
School Games
Level 4 Event Report

November 2013



The Sainsbury's School Games: "It is giving people more of an incentive to aim for the top."

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SAINSBURY'S 2013 SCHOOL GAMES

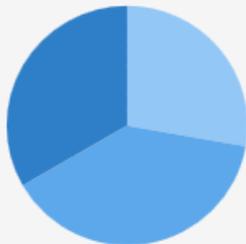
IMPACT...

1,429
COMPETITORS

880
SUPPORT STAFF

528
VOLUNTEERS
1,078 Volunteer Shifts
8,700 Volunteer Hours

TICKETS...



Sales (28%) School Tickets (39%)
Complimentary Tickets (33%)

SATISFACTION

- ✓ Competitors: 97% Net satisfaction
- ✓ Two thirds of competitors: 'Best event they had ever taken part in'
- ✓ Spectators: 100% Net Satisfaction
- ✓ Young Spectators: 77% - Event Exceeded Expectations
- ✓ Team Managers: 97% 'very satisfied' with the event
- ✓ Volunteers: 78% 'satisfied' with overall experience



"The Sainsbury's School Games is giving people more of an incentive to aim for the top."

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EXECUTIVE SUMMARY

The size and scale of the 2013 School Games event

- In total, 1,439 competitors took part in the 2013 Sainsbury's School Games event, including 170 athletes with disabilities.
- The event was supported by 89 team managers, 295 staff / carers, 496 officials and 528 volunteers. There were over 1,000 volunteer shifts and 8,700 volunteering hours undertaken.
- In total over 18,000 tickets were allocated, including over 5,000 ticket sales, 7,000 school tickets and 6,000 complimentary tickets (with over 3,000 of these allocated to parents). Actual attendance figures are not known.
- Feedback from over 650 competitors, 700 spectators, 150 volunteers, 60 team managers and all 12 NGBs was collected to assess experiences of the School Games event. In total over 1,600 contributions have been analysed to produce this report.
- Many competitors were surprised and impressed by the scale and size of the event and the atmosphere created was acknowledged by competitors, spectators, volunteers and team managers.

Experience and aspirations

- In terms of their aspirations, many athletes commented that they wanted to enjoy themselves, to do well both as individuals and for their respective teams, and to improve themselves to help develop their sporting careers.
- The social aspect of the School Games was described as very important and the chance to mix with athletes from other sports, to meet new people and to gain advice was said to be an important part of the event experience.
- The atmosphere was reported as a hugely positive element of the event and many athlete interviewees, spectators and volunteers commented on how this had enhanced their experience.

Comparison with last year's event

- In terms of previous involvement, approximately one third of competitors had taken part in a previous event, two thirds of team managers had been involved previously and 29% of spectators had attended before.
- There was widespread recognition that 2012 was an exceptional year for the event and feelings on whether this year's event was better or worse in comparison were mixed. In total, 35% of respondents overall felt that the event had improved, but this was lower amongst team managers (29%) and volunteers (11%). Competitors were undecided with 36% expressing that they felt the event was better (including 15% describing it as 'much better') and the same percentage (36%) viewing it as worse (only 2% of these describing it as 'much worse'), with the remainder describing the event as the same as last year.

Talent Inspiration Programme (TIP)

- A new feature of the School Games event for 2013 was the TIP programme. TIP provided a unique opportunity for 134 aspiring young athletes from across the county to come together and attend workshops, observe high level competition and participate in a number of practical sessions.
- The initial survey findings suggest that TIP athletes learnt more than they expected from the programme overall, with two key factors standing out; 'the importance of setting goals' and 'problem solving skills' both increasing by 38 percentage points between the pre and post programme surveys.
- Athletes were also inspired to try out new sports as a result of attending the TIP, with 60% of respondents highlighting that they intended to try out something new. Furthermore, 19% of these athletes indicated that they intended to join a sports club as a result of the programme.
- It is evident from the data collected that the biggest success story of the TIP was the inclusive nature of the programme, this impacted positively on both disabled and able-bodied athletes.

Satisfaction / Quality of the experience

Overall

- The overall School Games experience was viewed as good with net satisfaction rates high for competitors, team managers and athletes. Venues, kit and atmosphere were the most highly rated individual factors.
- Two thirds of competitors stated that the School Games was the 'best event they'd ever taken part in'.
- The event was given a 100% 'net satisfaction' score from spectators.
- Almost all online survey respondents (competitors, volunteers and team managers) felt that the School Games was a great way to showcase talented young people (in excess of 98%).
- Satisfaction with the opening and closing ceremonies was lower than the other elements of the event, particularly among team managers and spectators.

Competitors

- Athletes rated their overall experience at the event highly (97% net satisfaction), with high levels of satisfaction (90%+) for the support from event staff, venues, kit distribution, athlete mentors and the activities in the athlete's village.
- Food at the athlete's village (55%), the opening ceremony (61%), food at sports venues (62%), warm-up facilities (66%), closing ceremony (67%) and 'An evening with...' session (69%) were rated the lowest in terms of satisfaction.

Spectators

- All spectators who answered the question (715 people) rated the School Games event overall as either excellent (66%) or good (34%), giving the event a 100% 'net satisfaction' score from spectators.

- The majority of spectators surveyed were parents. Whilst the majority of these respondents had watched national events before, they valued the event and acknowledged its role in showcasing talent and providing enjoyment.
- The 'top' things about the event as described by spectators were supporting and watching the competition (watching people enjoy themselves, compete and win) and the atmosphere and feel of the event - which was viewed as 'positive', 'professional' and as having an 'Olympic feel'.
- The lowest levels of satisfaction were for the opening ceremony, however this element still received a positive satisfaction score of 85%.

Teachers / pupils

- The three best parts of the event as reported by the teachers in attendance were the atmosphere, the professional nature and the commentary.
- In total 77% of pupils highlighted that the event exceeded their expectations.

Team Managers

- Team Managers were very satisfied with the event overall (97%), support from event staff (93%), the accommodation (91%) and the main sport venue (91%). The top three factors rated by Team Managers as being the best parts of the School Games were; the competition itself (31%), the atmosphere (21%) and the athletes village (18%).
- Approximately one in five team managers rated the opening ceremony as poor or very poor, with long delays being cited as the main reason for dissatisfaction.

Volunteers

- Volunteers were very satisfied the venues (97% net satisfaction) and kit (95%) - satisfaction levels overall were 78%.
- The lowest levels of satisfaction were noted with the briefing before shifts (46%), volunteer updates (57%) and volunteer 'thank you' (58%).

Sainsbury's involvement

- Views on the Active Kids Village were generally neutral. Net satisfaction with the village was higher for competitors (74%) than for team managers (49%) or volunteers (40%).
- Views on Sainsbury's overall sponsorship activity were positive, with 88% of athletes, 73% of managers and 61% of volunteers rating it good or excellent. Over 90% of spectators also recognised that Sainsbury's were the event sponsor.

Impacts

- There was a strong sense that the School Games had benefited competitors in terms of improving their all-round performance as an athlete, particularly in terms of concentration, focus, organisational skills and learning.
- The majority of competitors interviewed highlighted that they had taken a lot of inspiration from involvement in the event. Inspiration took several formats including the desire to train

harder, to qualify for next year's event and to improve the standard of their own performance (acknowledging how high standards at the event were).

- The social aspect of the School Games was highlighted as important by competitors and the chance to mix with athletes from other sports, meet new people and gain advice was an important part of their experience.
- Just over 60% of the volunteers and athletes agreed that the event had inspired them to take part in more sport, but only 46% of team managers agreed. Two thirds of spectators agreed that they would encourage friends and family to take part in sporting activities, however there was only 9% net agreement that the event inspired respondents themselves to take part in more sport.
- All 12 teachers who attended and completed surveys agreed that experiencing the School Games event had impacted positively on their students. Three teachers reported that the event had provided an introduction to new sports which before may not have been on their pupils' radar.
- Pupils who attended the events with school groups were inspired by their experience. In total, 47% indicated that, as a result of attending the School Games event, they now wanted to take part in more sport competitions than they already do, and a further 31% indicated that they would like to start taking part in sporting competitions.
- Many volunteers commented that the event had helped their personal development with enhanced confidence, leadership skills and the ability to 'think on your feet' amongst the main impacts observed.
- Almost three quarters of volunteers (73%) felt inspired to volunteer at other events like this in the future and half of volunteers interviewed had been inspired to take part in more sport themselves.

Improvements / developments for the future

- The most frequently cited areas of dissatisfaction related to logistical matters such as queuing / waiting times (food and refreshments, transport, opening ceremony).
- Competitors expressed a desire for more activities in the athlete's village and easier access to other sports.
- Feedback from spectators identified the need to increase spectator numbers for future events, especially from schools, which would be helped by generating more media coverage and greater publicity of the event. This viewpoint was also echoed by team managers and teacher who attended the event.
- Suggestions also included: the need for more information for parents, to make it easier to watch other events, to provide cheaper tickets and free parking, to improve the opening ceremony and to enhance the catering facilities (healthy choices) on offer.

1. INTRODUCTION

This report provides an overview of the feedback gathered and presents key findings from the 2013 Sainsbury's School Games Level 4 event (herein referred to as the School Games). This event was held at venues throughout Sheffield and was delivered by Fast Track in partnership with the Youth Sport Trust and Sheffield City Council.

Overall, 1,439 competitors took part in the School Games event, this included 170 athletes with disabilities. The event was supported by 89 team managers, 295 staff / carers, 496 officials and 528 volunteers. There were over 1,000 volunteer shifts and 8,700 volunteering hours undertaken. In total over 18,000 tickets were allocated, including over 5,000 ticket sales, 7,000 school tickets and 6,000 complimentary tickets (with over 3,000 of these allocated to parents). Ticket allocations for wheelchair basketball, athletics and volleyball were the highest. The actual number of spectators in attendance across the four days of events is not known due to the nature of the multi-admission tickets and fluency of access in and out of each venue.

As highlighted by the figures in Table 1, feedback on the event has been collected from over 1,600 individuals using a variety of data collection methods, both at the event and afterwards. Overall, 832 online surveys were completed: 636 by competitors (a 44% response rate), 129 by volunteers (24% response rate) and 67 by team managers (75% response rate).

Table 1: Groups consulted and research tools utilised

	Competitors	Volunteers	NGBs	Team Managers	Spectators
Face to face interviews	30	22			
Post Event online surveys		129		67	
Post Event telephone interviews			12		
Face to face spectator surveys					742
Pre Event teacher's surveys					57
Post Event teacher's surveys					8
Post Event Young People's postcards					220

Table 2 provides a breakdown of the online survey data in terms of volunteers, team managers and competitors, in addition to which sports and countries they were representing.

Table 2: Survey data breakdown

	Volunteers		Team Managers		Competitors		Overall	
	n	%	n	%	n	%	n	%
What was the main sport in which you were involved?								
Athletics	15	12%	8	12%	160	25%	183	22%
Cycling	4	3%	10	15%	50	8%	64	8%
Swimming	4	3%	6	9%	93	15%	103	12%
Badminton	0	0%	4	6%	22	3%	26	3%
Fencing	13	10%	3	4%	55	9%	71	9%
Gymnastics	6	5%	2	3%	25	4%	33	4%
Judo	3	2%	2	3%	25	4%	30	4%
Table Tennis	4	3%	7	10%	41	6%	52	6%
Volleyball	45	35%	7	10%	66	10%	118	14%
Wheelchair Basketball	4	3%	5	7%	17	3%	26	3%
Hockey	1	1%	7	10%	52	8%	60	7%
Rugby Sevens	1	1%	6	9%	30	5%	37	4%
I didn't have a sport specific role	29	22%		0%		0%	29	3%
Total	129	100%	67	100%	636	100%	832	100%
Which country did you manage/ compete for?								
England			35	52%	321	50%	356	51%
Wales			11	16%	98	15%	109	16%
Scotland			11	16%	136	21%	147	21%
Ireland			2	3%	13	2%	15	2%
Ulster			3	4%	17	3%	20	3%
Northern Ireland			5	7%	51	8%	56	8%
Total			67	100%	636	100%	703	100%

Who Took Part?

Table 3 provides a demographic profile of all Volunteers, Team Managers and Competitors involved in the School Games, Table 4 provides a more detailed demographic profile of survey respondents only which is also split by volunteers, team managers and competitors.

Table 3: Demographic profile of Volunteers, Team Managers and Competitors

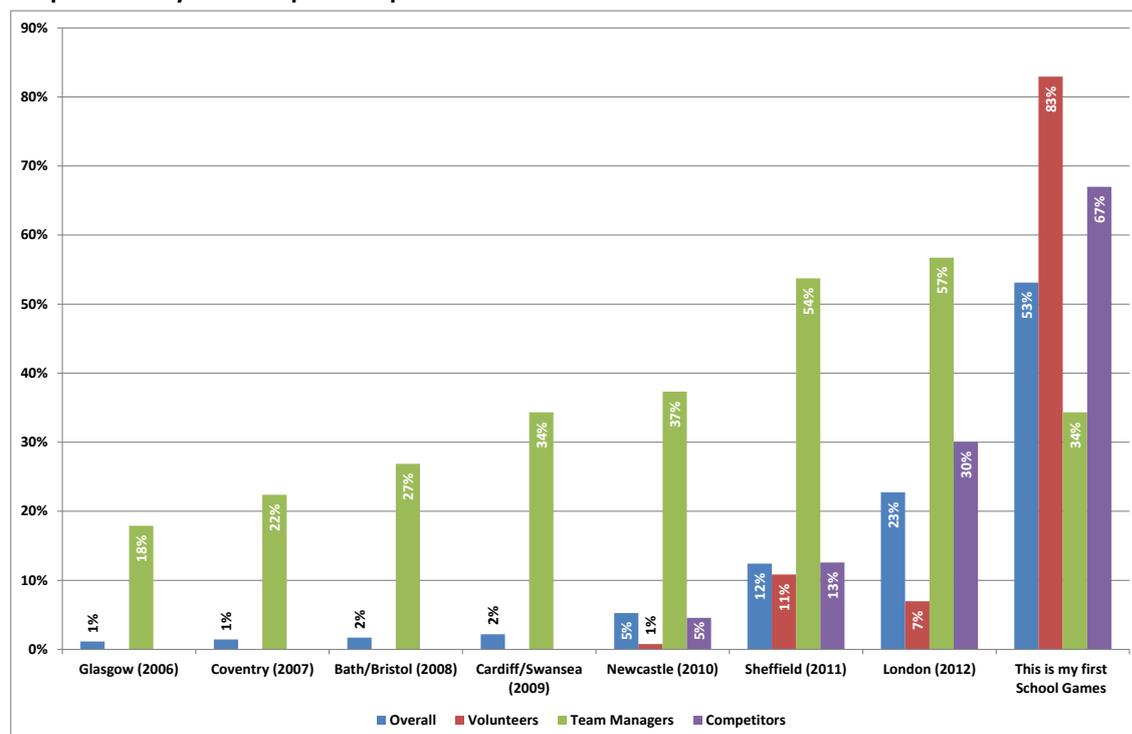
	Volunteers		Team Managers		Competitors	
	n	%	n	%	n	%
Are you...						
Male?	227	42.4%	39	43.3%	710	49.4%
Female?	308	57.6%	51	56.7%	728	50.6%
How old are you?						
Under 25	401	75 %	-	-	-	-
Over 25	134	25%	-	-	-	-
Do you consider yourself to have a disability?						
Yes	7	1.3%	-	-	170	11.8%
No	528	98.7%	-	-	1,268	88.2%
Total	535	100%	90	100%	1,438	100%

Table 4 - Online Survey Response by Sport and by Area

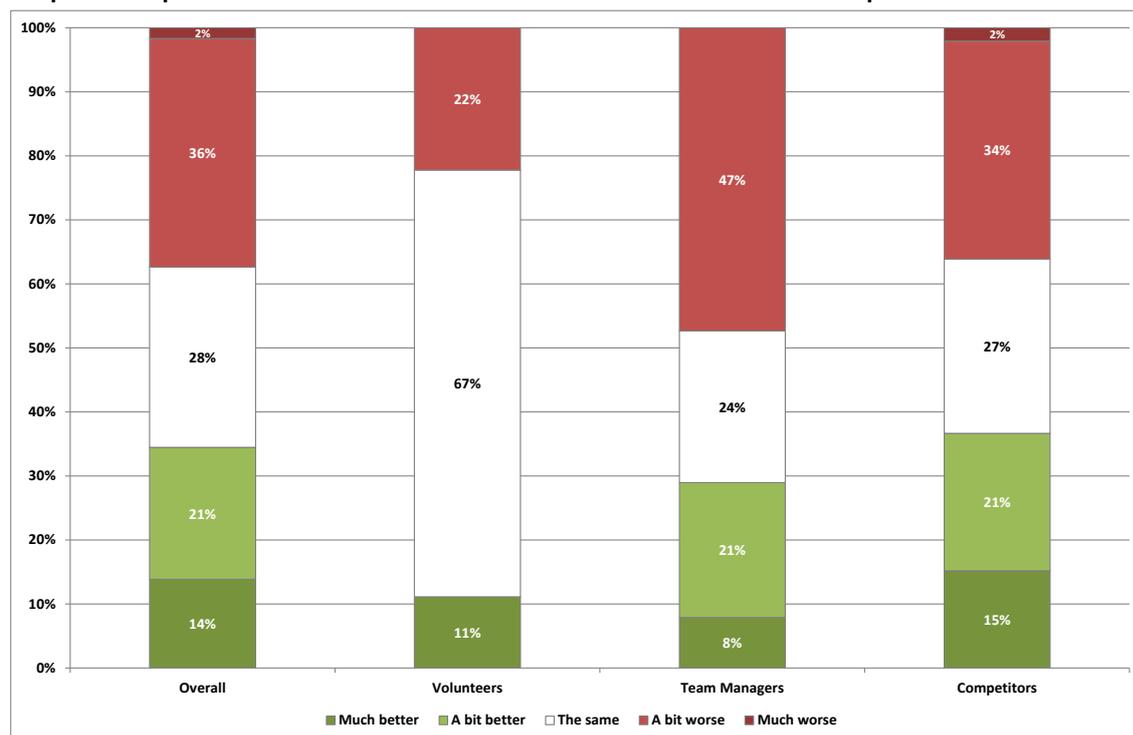
	Volunteers		Team Managers		Competitors		Overall	
Are you...	n	%	n	%	n	%	n	%
Male	44	34%	29	43%	293	46%	366	44%
Female	85	66%	38	57%	343	54%	466	56%
How old are you?								
11-13					26	4%	26	3%
14-16	40	31%			506	80%	546	66%
17-18	27	21%			100	16%	127	15%
19-24	15	12%	1	1%	4	1%	20	2%
25-34	16	12%	15	22%			31	4%
35-44	11	9%	19	28%			30	4%
45-60	12	9%	27	40%			39	5%
Over 60	8	6%	5	7%			13	2%
Do you consider yourself to have a disability?								
Yes	3	2%	2	3%	65	10%	70	8%
No	126	98%	65	97%	571	90%	762	92%
Which of the following best represents your ethnic group?								
White	116	90%	64	96%	573	90%	753	91%
Mixed	3	2%	0	0%	34	5%	37	4%
Asian / Asian British	7	5%	0	0%	6	1%	13	2%
Black / Black British	0	0%	3	4%	11	2%	14	2%
Chinese	2	2%	0	0%	6	1%	8	1%
Other	1	1%	0	0%	6	1%	7	1%
Total	129	100%	67	100%	636	100%	832	100%

In terms of previous experience of School Games events, approximately one third of competitors had taken part in a previous event (30% had taken part in London 2012 and 13% had been involved in the 2011 event in Sheffield). Almost two thirds of team managers had been involved in previous School Games events (as indicated by the green columns on graph 1 below).

Graph 1: Have you taken part in a previous School Games Level 4 Event?



Graph 2: Comparison between the 2012 and 2013 events - how did 2013 compare?



Many people involved in the event recognised that 2012 was an exceptional year and feeling was mixed on whether this year's event was better or worse in comparison to last year's event. In total, 35% of respondents overall felt that the event had improved, but this was lower amongst team managers (29%) and volunteers (11%). Competitors were undecided with 36% expressing that they felt the event was better (including 15% describing it as 'much better') and the same percentage 36% viewing it as worse (only 2% of these describing it as 'much worse'), with the remainder describing the event as the same as last year.

Overall, 93% of online survey respondents felt that there had been an Olympic / Paralympic influence throughout the School Games event. This ranged from 93% of competitors, to 91% of volunteers and 87% of team managers.

Key points

- In total **89** teams of competitors were involved in the School Games event, representing **12** different sports.
- Feedback from over **650 competitors, 700 spectators, 150 volunteers, 60 team managers** and all **12 NGBs** was collected to assess experiences of the School Games event. In total over **1,600 contributions** have been analysed to produce this report.
- Competitors and team managers from each of the 12 sports have contributed (with contributions from volunteers representing 11 of the 12 sports).
- **Two thirds** of **athletes** and **83%** of **volunteers** were attending their **first School Games**. Conversely, two thirds of managers had been to previous events (especially Sheffield 2011 and London 2012).
- **Over one third** of **competitors** described the event as **better** than the **previous year's** event in London (2012).
- Overall **93%** described the event as having an **Olympic / Paralympic feel**.

2. COMPETITORS

Feedback on the event was captured from competitors using three different methods: interviews during the event (30 athletes), completion of athlete profiles at the athlete's village (139 profiles) and post-event online surveys (636 surveys). This feedback has been collectively analysed and is presented below.

Athletes were asked to complete a short profile during their free time at the athlete's village, these profiles included their first reactions to the event, what they aimed to achieve at the School Games and what they enjoyed the most during their time in Sheffield. Further to this, 30 competitor interviews were conducted. The age of athletes interviewed ranged from 12 to 16 years. An online survey was also designed which enabled levels of satisfaction and feedback on the event from competitors to be compared with feedback from volunteers and team managers.

2.1 First reactions

Athletes' first reactions when arriving at the School Games were generally very positive. Athletes commented on the great atmosphere and stated that they were excited to be there and to be competing, and were impressed and surprised by the size of the School Games. The wordle below displays the most common words used by athletes to describe their initial reactions.



2.2 Aspirations

In terms of their aspirations, many competitors commented that they wanted to enjoy themselves, to do well both as individuals and for their respective teams and to improve themselves to help further their careers. The social aspect of the School Games was also important to them and the chance to mix with competitors from other sports, meet new people and gain advice were described as an important part of their experience. Responses are summarised in the table below:

Table 5: Key Competitor Aspirations

Competitor Aspirations	Number of responses
Making friends / meeting new people	61
Win / Gold	57
Personal Bests	35
Medals	35
Perform well	25
Enjoyment	24
Experience	18
Score for my country	13

2.2.1 Factors Competitors enjoyed most about the School Games

Competitors commented on a range of areas and factors they enjoyed about the School Games, including the whole experience of the event, meeting new people, competing and learning new skills to help them improve as athletes and further their sporting careers. The results are highlighted below.

Table 6: Areas of enjoyment about the School Games

Key areas Competitors enjoyed about the School games	Number of responses
Meeting new people / making new friends	60
Atmosphere	36
Competing	34
Opening / closing ceremonies	30
Food	28
The athletes village / rooms	18
Kit	13
Winning	12
Social	12
Playing	10

2.3 Summary of competitor survey and interviews

Overall 636 competitors completed a post-event online survey. Of these:

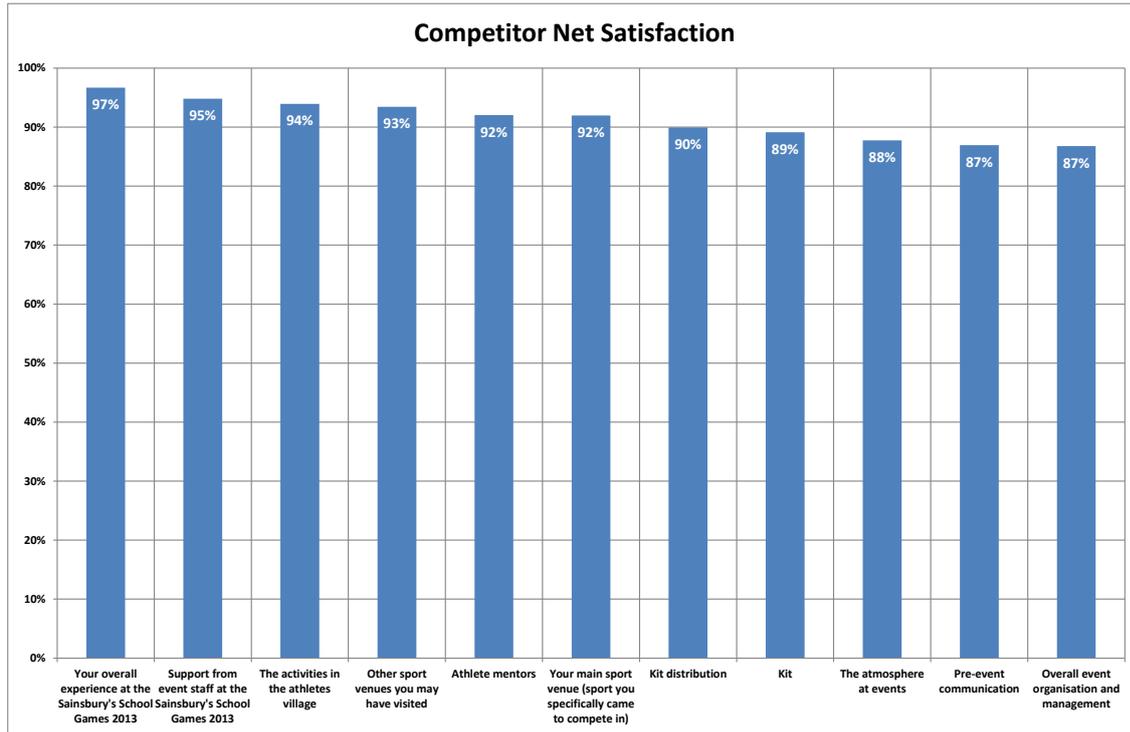
- 80% of competitors were aged 14-16, with a further 16% aged 17-18
- 10% of competitors were disabled, and 10% were from BME backgrounds

The survey data has enabled analysis on event satisfaction, impacts and improvements. The key findings from 30 qualitative competitor interviews are also summarised in this section.

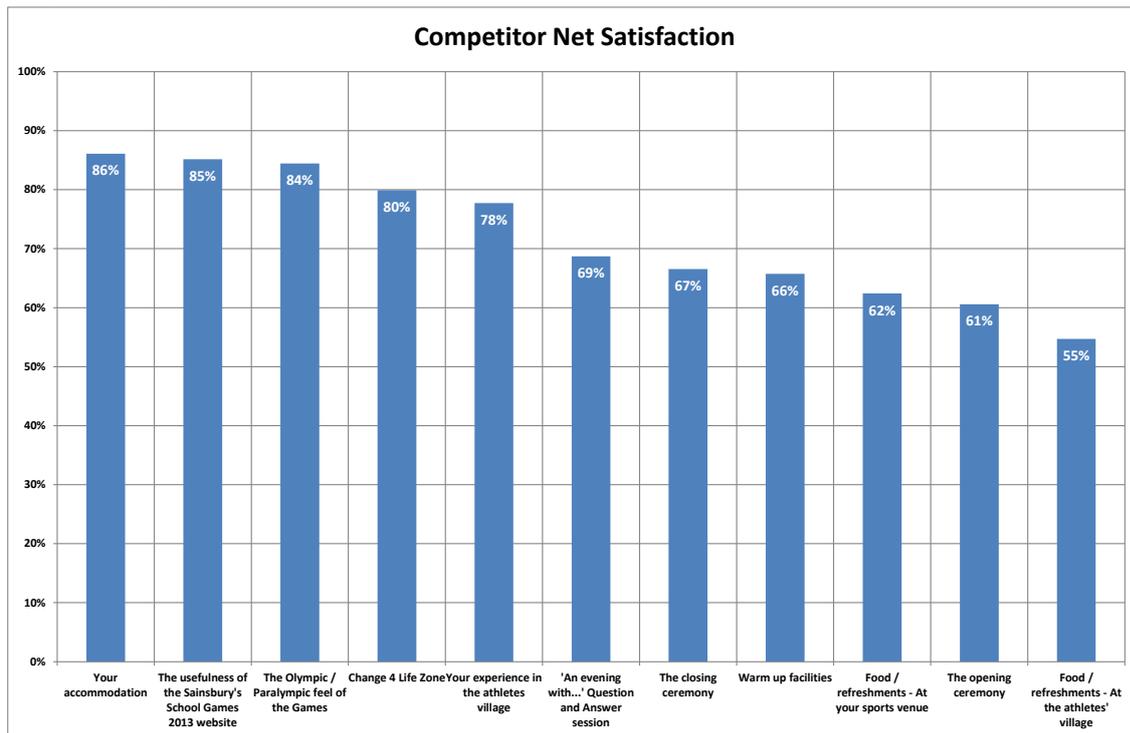
2.3.1 Satisfaction

Competitor satisfaction was high across all elements of the event. Overall 97% of competitors were satisfied with their experience. The support from event staff, activities in the athlete's village, the venues and athlete mentors were also rated highly (above 90% satisfaction). Competitors were generally satisfied with pre-event information (from communications or the website), kit and overall event organisation and management. The lowest levels of satisfaction were noted for the food and refreshments both at the athlete's village (55%) and venues (62%), the opening and closing ceremonies (61% and 67% respectively), warm up facilities (66%) and for the 'evening with' events (69%), however the satisfaction scores for these elements are still positive. Results are presented in graphs 3 and 4.

Graph 3: Competitor satisfaction with different elements of the event (1)



Graph 4: Competitor satisfaction with different elements of the event (2)



2.3.2 Profile of Interviewees

In terms of previous School Games Level 4 involvement, there was a 50/50 split between interviewees who had attended the School Games event in 2012 (in London) and those who were attending the event for the first time. There was some mixed feeling on whether the 2013 event was better, worse or the same as the 2012 event, however the majority of the 30 interviewees viewed the 2013 Sheffield experience as better. The opening ceremony in London was viewed as much better than the one in Sheffield, however some interviewees reported that Sheffield was better in terms of accommodation, food and the athlete's village:

"This is a lot better, there's more stuff to do. Last year we were sitting around a lot. We've been able to mix with different sports and teams. This event seems quite relaxed" (Swimming)

"It's a lot better, it's very professional...it's bigger than I expected" (Hockey)

"London was great and the time of year was good but this is better because of the way the athlete's village is. Everyone's together and you can walk around and socialise" (Swimming)

Selection for the School Games was reported to be via a mix of trials / competitions, rankings and performance with athletes selected through both schools and NGBs.

Competitors were asked what top three factors had helped them to achieve what they had so far in their sport. The most frequently cited answers were: training hard, parental / family / team support, physiotherapy, determination, coaching, passion, commitment, facilities, motivation and skill.

The atmosphere was a hugely positive element of the event and many athletes interviewed commented on how this had enhanced their experience. The atmosphere was described as: 'friendly', 'lively', 'helpful' and 'very loud'.

"It's amazing, everyone's clapping and cheering" (Athletics)

2.4 Impacts

2.4.1 Learning

There was a strong sense that the School Games had benefited athletes in terms of improving their all-round performance and that they valued the opportunity to take part. In particular, concentration, focus, organisational skills and learning from other athletes and other sports were the key areas in which learning was reported.

- In total **95%** of competitors felt that the event had given them a **real sense** of what it might be like to take part in a multi-sport event like the Olympic / Paralympic Games, with 91% stating that the event had given them a **better understanding** of the demands placed on elite athletes at major multi-sport competitions
- Competitors also felt that they would **perform better** if they came to the event again as result of their experience at the 2013 event

Competitor comments from the qualitative interviews included: being able to prepare for an event without parental support, controlling nerves, greater discipline and the need to not get distracted by everything ("concentrating on myself not everyone else").

"It's an insight into what it would be like at larger events like the Commonwealth Games. Also the atmosphere of being in this environment".

*"To be confident and organised. It's opened my eyes, you really have to work hard".
"Sometimes in Scotland the competition isn't very strong, so it's good to compete here".*

2.4.2 Inspiration

The majority of athletes interviewed highlighted that they had taken a lot of inspiration from involvement in the event. Inspiration took several formats including the desire to train harder, to qualify for next year's event and to improve the standard of their own performance (acknowledging how high standards at the event were).

- The majority of competitors (93%) agreed that taking part in the School Games had really **inspired them to improve themselves** further
- Furthermore, 98% of competitors wanted to get involved in events like School Games in the future.

"Yes it has inspired me because there's so much going on and you get to meet so many people – I want to do it again" (athletics)

2.5 Improvements

There were a few logistical issues experienced, but the interviewees did not identify these as widespread. The most frequently cited dissatisfaction was the queues for dinner ("1 hour waiting in the rain") and the amount of waiting around at the start of the opening ceremony. Other issues related to: kit sizing and the lack of pockets, waiting around for transport, cold showers and activities in the evenings getting cancelled, but these were not reported as frequent issues. It is recommended that the opening ceremony schedule and timings are revised for future years.

The three most frequently cited areas for improvement from competitors interviews were:

- More activities / music in athlete's village
- Greater choice of food (more meat in food choices), and
- Easier access to other sports

Key points

- **Competitors** rated their **overall experience** at the event highly (**97% net satisfaction**), with **98%** agreeing they had a **really great time**
- **Satisfaction** with **support** from event staff, venues, kit distribution, athlete mentors and the activities in the athlete's village were all **90%** or above
- Food at the athlete's village (55%), the opening ceremony (61%), food at sports venues (62%), warm-up facilities (66%), closing ceremony (67%) and 'An evening with...' session (69%) were rated the lowest in terms of satisfaction
- The **atmosphere** was described as **very good** and the event **inspired** many competitors.
- **Competitors** reported **learning** a variety of **skills** from attending the event, specifically related to: **concentration** and **focus**, **organisational skills** and **greater discipline**.

3. SPECTATORS

Feedback from spectators of the School Games event was collected during the event itself via hard copy (paper) surveys handed out and collected back by Sheffield Hallam University's Sport Industry Research Centre (SIRC) research team (8 researchers). In total 742 surveys were completed across all eight venues and encompassing spectators watching all 12 sports. The completed surveys provided a good spread of spectators, ranging from 217 surveys completed by spectators watching the athletics to 18 spectator surveys at the badminton event – the average was 62 spectator surveys per sport. The number of spectators in attendance at the School Games event is not known.

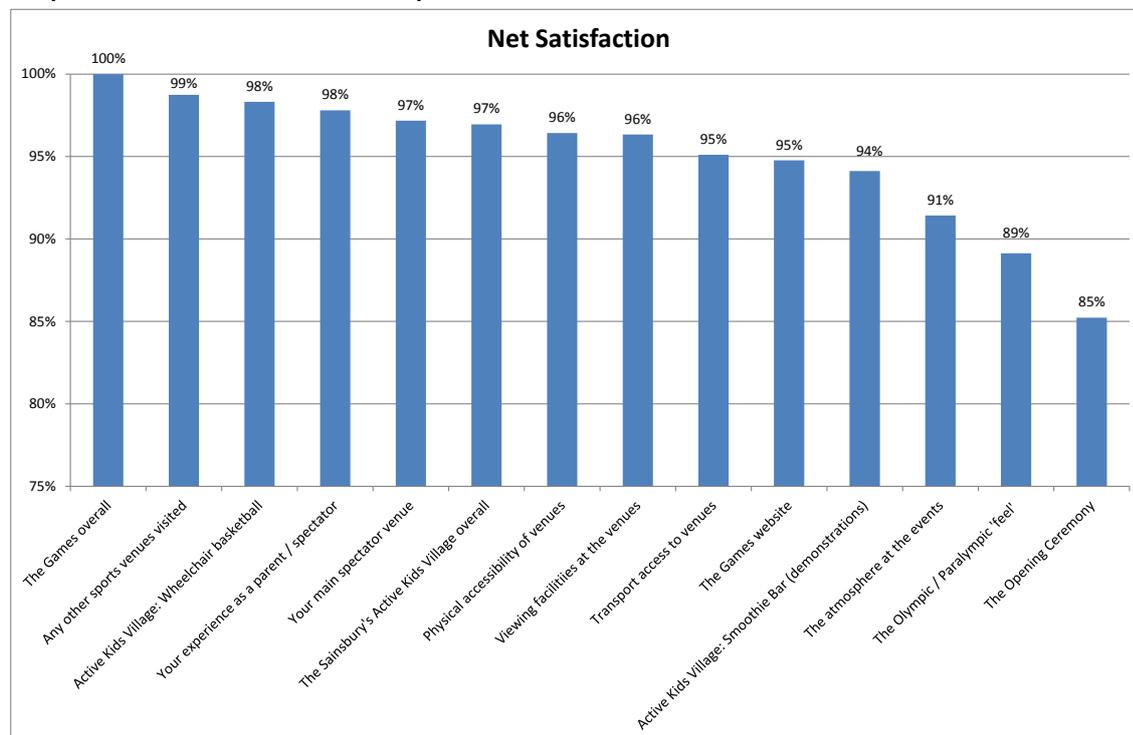
In terms of the profile of spectators that completed a survey:

- Almost **three quarters** of spectators who completed a survey were **parents** (74%, 542 people).
- In total **29%** of spectators had **attended** a School Games event **before**.
- Almost **two thirds** of spectators attended on **more than one day**, with 11% of these attending all four days of competition.
- The majority of spectators (**70%**) watched **one sport**, with **30%** watching **more than one sport**.

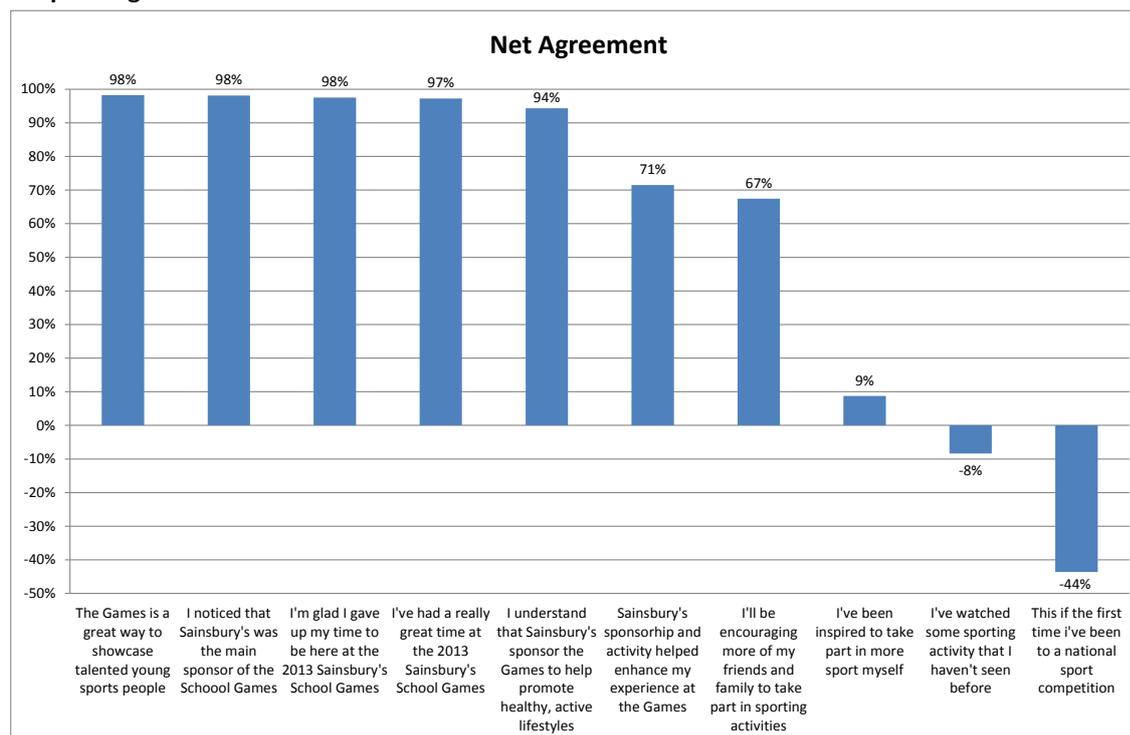
3.1 Quality of the experience

Graph 5 highlights the high levels of satisfaction regarding the quality of the School Games experience. Net satisfaction (calculated by subtracting the sum of those who disagreed or strongly disagreed with the sum of those that agreed or strongly agreed to statements) was very high across all components of the School Games, with notably a 100% satisfaction rate overall.

Graph 5: Satisfaction with various aspects of the event



Graph 6: Agreement with statements



In terms of 'net agreement' (a calculation which subtracts respondents answering either 'disagree or strongly disagree' from those answering 'agree or strongly agree' to show overall levels of agreement), the role of the School Games event to showcase talent, levels of enjoyment, and recognition of Sainsbury's sponsorship were all in excess of 90%. In terms of levels of inspiration, two thirds of respondents agreed that they would encourage friends and family to take part in sporting activities, but there was only 9% net agreement that the event inspired respondents themselves to take part in more sport. Overall, respondents slightly disagreed with the statement that the event provided the opportunity to watch sporting activity that they hadn't seen before and the majority of respondents had been to a national sports competition before.

Table 7: The best three things about the event:

Area	No. of responses
Supporting / watching (people enjoy themselves, compete and win)	86
Atmosphere and feel of the event (positive, professional, Olympic feel)	70
Participation experience	57
The 'sport' - the standard of competition / multi-sport element	53
Sportsmanship / team spirit	42
Organisation and professionalism	41
Venues / facilities	29
Kit	20
Ceremonies	15
Commentary	15

In terms of suggestions for enhancing the event in the future, the most frequently cited comments are summarised below.

- More spectators, especially from schools
- Make it easier to watch other events
- Better / healthier catering
- Cheaper tickets / free parking
- Improve opening ceremony

- More publicity / media coverage
- More information for parents
- More events / sports

Overall the feedback from spectators was highly positive with many respondents commenting that the event should continue as it is: *"Carry on it works", "The balance between competition and fun was perfect"*.

Key points

- Almost **one quarter** of spectators that completed a survey were parents (74%, 542 people).
- In total **29%** of spectators had attended the **School Games before**.
- Almost **two thirds** of spectators attended on **more than one day**, with 11% of these attending all four days of competition
- The majority of spectators (**70%**) watched **one sport**, with **30%** watching **more than one sport** .
- Spectators **rated** all aspects of the **event highly** (with the proportion of respondents describing each element as either excellent or good at least 85%)
- All respondents who answered the question (715) rated the School Games event **overall** as either **excellent** (66%) or **good**.
- The lowest levels of satisfaction were for the opening ceremony, however the vast majority (85%) were satisfied with this
- Whilst the statistics show that respondents were not necessarily exposed to new experiences (in terms of new sports or types of event), it was clear that the event was viewed very **positively** in terms of **spectator experience (98% net agreement)**, venues (97%), facilities (96%) and access (96%)

3.2 Teacher Feedback

Prior to the School Games event taking place, 113 schools which applied for tickets (during the initial wave of applications for over 6,400 tickets) were sent a link to an online survey. This survey asked applicants about what had inspired them to apply for tickets, what they aimed to get out of attending the event and any follow up activities they intended to deliver back in school. A total of 57 responses to this survey were received, which produced the following statistics:

- **84%** of respondents indicated that applying for tickets provided a **unique chance** for their pupils to watch an **elite sporting event**.
- **79%** of respondents indicated that they wanted to attend the event to **encourage** and **inspire** more of their **pupils to engage in sport and school sport competition**.
- **58%** reported that they thought that attending the event would be a **fun / enjoyable** day out for their pupils.
- **35%** highlighted that they intended to use their ticket allocation as a **reward** for a group of pupils in their school.
- **30%** of respondents reported that they wanted to attend the event to teach some of their **talented pupils** more about a multi-sport event.

Teachers reported that their main reason for applying for tickets was to inspire their pupils and to increase participation in sport (79%). Furthermore 51% of respondents highlighted that they thought by attending the School Games event it would help to increase links in Level 1-3 School Games activity in their school and local area.

In total, 58% of teachers reported that after actual attendance at the event, they planned to conduct follow up work back in school which included developing new activities in school, hosting assemblies on elite sporting success and broadening awareness of disability sport.

Out of the 57 respondents to this survey, 31 indicated that they would be happy to receive a follow up evaluation pack for them and their pupils to complete following their attendance at the School Games event. In response to this, 31 post-event packs were distributed and just over a quarter were completed and returned (26%). The returned packs included a total of 220 completed postcard surveys by young people (equating to 3% of ticket allocations to schools). Following the event teachers reported:

- The **three** best parts of the School Games were the **atmosphere**, the **professional nature** and the **commentary**.
- In terms of whether there was anything that could have helped the schools to gain more from their experiences of the event, one teacher suggested that child friendly fact cards about the event would be useful along with more information and images to access on the School Games website.
- In terms of impact, all 12 teachers agreed that experiencing the School Games event had **impacted positively** on their students. Three teachers reported that the event had provided an introduction to **new sports** which before may not have been on their pupils' radar.
- In terms of improvements, two teachers highlighted that better communication was needed in terms of the deadlines for ticket applications, in addition to enhanced information on the School Games website.
- One teacher also highlighted that larger spectator numbers would create a better atmosphere at the event. This viewpoint was echoed by team managers and other spectators at the events.

3.3 Pupil feedback

The feedback received from the 220 postcard style surveys completed by young people who attended the School Games event was also positive.

- **68%** indicated that the School Games had an **Olympic / Paralympic feel**, **9%** of which highlighted that this was because of the **atmosphere** they experienced.
- **77%** highlighted that the event **exceeded** their **expectations**.
- **47%** indicated that, as a result of attending the School Games event, they now wanted to take part in **more sport** competitions than they already do.
- A further **31%** indicated that they would like to **start taking part** in sporting competitions.
- **10%** of respondents indicated that the **Opening Ceremony** was the best thing about the School Games event.

4. VOLUNTEERS

Feedback from volunteers on the School Games event was collected during the event itself via 22 volunteer interviews as well as after the event via an online survey (129 completions). Volunteers are highly valued and play a vital role in the successful management of the School Games. In total 535 volunteers contributed to the 2013 event, the demographic profile of these volunteers is provided below:

Table 8: Demographic profile of volunteers

Category	Under 25	Total	Male	Female	Disabled	Non-Disabled
Individuals	151	236	86	150	7	229
School Groups	95	116	53	63	0	116
LOC Groups	21	25	8	17	0	25
Young Ambassadors	25	25	6	19	0	25
Media	69	87	51	36	0	87
Team Leaders	10	10	3	7	0	10
Uniform Groups	30	36	20	16	0	36
TOTAL	401	535	227	308	7	528

- **75%** of volunteers were **aged 25 or under**
- **58%** of volunteers were **female** and **42% male**
- 1% of volunteers had a disability (7 people)
- Total number of **volunteer hours = 8,700**
- Total number of **volunteer shifts 1,078**

In total 22 volunteer interviews were conducted. The age of volunteers interviewed range from 15 to 69 and they were from all around the country (many from Sheffield but also from as far away as Devon, Brighton and Kent). The volunteer roles undertaken included: team attaché (5 interviewees), public service assistants (5) and volunteer coordinators (3), along with a number of sport-specific and general volunteering roles.

In terms of survey respondents:

- More than half of all volunteers were aged under 18
- There was a pronounced female bias (66%) among volunteers, higher than the proportion of females overall (58%)
- 2% of competitors were disabled, and 10% were from BME backgrounds

4.1 Recruitment / Experience

Volunteers were recruited in a variety of ways, including directly through the School Games / YST website, through Sheffield City Council direct targeting and by invitation (including sport-specific volunteers and those from previous events).

Of our 22 interviewees, 17 had volunteered before (77%), with the remaining five new to volunteering. Overall, three people had volunteered at a previous Level 4 event, and two people had volunteered at a Level 3 event. Both training requirements and training undertaken were variable, over 50% attended the Sheffield City Council training days and others attended briefing sessions at the start of the event, with some adopting an 'on the job' training approach. The extent to which interviewees felt 'fully prepared' for the job, was dependent upon both their experience and the training that they had

received. There was a clear request for more specific training (relating to sports and specific roles). Feelings were mixed on the quantity and quality of training offered, some described it as 'rushed' ("30 minutes before the event started") and 'too general', whilst others (mainly experienced volunteers) described the training as excellent and 7 people described themselves as feeling fully prepared for their role (others didn't feel fully prepared at the start but quickly felt confident). In particular the team leaders and volunteer coordinators that were interviewed highlighted the need for more information and training.

4.2 Satisfaction

Many volunteers remarked that the event was much higher profile and more professional than they were expecting, with the size and scale of it impressing many volunteers. Volunteers expressed much higher levels of satisfaction regarding the opening and closing ceremonies and the food / refreshments at sports venues than survey respondents overall.

- Volunteers were very satisfied the venues (97% net satisfaction) and kit (95%) - satisfaction levels overall were 78%.
- The lowest levels of satisfaction were noted with the briefing before shifts (46%), volunteer updates (57%) and volunteer 'thank you' (58%).

"It's one of the best things I've ever done, I've enjoyed it so much and it's been really great seeing everything"

"We've had the training, we've been provided with good kit, we've been given good catering facilities and staff have regularly been coming to check we are ok and giving positive feedback"

"It's better than you can even think to imagine really. If you don't do much volunteering then you don't know what to expect and you have to go in with an open mind but it's been brilliant"

"We've had the training, we've been provided with good kit, we've been given good catering facilities and staff have regularly been coming to check we are ok and giving positive feedback"

4.3 Impacts

There were various positives highlighted in relation to volunteering at the School Games event, these are summarised below:

- Being involved with a team
- Being fully involved in the event
- Atmosphere
- Meeting new people
- Seeing athletes enjoy themselves
- Watching the athletes compete
- Helping people
- Wider staff / team support for volunteers
- Responsibility
- Contributing to a bigger project

Many interviewees commented that the event had helped their personal development with enhanced confidence (3 people), leadership skills (3 people) and the ability to 'think on your feet' (4 people) amongst the main impacts observed. Over half of all interviewees acknowledged the good support that they had received from event staff and management, with a similar proportion commenting on the great atmosphere at the event.

- Almost three quarters of volunteers interviewed (73%) **felt inspired to volunteer at other events** like this in the future.
- Half of volunteers interviewed had been inspired to take part in **more sport themselves**.
- In total, 88% of survey respondents intended to **volunteer at sporting events** in their local communities in the future, and
- **95%** wanted to be involved in events like this in the future.

“The atmosphere and getting out there and enjoying yourself, helping others to enjoy themselves – that’s it for me, you get a great buzz out of that”

“I play quite a lot of sport but when you look at the facilities here it makes you want to play more”

“When you see the level of competition it makes you want to try it”

“Our school children are our future in sport and they need inspiring. One of the good things that is here is the sport mentors. Events like this will keep them going. I’ve been recruiting disabled athletes for years and it gets harder and harder as children are integrated into main stream schools but it’s gradually coming into schools with School Games. For me the School Games is the one thing that will promote it”

“I’m definitely going to apply next year and everything that I’ve learnt I’m going to take back to the local games in my area and share what I’ve learnt. I want to be a P.E teacher and work for the YST one day so this will help”

The wordle below displays the most common words used by volunteers during interviews to sum up the event.



4.4 Improvements

Essentially the comments relating to suggested improvements for future years were focused on the need for improved communication, improved organisation and more information in advance of the event. Approximately half of volunteers said that better, sharper or more detailed communication was needed including more detail about what their role would involve, shifts, locations and transport before the event to help them prepare. There was also a need for more role specific information. One interviewee highlighted that an initial registration system might help their experience by bringing

everybody together. Volunteers praised the kit that they received, however four people expressed the need for more kit. There were also seven comments that the School Games website was not that useful for volunteers. A few other one-off comments related to the lack of hot food, last minute changing of shifts, general chaos and no time to see other events or the host city itself, however these were not cited by many respondents.

In terms of volunteer utilisation and valuing volunteers, the feedback was predominantly positive. Whilst there were a small proportion of volunteers (4) who cited that they had been standing around with not much to do, this was mainly related to the first two days of the events which were not as busy in terms of spectator numbers. There was a further comment that there were too many volunteers but this was not a widespread viewpoint so future need should be reviewed on a sport-specific basis. The majority of volunteers (73%) felt valued, with a further 18% expressing that they thought they were appreciated.

4.5 Key points

- It would be beneficial to **review training provision** in relation to **specific requirements**. There was an expressed need for more specific training provision in certain areas, which should be dependent on both the type of roles undertaken and the experience of volunteers.
- Almost three quarters of volunteers interviewed (73%) **felt inspired to volunteer at other events** like this in the future and almost half had been inspired to take part in **more sport themselves**.
- In total, 88% of survey respondents intended to **volunteer at sporting events** in their local communities in the future, and **95%** wanted to be involved in events like this in the future.
- There was a need to **improve communication, organisation and information** in advance of the event, to enable volunteers to be better prepared in advance of the event.

5. TEAM MANAGERS

All 89 Team Managers across the 12 sports were sent an online survey following their involvement in the School Games event, there was a response rate to this survey of 75%.

5.1 The Profile of Team Managers

- **47%** of team managers were aged **45 or over**
- **3%** of Team Managers were **disabled**, and **4%** were from **BME backgrounds**

5.2 Satisfaction

- The **top three factors** rated by Team Managers as being the best parts of the School Games were; the **competition** itself (31%), the **atmosphere** (21%) and the **athletes village** (18%). In terms of the atmosphere, there was a feeling amongst team managers that this could be improved even further by **increasing spectator numbers** at the venues.
- Team Managers were **very satisfied** with the **event overall** (97%), support from event staff (93%), the accommodation (91%) and the main sport venue (91%)
- **88%** of Team Managers regarded the **pre-event communication** they received about the School Games as **Excellent** or **Good**, **12%** rated it as average or poor. These Team Managers reported that there were instances of late requests for information, problems with the EMS and conflicting information provided.
- **28%** of Team Managers rated the **warm up facilities** they were allocated as **average** or lower. It is evident that this was because of the size/space allocated and it would be preferable for **larger spaces** if possible, to allow athletes adequate time to prepare and warm up before their competitions.
- **9%** indicated that **safeguarding support** for the School Games was average, with a further 2% indicating it was poor or very poor. Three Team Managers indicated that this was because it was over demanding and individual sports deal with problems 'in house'.
- Net satisfaction regarding the **opening ceremony** was the lowest of all aspects. At least 18% of Team Managers provided further comments on the opening ceremony which included their dissatisfaction at athletes having to **wait around** in the cold and wet and for long periods of time before they could be seated for the opening ceremony. Furthermore, the **late finish** of the ceremony was not well received, particularly when many athletes had a full day of competition ahead of them. A review of ceremony timings as well as movement of athletes in and out of the stadium is recommended to ensure the smooth running of the ceremony in future years and which will therefore allow athletes to experience the magic of the opening ceremony without being overly tired or agitated because they have spent lengthy periods waiting in corridors.
- The **Team Manager** training was **positively received**
- In terms of comparisons between previous years, **7%** of respondents indicated that having a **central athlete's village** was much **preferable** to different teams being spread across various hotel sites.
- **12%** of Team Managers commented on **transport issues**, particularly in terms of **waiting around** at venues for lengthy periods of time, athletes having to get up extremely early, and the lack of transport to take athletes between venues to allow them to watch other sporting competitions. It was reported that these issues are *"not conducive to athlete wellbeing"*. A review of the transport logistics would be welcomed by Team Managers for future years.

6. NATIONAL GOVERNING BODIES OF SPORT

Each of the 12 sports featured in the School Games event was represented by their National Governing Body (NGB). For each NGB a designated Single Point of Contact took a lead role in organisation and delivery on behalf of their sport. Following the event, interviews were conducted with all 12 of the NGBs to gather feedback and learning from the perspective of individual sport competitions.

6.1 Satisfaction

NGBs were asked to comment on what stood out for them / best parts of the competition from the point of view of their sport, the highlights are included below.

- Quality of competition
- Attitude / enjoyment of everyone involved
- Atmosphere
- Athletes Village
- Kit
- Whole experience for athletes
- Athlete mentors
- The off-court activities / experiences
- Achievement of athletes
- Volunteers
- Venue presentation
- Successful delivery of the competition *"no problem was too big"*
- Multi-sport environment
- Other athletes from other sports supporting and watching events
- Venue management
- Young officials and support
- Disability strand of the event

The quote below sums up the positive comments received on the event from NBS's:

"For some [athletes] this is their pinnacle and therefore it is a fitting finale for them and then there are some who use it to get on to bigger and better things ... it is a great competition across all the sports and something that NGBs and those involved in sport across the country should be looking to make bigger and better."

6.2 Impacts

The feedback received was, on the whole, extremely positive with all 12 NGBs commenting on how participation in a multi-sport competition enhanced the athlete experience particularly with the provision of an athletes village and off-court activities. All NGBs also praised the organisation of the School Games.

It was also noted by all 12 NGBs that the athletes competing at the School Games are unlikely to experience any similar competition again unless they reach a level of competition on the world stage and go on to compete at the Commonwealth Games or Olympics. In which case the School Games event provides valuable preparation and is a 'stepping stone' for these young athletes. For others, it is the pinnacle of their careers and again something they will not experience in other national type competitions within their sport.

Interviews with nine NGBs specifically indicated how well the School Games event was working for them. The event was reported as highly valued as part of their pathways and many NGBs described how they have been working hard to improve structures and fully embed the competition into their calendars.

There are compromises which have to be made as the timing of competition doesn't always work well for all sports and therefore the calibre of athletes selected for the event can be affected, but notwithstanding this, it is a valued event and athletes see it as something to aim for and aspire to. This was viewed as particularly important as it is something that is completely different from anything else athletes are likely to experience within their individual sporting pathways.

In terms of wider impacts, three NGBs also indicated that it is not just a valuable experience for their athletes, but also for their support staff, officials and volunteers. The event was described as providing the opportunity for them to further their skills and gather the experience required to go on to higher levels of competition.

6.3 Key Learning / Improvements

NGBs praised the organisation of the School Games and took on board the differences encountered between the varying host venues / Cities of the School Games. It is evident that there is some learning which can be taken forward to help with the planning, delivery and successful staging of the competition in Manchester in 2014. Key points raised amongst NGBs include:

- Overall **communication** between event organisers. There was a general feeling that communication between various parties could be improved and that often requests for information could be made much further in advance to avoid duplication and unnecessary requests. This also linked into the online registration system and there was a suggestion that this needs a review in terms of the essential information which is required and requested, and a more sensitive approach to the requests and questions made to athletes with a disability. Additionally, it was felt by one NGB that there were too many points of contact and that the streamlining of communication may help to improve systems overall.
- **Disabled athletes** - Accommodation was an issue and it is not acceptable that athletes should compromise on the facilities that they require (e.g. shower chair and lack of medical bins)
- **Transport** - It was evident that in some instances there was a lack of communication with the transport programme / clarity in terms of drop off and pick up times which resulted in some substantial waiting around for athletes. Additionally, the NGB point of contact from the ASA highlighted that because of the short nature of their competition schedule they would welcome local transport to alternative venues, allowing their athletes maximum opportunity to fully experience the multi-sport event and support other competitions. It is acknowledged that as the event will be held in a different city next year, it means that a different transport provider will be commissioned and with that comes another set of challenges. However despite this, there is some general and transferable learning that can be taken forward in terms of greater communication between transport providers, team managers and NGBs to ensure waiting around is minimised as far as reasonably possible.
- **Profile** - Greater profile should be attached to the event, to generate further public interest and encourage a larger number of spectators to attend, the sentiment: "*the experience of competing in front of a crowd cannot be underestimated*" was expressed by two NGBs. One NGB commented that they could not understand how an event being staged for school age children to compete in could not attract young spectators, particularly when one event was even being hosted on a school site. This NGB felt disappointed and let down by the engagement of Sheffield to support the event. The same viewpoint was echoed by a second NGB who highlighted that the thousands of empty seats at the Motorpoint Arena killed the atmosphere for the athletes competing in this venue and believed that more manageable spectator seating / numbers should be considered for 2014.
- **Individual sport venues** - A few venue-related issues were reported in terms of the event for individual sports. British Gymnastics did highlight that the venue was cold for their gymnasts (this viewpoint was also expressed by team managers both from Judo and Gymnastics).

"Having a gymnastics event run in an ice rink is not ideal. We had a lot of falls from all teams which were not the norm and the mats were particularly hard therefore increasing the risk of injury" (Team Manager for Gymnastics)

British Cycling also reported that having multiple venues was not ideal and felt that they were constantly setting up / packing up. GB Wheelchair Basketball indicated that they did not have a particularly good relationship with their venue management and felt that they were not helpful in taking on responsibility to resolve significant problems affecting the competition.

- **Competition** - British Judo reported that there were not enough medals for their athletes which they felt left them in a particularly embarrassing situation, furthermore they reported that they were never asked to confirm the number of medals required for the competition.
- **Food / Refreshments** - Just one NGB reported negatively about this highlighting that they felt the rationing of orange juice at the athletes village was a little unfair.
- **Branding / Venue Dressing** - A number of NGBs commented that this helped to aid the professional feel of the event, however one NGB expressed his concerns as to whether or not this was money well spent and questioned whether funding could be better spent and utilised in other areas to increase the overall experience for athletes within the village and stadiums.

7. TALENT INSPIRATION PROGRAMME

The 'Talent Inspiration Programme' (TIP) formed part of the School Games event and provided a key link between Levels 3 and 4 of the School Games. The TIP provided a unique opportunity for 134 aspiring young athletes from across the country to come together to attend the School Games event. The 134 athletes selected for the TIP attended workshops, observed high level competition and also took part in a number of practical sessions.

The 134 athletes were nominated because they had shown the personal attributes that would allow them to develop within the Talent Inspiration Programme. They were nominated by secondary and special school staff via a County Selection programme led by their Local Organising Committee (LOC). The nomination information for the 134 athletes who attended the TIP revealed:

- All pupils showed commitment dedication and the potential to excel in sport. Furthermore many nominations commented on the leadership prowess of pupils within sport and their ability to inspire and support others.
- There were inconsistencies in the type of pupil nominated for the TIP - some pupils were quite clearly embedded into a sporting pathway and performing exceptionally well within their age categories and competing at county, regional and national level. Other athletes had shown potential, were reported as being good 'all-rounders' and were yet to find their way onto a firm sporting pathway. This reveals that further refinement is required as to who the programme is being pitched at or whether the programme can continue to cater for both groups of individuals.

7.1 Interim Findings

Athletes who attended the TIP were asked to complete a pre-programme survey when they arrived for registration and also a post-programme survey before they departed. A further longitudinal survey will be distributed by email in December 2013 to track what athletes are doing 4 months on from attending TIP. Headline findings from these surveys include:

- '**Inspiration**' and '**to improve performance**' were the **two key reasons** athletes cited for wanting to take part in the TIP.
- **In total 93%** of athletes reported to be '**very satisfied**' or '**satisfied**' with their **sporting achievements / performance** over the last six months, Just 6% reported they were 'very dissatisfied' or 'dissatisfied'.
- Following their involvement in the programme **93%** of athletes reported that they were '**very satisfied**' or '**satisfied**' about the **goals** they had set themselves for the following six months after attending the TIP.
- It is evident that the TIP **met expectations** of athletes with **94%** stating that they anticipated that the programme would provide them with the **support** and **advice** to help them **improve** in their sport, this figure dropped marginally by 3 percentage points when athletes were asked the same question post programme.
- Athletes **learnt** more than expected from the programme overall, with two key factors standing out; '**the importance of setting goals**' and '**problem solving skills**' both increasing by 38 percentage points between the pre and post programme surveys.
- Athletes were **inspired** to try out new sports as a result of attending the TIP, with 60% of respondents highlighting that they intended to try out something new, furthermore 19% of these athletes indicated that they intended to join a sports club as a result of the programme.

Further qualitative and anecdotal evidence collected from interviews with 12 athletes supported the positive figures from the surveys and indicate that the programme did have a significant impact on those involved. Athletes reported that they enjoyed hearing the talks from Olympians and found these inspirational, they valued the fitness testing which helped them to identify strengths and weaknesses which in turn allowed them to focus on goals for the future. Meeting new people was also a highlight for all athletes interviewed, particularly as they reported that they felt a little daunted and didn't know what to expect from the programme when they arrived in Sheffield, but were soon put at ease when they realised everyone was in the same position with one athlete commenting "we met as strangers and left with emotional farewells."

7.2 Inclusivity

It is evident from the data collected that the biggest success story of the TIP is the inclusive nature of the programme, this has impacted positively on both disabled and able-bodied athletes. Two of the athletes interviewed reported that the programme had helped them to understand that disability is not a barrier and that it is about achieving your personal best, the inspirational speeches by Paralympians helped to instil this message to all athletes.

There is some evidence to suggest that the impact on the programme on those athletes with disabilities went beyond the 3-day duration of the programme. One parent reported that they had noticed increased independence in their child following their attendance and that this had been noted both at school and at home. Furthermore, the programme manager reflected on feedback reported from parents during their debrief meeting which included how they appreciated and welcomed the fact that the programme encouraged carers to take a step back (as long as care or the welfare of the athlete was not compromised), with a view to try and encourage independence amongst the disabled athletes. Comments suggested that this was a refreshing approach as in other situations outside the home it was felt that this was quite often the opposite and comments suggested that carers are used as a comfort blanket because of concerns of what might go wrong.

In terms of the accommodation allocated to athletes during the programme, this worked well and the programme manager indicated that the availability of accessible rooms for athletes who needed them really meant that the programme could welcome disabled athletes and cater for every need, rather than being limited because of the facilities available.

7.3 Key Learning

The key messages from the programme are extremely positive, but as with all programmes there is some learning which could help improve this programme in the future and help future TIP athletes to flourish on the programme. These include:

- A review is needed on who the programme is aimed at including age groups and abilities. There may be differences in who the programme is pitched at in terms of the disability strand, but again this needs to be reviewed in line with the programme's aims and objectives.
- Better communication in terms of the nomination process and providing clearer information about the programme to LOCs, schools and ultimately parents and carers once athletes have been nominated. Two teachers indicated that they would have welcomed continued communication about the programme even once their pupils had been selected, they felt left in the dark after the selection process.
- Further consideration of access requirements for people with visual impairments - one athlete reported that the content on a PowerPoint presentation was difficult for him to access.

- Drop off points - one parent commented that the team leaders present at her son's drop-off point did not seem particularly confident on how to introduce an individual with visual impairments to others, she felt that her son was left standing on his own although she emphasised that this was a minor point and praised the programme and what it had done for her son. Additionally another parent commented that further information and clarity about drop-off points and parking would be welcomed.
- Four of the 12 athletes interviewed said they would like to have been involved in more sporting activity and less problem solving, this view was echoed by the programme manager who suggested that shorter bursts of practical / taster sessions might work well in the future exploring strength, speed and agility.
- One team leader highlighted that it would have been a good idea to highlight the TIP programme / athletes during the opening ceremony and also suggested that the power of social media should be used to promote the programme both amongst the athletes and to the wider sporting community.

7.4 Further Research

The medium and longer term impacts of the TIP are currently unknown, however a longitudinal survey will be distributed by email to all athletes who took part in the programme in December 2013 (3 months on from their participation in the programme). This will enable some of the medium term impacts to be determined. Once the results of this survey are available a final report on the TIP will be published.

9. CONCLUSIONS

This report has presented the findings and analysis of a variety of evidence and feedback gathered on the 2013 School Games event. The evidence indicates that the School Games was a successful event and impacted positively on all those involved in the event. We can provide an objective summary of this statement by examining the findings of the research using two key themes, first, the intrinsic nature of the event and secondly the inspirational impact of the event. We conclude by looking at key recommendations that might contribute to overall improvement of the event in future years.

The intrinsic nature of the event

On the whole respondents from competitors to spectators and NGBs enjoyed their experiences of the School Games event, which was also the case for the 2012 event in London. Net satisfaction scores of 90%+ were recorded for all groups of respondents which indicates that the organisation and delivery of the event was effective.

There was also near unanimous agreement that the event is a great way to showcase talented young sports people, this was also recorded in 2012. Similarly, all groups noted that there had been an Olympic / Paralympic feel to the event. Words consistently used to describe the event across all groups: 'amazing'; 'exciting', 'excellent', and 'fantastic'.

The inspirational impacts of the event

As well as being an enjoyable experience in its own right, the event also had the power to inspire people in various ways. Overall, 93% of competitors stated that the event had inspired them to improve themselves further, 73% of volunteers felt inspired to volunteer at other events of this nature. Furthermore, 78% of school pupils indicated that they wanted to take part in more sporting competitions than they were presently taking part in. The inspirational effect of the School Games Level 4 event is entirely consistent with work conducted at elite sport events by UK Sport which demonstrates that attendance at such events can have an inspiration effect. In addition to people being inspired to take part in more sport or volunteering themselves, many respondents also said that they would encourage family and friends to be more active as well. Qualitative evidence from teachers supported the potential for an inspiration effect suggested that the event had had a positive impact on their pupils, in terms of providing an introduction to new sports and providing an insight into what their pupils could achieve if they worked for it.

Recommendations for improvement

Whilst the headline findings are extremely positive, the School Games will be held again in Manchester in 2014 and as part of a commitment to continuous improvement it is important that the lessons from the past are used to improve future delivery. Most of the recommendations are concerned with operational aspects of the event and should be interpreted as striving for improvement to ensure that the quality of the event is even better in the future. The key recommendations below are those which are either major or which relate to more than one group. Relatively minor concerns which tend to affect one group only are covered in the group-specific chapters of this report.

- For competitors and team managers some complaints were made over the opening ceremony and the time spent waiting around and getting athletes in to and out of the venue. This, coupled with the late finish of the ceremony, was not well received and comments were made about this not being conducive to ensuring athletes perform at their best during their competitions the following day.

- Team managers and competitors highlighted their dissatisfaction in having to queue and wait in the rain for food, timings for dinner etc should be reviewed in order to lessen waiting times for this.
- Competitors expressed a desire for more activities in the athlete's village (including music) as well as easier access to other sporting venues to watch other competitions when they are not competing themselves.
- A review of spectator numbers should be conducted. NGBs, athletes and spectators all commented that greater spectator numbers would help to improve the event for all involved. There is a need for greater consideration of whether or not it would be possible (and if so how) to attract more school pupils (particularly from the host city).
- Communication in the lead up to the event should be reviewed and an attempt to ensure channels are more streamlined to minimise duplication of requests for information and to provide as much advance notice as possible for any information required from teams etc. The need for improvements to communication and pre-event briefings were highlighted by volunteers, team managers and NGBs.

It is recognised that resources invested into the event are used as effectively and efficiently as possible, the suggested improvements are concerned with operational improvements and should not necessarily be resource intensive. In this regard, the lessons learnt from the 2013 should represent a useful legacy for the event in Manchester in 2014.

Sport Industry Research Centre

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