



Programme Evaluation Report 2024/25



OUR MISSION

To inspire and empower every child and young person in Liverpool to lead an active, healthy, and fulfilling life through high-quality physical education, inclusive sport, and wellbeing initiatives. We work in partnership with schools and communities to create equal opportunities where every young person can achieve their potential and develop a lifelong love of sport and physical activity.

VISION

A city where every child and young person thrives physically, emotionally, and socially through access to outstanding school sport and physical activity—regardless of background, ability, or circumstance.

VALUES PROPOSITION

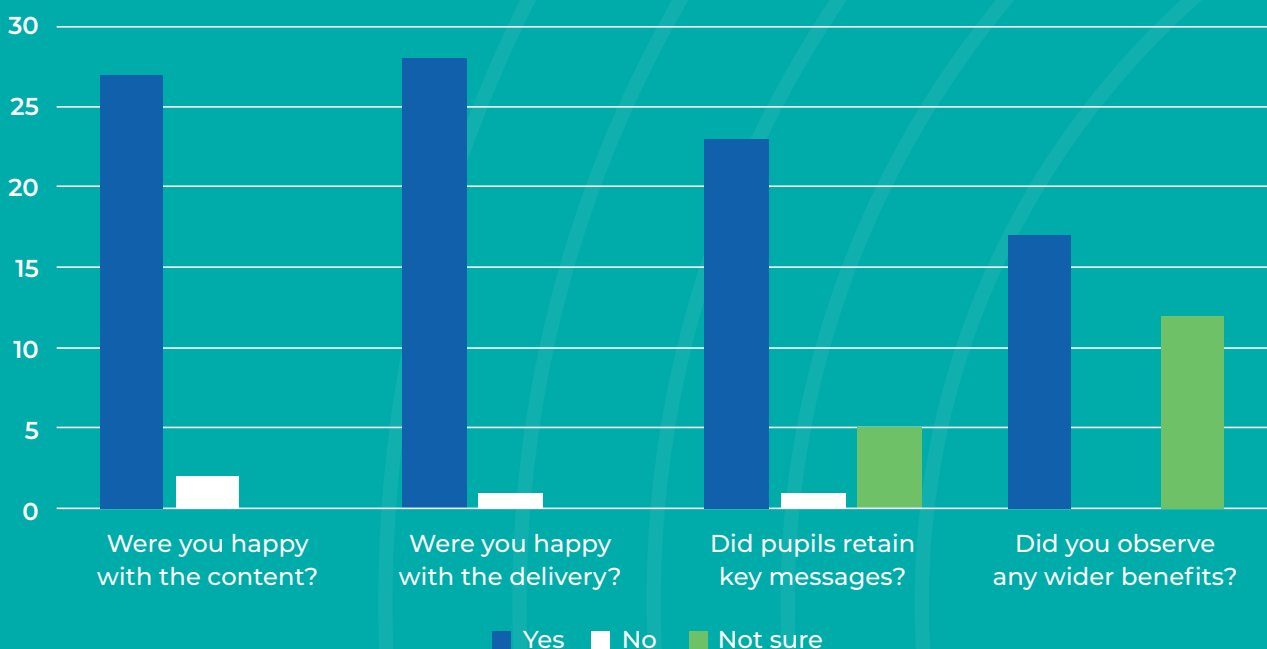
We are a team of qualified teachers and professionals, dedicated to developing and delivering high quality PE, school sport, health and wellbeing. Using the power of sport and physical activity to inspire healthy, happy and active young people.



1 OVERVIEW

This report, completed by external researcher Amelia McIntosh, evaluates the impact Liverpool School Sports Partnership (LSSP) has had throughout the academic year 2024-2025.

The findings are based on survey data, school comments, and observational evidence relating to content quality, delivery, retention of key messages, and wider societal benefits.



2

KEY FINDINGS

The key benefits observed by the schools were:

- Improved confidence and self-belief in students
- Improved peer relationships (better teamwork and social skills)
- Development of leadership skills
- Improved physical activity engagement (more children cycling to school and showing greater interest in physical activity)

Content Strengths:

- Schools felt there were a wide variety of topics and activities being delivered that suited their specific needs (indoor, outdoor, first aid, leadership, Balanceability, OAA etc.).
- The activities were relevant and engaging, an example that was highly praised was the use of familiar contexts like 'Jack and the Beanstalk' which pupils could relate to.
- Schools felt there was a strong impact on life skills, confidence, teamwork, and healthy lifestyles.

Content Areas for Development:

- Having clear aims and objectives that both the coach and school are aware of and ensuring these are met throughout the programme.



"I liked that it was linked to a book that the children knew (Jack and the Beanstalk). Lots of different apparatus and resources used both indoors and outdoors."
Fundamental Movement Skills

"Our pupils were actively involved and motivated, making the programme both enjoyable and effective. The delivery was excellent, which helped maintain their engagement and foster a positive learning environment. The delivery was excellent, striking the right balance between practical activities and theory to maintain pupils' interest and motivation throughout the programme."

Secondary Leadership Academy

Delivery Strengths:

- The coaches and facilitators were praised for being knowledgeable, approachable, inclusive, and flexible, which created a trusting and supportive environment allowing all students to learn and develop.
- The sessions were well structured balancing theory and practice which improved engagement and motivation.
- LSSP provided effective communication and organisation before and during delivery. Instructions and skills were broken down into manageable chunks to support the students' development.
- Schools thought there was an excellent use of resources and equipment to reinforce learning.

Delivery Areas for Development:

- Ensure schools are aware of the programme aims and ensure the activities clearly link to these aims and objectives.

Schools saw:

- Pupils applying their learning in leadership events, PE, clubs, and playtime.
- Specific knowledge recall in self-defence, teamwork, and health strategies.
- Regular use of recap and questioning improved memory.
- Teachers observed improved equipment use, communication, and leadership.

"The facilitators built excellent relationships with the pupils, creating a supportive and trusting environment that encouraged active participation and learning. Our pupils were actively involved and motivated, making the programme both enjoyable and effective. The delivery was excellent, striking the right balance between practical activities and theory to maintain their interest and motivation throughout."

Secondary Leadership Academy

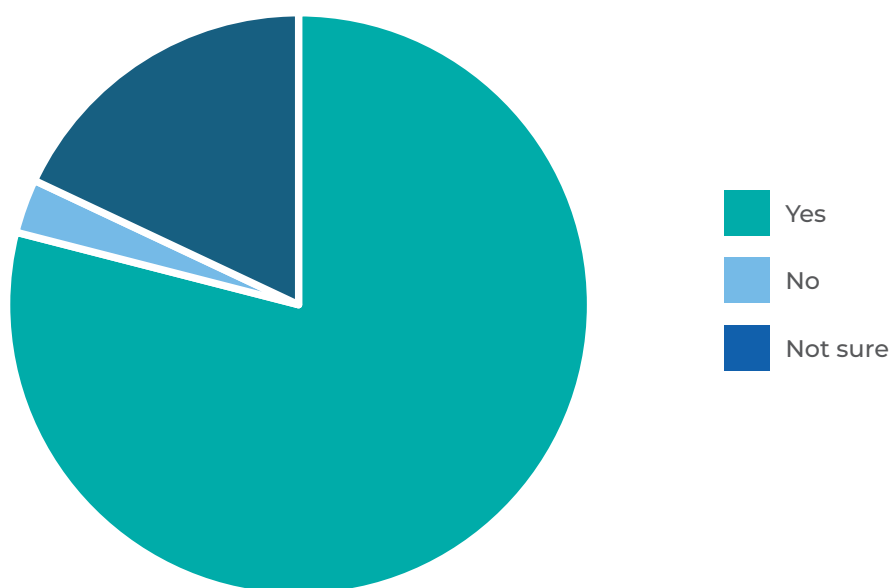
"The students loved doing the boxing and fitness, but it was not linked to the wider aims of the programme in the sessions."

I Am

"The children really enjoyed their session. They learnt a lot about physical activities and how to improve their physical wellbeing."

POWER

Did students retain key messages from the programme?



Retention of Key Messages:

79 per cent of schools felt as though their students retained the key messages from the programme, whilst 18 per cent were unsure and only three per cent said they did not think the students retained key messages.

Retention Areas for Development:

- Some schools had not yet completed programmes or had limited opportunity to follow up.
- A few schools reported they were unclear of the key messages in certain sessions.

WIDER BENEFITS

Positive Impact:

- Increased confidence, especially in leadership and trying new activities.
- Stronger teamwork, peer relationships, and reduced conflict.
- Motivation towards physical activity and healthy lifestyles.
- Students acting as role models and taking on more responsibility.

"Children's confidence risen, more children riding bikes to school."

Balanceability

"We had a brilliant time and the competition was extremely well organised - thank you so much. We can't wait for the next one!"

Competitions & Events

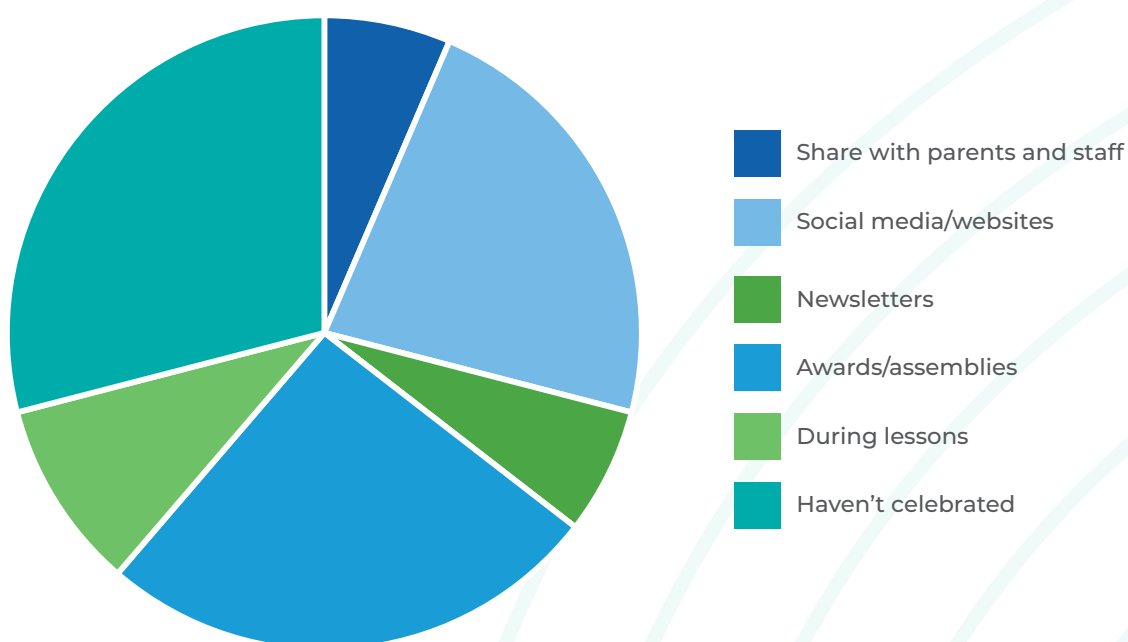
Areas for Development/Limitations:

- In some cases, it was too early to see or assess any long-term effects.
- Some pupils already had leadership experience and so change was less noticeable.
- Wider societal impact is not always visible to schools and so is difficult to measure.

Celebrating Success:

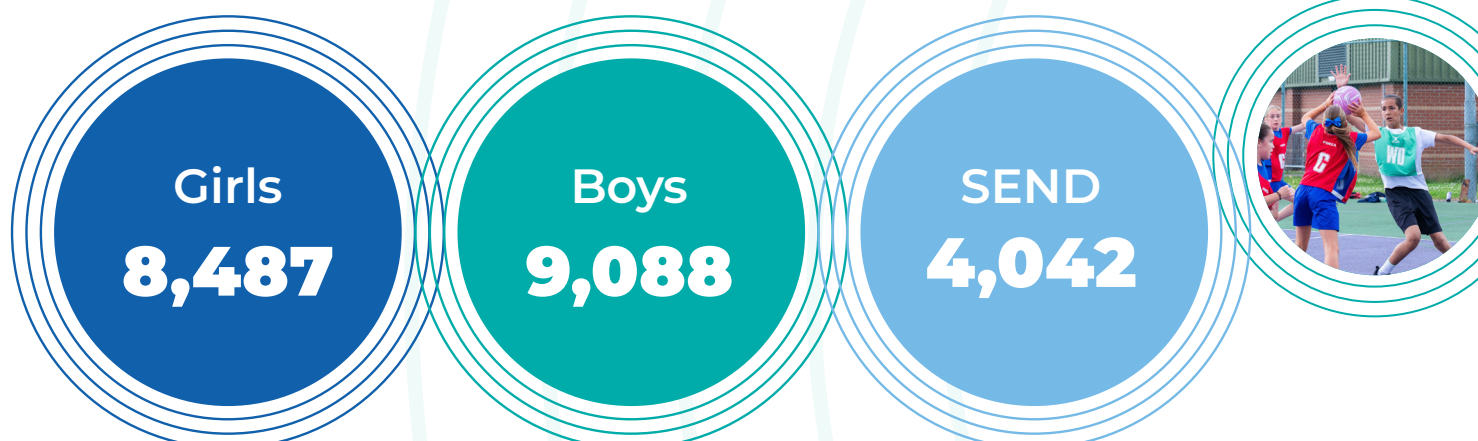
The graph shows how the schools chose to share and celebrate those who took part in the programme. The majority of schools had celebrated through awards and assemblies, on social media or websites, or hadn't celebrated or shared the success (some addressed they had plans to do so).

How have you shared/celebrated the programme?



3 COMPETITION DATA

Total students at competitions / events = 17,575



4 RECOMMENDATIONS

1. **Review and Reinforce Programme Aims** – Link all activities explicitly to wider objectives that schools and teachers are aware of.
2. **Monitor Long-Term Benefits** – Follow up at set intervals post-programme to track sustained impact, provide support for schools and teachers so they are able to monitor this progress internally.

5 CONCLUSION

The programmes delivered have been highly valued by participating schools, with consistently high satisfaction rates for both content (93 per cent) and delivery (97 per cent). Pupils demonstrated strong engagement, skill development and application of learning beyond sessions. Wider benefits in confidence, teamwork, and health awareness have been evident, though ongoing monitoring will be important to capture the full impact and any wider societal impact.

