile 2 pupils (above-average deprivation) in Berwickshire participate in Active schools but only 44.4% of Quintile 5 pupils (least-deprived) do. This suggests that pupils in the least-deprived quintiles either have some other impediment to participation or may be choosing other activities instead of Active Schools.

Earlston

In the Earlston cluster, there are very few pupils in Quintile 1 and most are in Quintiles 3-5. The few pupils in Quintiles 1-2 have a lower participation rate than majority of pupils in Quintiles 3-5. Of the very few pupils in Quintile 1, 42.9% are Active School participations, compared with 56.5% in quintile 3. Deprivation does not appear to have a very strong effect on participation in the Earlston cluster, which is one of the least-deprived in the region.

Eyemouth

Eyemouth is a small cluster with no pupils in Quintile 1 and hardly any in Quintile 5. Most are in quintiles 2-3, with average or above-average multiple deprivation. Participation in Active Schools is relatively low in Eyemouth but highest in Quintile 4 (below-average deprivation) and generally decreases with increasing deprivation.

Galashiels

Galashiels is the largest and most diverse cluster, with pupils in all 5 quintiles but very few in Quintile 5 and the majority in quintiles 3-4. Participation is highest in quintile 4 at 69.1% but fluctuates with deprivation, not showing any particular trend. Participation is only 36.8% in quintile 1, showing evidence of some social exclusion due to deprivation in the most deprived quintile

Hawick

Hawick is the most-deprived cluster in the region and also the one that is most dominated by its main town. It has hardly any in Quintile 5 but a third of its pupils are in Quintile 1. Participation in

Hawick cluster is lowest in quintile 1, at 48.3% and highest in quintile 4, with 66.5%, showing evidence that participation does increase with decreased deprivation

Jedburgh

Jedburgh, like Eyemouth, is a small cluster with hardly any pupils in Quintiles 1 and 5, and very few in Quintile 2. Most of its pupils are in quintiles 3 and 4. Jedburgh is the smallest cluster in the region. Participation is very high in Jedburgh, at almost 70% of the school cluster toll with very little difference between deprivation quintiles.

Kelso

Kelso, like Jedburgh and Eyemouth, has most of its pupils in quintiles 3 and 4, with hardly any in 1 and 5 and a small number in 2.   Participation in Kelso cluster largely varies with deprivation, and is lowest in quintile 2 at 52.9% and highest in quintile 5, at 70.7%.

Peebles

Peebles has three quarters of its pupils in quintile 4-5, with barely any in quintiles 1-2. Excluding these quintiles, Participation in Peebles varies by deprivation, with the lowest in quintile 3 at 58.1% and highest in quintile 5 at 67%

Selkirk

Selkirk has a wide variation in deprivation for a small cluster, with three quarters in quintiles 3-4 and the remainder divided between 1 and 5. Participation fluctuates with deprivation showing no particular trend – the highest is in quintile 4 at 62.4% but quintile 1 is noticeably lower at 47.2%
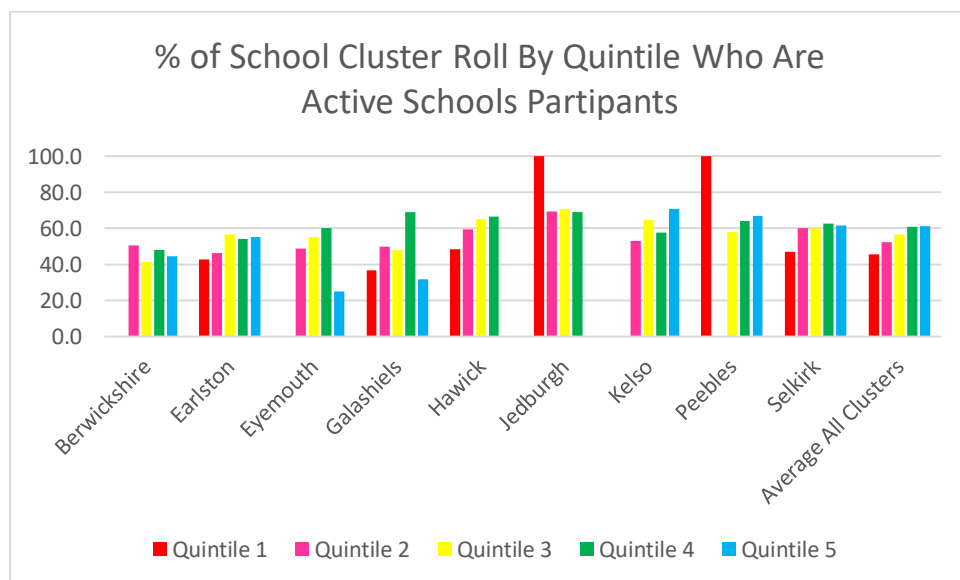
% of School Cluster Roll By Quintile Who Are Active Schools Partipants

Conclusion

The results show that Multiple Deprivation does play a role in determining Active Schools participation but only within a localised context, and the issue of reducing inequality in sport should be seen in perspective with all the other local challenges faced by Active Schools practitioners. Most of all, the age of the child seems to be the most important enabler or barrier to their participation in Active Schools. Different school clusters have different strengths and different challenges and this can serve as an opportunity for locality-based coordinators to learn about what works for different age groups and in different local areas. Well-performing Active Schools programmes could provide a model of good practice to school clusters where participation could be improved in certain age groups and social groups.

Pupils living in most-deprived neighbourhoods have a different set of barriers to participation to pupils in least-deprived neighbourhoods, but participation at both ends of the Multiple Deprivation spectrum is not as high as it could be in some clusters. The majority of Scottish Borders pupils live at neither end of the SIMD spectrum, and their barriers to participation are more age-related. More needs to be understood about pupils who pursue sporting activities outside Active Schools – e.g. where they go, what they do and how conducive their activity is to being more inclusive. This understanding would also help to identify gaps where there is a lack of provision of organised sporting activities, particularly in isolated primary school catchments.

This study did not include any evaluation of outcomes. A single session can be a one-off standalone event or a regular activity supported by established sports clubs, so the outcomes and ongoing opportunities for the participants can be very different. The data also did not include the number of sessions the participant enjoyed, how frequently they took part in them or whether the participants are now more physically active than they were before.

Appendix 1: Introduction to Active Schools

Sport Scotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network. The Network consists of over 400 managers and coordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people.

Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.

Active Schools coordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities.

Active Schools coordinators also have a key role in developing a network of volunteers to deliver activity sessions. These volunteers consist of teachers, parents, school staff, students, sports coaches and senior pupils who are central to the success of Active Schools.

Young people make a valuable contribution as leaders in sport and Active Schools coordinators provide leadership opportunities across a range of roles and support young people throughout their leadership journey.

Active Schools has worked with schools for over 10 years providing opportunities for children and young people to get involved, and stay involved, in sport.

Sport Scotland invests £12.5 million each year, across all schools in Scotland in 32 Local Authority areas, with over 400 Active Schools managers and co-ordinators.

Sport Scotland estimates that there are 2,587 clubs linking with schools as a result of Active Schools, 330,000 activity sessions with 6.1 million participant sessions and 20,000 "deliverers", over 86% of whom are volunteers.

Appendix 2: Rolls of Scottish Borders Learning Communities, School Clusters and Schools, 2017-18

Scottish Borders Schools are allocated to School Clusters, which are allocated to Learning Communities. According to the 2017-18 Pupil Census in SEEMIS, the school rolls (in brackets) were as follows:

Berwickshire learning community (2,412)

Berwickshire Schools cluster ( ):Berwickshire High School (684): Chirnside (173), Coldstream (134), Duns (343), Greenlaw (44) and Swinton (47)

Eyemouth High School (442): Ayton (66), Cockburnspath (29), Coldingham (68), Eyemouth (336) and Reston (46)

Cheviot learning community (2,023)

Jedburgh Grammar School (357): Ancrum (27), Howdenburn (130) and Parkside (208)

Kelso High School (585): Broomlands (242), Edenside (314), Ednam (38), Morebattle (52), Sprouston (18) and Yetholm (52)

Eildon East learning community (3,051)

Earlston High School (1062): Channelkirk (43), Earlston (161), Gordon (50), Lauder (251), Melrose Grammar (335), Newtown St Boswells (89), St Boswells (141) and Westruther (36)

Selkirk High School (390): Kirkhope (5), Knowepark (252), Lilliesleaf (60), Philiphaugh (130), St Joseph's RC (30) and Yarrow (14)

Eildon West learning community (2,197)

Galashiels Academy (836): Balmoral (106), Burgh (226), Clovenfords 115), Fountainhall (18), Glendinning Terrace (79), Heriot (31), Langlee (257), St Margaret's RC (64), St Peter's (241), Stow (72)and Tweedbank (152)

Teviot and Liddesdale learning community (2,119)

Hawick High School (864): Burnfoot Community (253), Denholm (111), Drumlanrig St Cuthbert's (302), Newcastleton (59), St Margaret's RC (14), Stirches (109), Trinity (213) and Wilton (194)

Tweeddale learning community (2,915)

Peebles High School (1256): Broughton (78), Eddleston (51), Halyrude (104), Kingsland (384), Newlands (87), Priorsford (410),St Ronans (285), Walkerburn (22) and West Linton (238)