

AN INITIAL INVESTIGATION INTO
THE SOFT LEGACY IMPACT OF
THE 2012 OLYMPIC AND
PARALYMPIC GAMES ON
SCHOOLS OUTSIDE LONDON
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Abstract

Although much literature on legacy has recently emerged, the soft legacy impacts of mega events have often been overlooked. This research focuses on the soft legacy impacts of the London 2012 Olympic and Paralympic Games on participation rates, human and social capital levels and pupil experience in local schools. The complex nature of legacy creation is also explored here with the processes behind the schools' efforts to generate a soft legacy being investigated. The local aspect of this research, focusing on the area of Cheshire East, is noteworthy as previous study has focused on the host city only. This study used the Get Set programme to identify sample schools that were engaging heavily with London 2012, and examined whether Get Set had been used as a catalyst for initial efforts for legacy creation. As suggested by previous legacy research a mixed method approach of validated surveys and interviews with pupils and key players in school sport has been utilised. Baseline participation data from schools in Cheshire East was analysed to establish a pre-Olympic baseline. Analysis of the 2009/10 quantitative results showed no clear pattern in the data, with no differences emerging between schools of different Get Set registration status. Limited comparisons could be made between the 2009-10 and 2010-11 data because of the PE and School Sport Survey being withdrawn when the School Sport Partnerships were disbanded. However, the data captured from one cluster of schools did provide some information on the impact of the removal of the SSPs on school sport, the most notable of which being the demonstrable decline in the links between schools and community sports clubs. Interviews, with teachers and pupils, were completed in three secondary and one primary school that all had identifiable interest in creating their own Olympic legacy. Thematic analysis has led to a number of key areas emerging as central to the creation of a school level Olympic legacy. Including; the importance of enthusiastic people to drive the legacy, a strong focus on the Olympic and Paralympic values, rather than sporting participation, and the subsequently positive impact upon inclusion of a wide range of pupils. Field observations enabled an insight into the variety of Olympic and Paralympic activities that the schools used to inspire and engage pupils. The relationship between the findings of the different methods employed, also highlighted the individual differences in approaches to creating a soft legacy by the case study schools, facilitating conclusions to be made about the soft legacy impact of the London 2012 Games at both a school and pupil level. Inquiry at the case study schools showed that it was possible to create a soft legacy for young people in an area remote from the host city before the Games had even taken place.

Keywords - London 2012, Olympic and Paralympic Games, Soft legacy, Social capital, Human Capital, Inspiring young people

Glossary

GS	Get Set
GSN	Get Set Network
CE	Cheshire East
CEC	Cheshire East Council
YST	Youth Sport Trust
PESS	PE and School Sport Survey
PESSYP	PE and Sport Strategy for Young People
YSS	Youth Sport Survey
SSP's	School Sports Partnerships
PDM	Partnership Development Manager
SSCo	School Sport Co-ordinator
PLT	Primary Link Teacher
SGO	School Games Organiser
SG	School Games
LOCOG	London Organising Committee for the Olympic Games
MMU	Manchester Metropolitan University
MMUC	Manchester Metropolitan University Cheshire

Chapter 1 – Introduction

Legacy, and specifically mega sporting event legacy, is a rapidly evolving area of research which started to appear after the perceived legacy impact of the Barcelona Olympic Games in 1992. The emerging literature on the legacy impact of mega events has moved away from a focus on facilities and other hard or tangible event legacies, into other aspects of legacy; social legacies, participation legacies, educational legacies and even environmental/green legacies (Brown and Massey 2001, Coalter 2004, Girginov and Hills 2008, Griffiths and Armour 2012, Murphy and Bauman 2007, Sky Blue 2010, Toohey 2008, Weed *et al.* 2008).

Since Barcelona, the research base around legacy has continued to grow with each successive Olympic Games. This is especially true for London 2012, as between London winning the bid and hosting the Games (2005-2012), a large amount of literature emerged around the potential legacy of London 2012, informed by lessons learnt from previous Games. Legacy plans were a key part of London's bid, in 2005, to host the 2012 Olympic and Paralympic Games. It was suggested that this intense focus on 'legacy for all' significantly contributed to London winning the bid (DCMS 2007c). This reinforced the growing importance of legacy for the International Olympic and Paralympic Committees (IOC and IPC), and the host city. Legacy was about more than the physical infrastructure, but also concerned impacts on people and communities, particularly the young, and it was hoped that a lasting legacy would be created across the country after the Games had gone.

Rationale for this study: a focus outside of London and on young people

MMU Cheshire East (MMUCE), a 2012 Pre-Games Training Camp Consortium comprising of MMU Cheshire (MMUC) - specifically the Institute for Performance Research (IPR) - and Cheshire East Council (CEC) funded this study, which was undertaken as a part time studentship from May 2010- May 2013. This research contributed to the MMU Cheshire East Legacy Evaluation Programme, and the intended focus was to evaluate the soft legacy impact of the London 2012 Games in the local Cheshire East (CE) community. The unique aspect of this particular study is the focus on legacy creation in an area distant from the host city, particularly in schools. The findings from the research thus helped inform the emerging local Sport and Physical Activity strategic policy decisions and helped to identify best practice in event-related legacy planning and inspiration from London 2012.

After consultation with local partners, it was decided that this research would focus on school-based legacies created specifically for young people outside the host city e.g. local schools in the Cheshire East area. Another study was to focus on the clubs and volunteers in community sport. The precise area researched was soft legacy impact and specifically the human and social capital benefits for school children and teachers as well as the schools themselves. The issue of more tangible or hard legacy (e.g. new facilities, improved infrastructure etc.) was not investigated, and legacy-creation beyond the school setting was not looked at from the perspective of clubs or coaches. The initial plan was to focus on the period leading up to the hosting of the Games, with the potential for subsequent studies to develop longitudinal perspective. Unfortunately, due to funding limitations, data was collected in 2010-12 only.

The London 2012 Olympic bid and subsequent promises were very much geared towards a sustainable soft legacy for young people. The aim of Government policy was to create various benefits for young people ranging from individual benefits (e.g. to gain new skills or increased confidence), sporting legacies (e.g. inspiring more children to be more active and take up new or more sport) and social legacies (e.g. giving young people the opportunities to volunteer and engage in cultural programmes (DCMS 2007c). The efforts to create a soft legacy from the London 2012 Olympic and Paralympic Games by local schools in the CE area were therefore the core of this research. Soft legacy has often been overlooked in previous research in favour of hard legacy impact, probably because of its intangible nature and complex process of creation.

The case study schools in this study were selected because they were actively making an effort to engage in London 2012 and create their own Olympic legacy for their pupils and school. This research has been mostly dedicated to studying the process of legacy creation in Secondary schools, but one Primary school has been included in the research sample for completeness. Qualitative data collection has concentrated on the key players in soft legacy creation for local CE schools, for example, teachers and former members of the School Sports Partnerships (SSPs). To consider the whole story of efforts to create a legacy, groups of pupils from the schools have also been interviewed. A mixed method approach was adopted for this research and both quantitative and qualitative data collection commenced in the summer of 2010, to allow for a Pre-Olympic baseline of local school data to be established. Secondary quantitative participation data was obtained for schools in CE from a pre-established survey, along with data on the motivations to participate and levels of inspiration from London 2012 in a sample of young people. The findings of the quantitative analysis

were compared to the qualitative evidence to create a richer discussion and build a picture of the complex nature of legacy creation that was occurring in the schools. Throughout this research the focus was on the impact of the both London 2012 Olympic and Paralympic Games and both events were treated as one undivided entity.

Structure of the thesis

A review of literature follows this introduction, which identifies and analyses selected legacy research, on the Olympic and Paralympic Games. It starts with a definition of legacy in its basic form and moves on to the different types of legacy, with a more in-depth review of soft legacy, especially in relation to young people. The discussion of literature focuses on the area of social and human capital and the link with sport and engagement in physical activity, through participation in activities related to mega sporting events, e.g. school based Olympic and Paralympic activities, sports club membership, volunteering and leadership schemes.

A more comprehensive review of the previous soft legacy literature on social and human capital from preceding Olympic and Paralympic Games formed the basis of the decision to use a mixed method case study, longitudinal approach for this research. The research methods chapter (Chapter 3) explains how both quantitative and qualitative methods and analysis were utilised in this research. It also includes a section on the methodological approach employed for the qualitative research, including the viewpoint that the research was inspired by. The selection of case study schools, the sampling of school information for the quantitative data, and a reflective log with the thoughts of the researcher on the qualitative research process, is also set out in this section.

The quantitative findings chapter (Chapter 4) includes the key findings from the quantitative participation data, primarily based on the secondary analysis of school-based participation data from the Youth Sport Trust PE and School Sport Survey (PESS) undertaken in 2009/10 by TNS BMRB. This provides an important baseline for pre-Olympic participation figures for all the schools in CE. Data was collected for a two year period (2009-10 and 2010-11) and differences between the findings from the two years are highlighted. The findings from the survey-based pupil data, gathered through an adapted version of the Youth Sport Survey (Livesey 2009), provide insight into local young people's motivations to participate, and Olympic inspiration levels. The findings from this survey are then compared with the qualitative data from pupil and teacher interviews to explore the emerging story, and are discussed in the conclusions chapter

(Chapter 7). The quantitative data is an important aspect to this study as it provides a baseline against which any potential soft legacy impact could be measured and a discussion of the interpretation of the quantitative data follows the description of the findings.

Chapter 5 provides an insight into the observation data collected at the case study schools, which highlighted the activities employed by schools outside of the host city, in an attempt to create their own soft legacy from London 2012. This data helps illustrate the efforts made by the schools to engage their pupils with London 2012. It also provides a clearer explanation of some of the activities and aspects of soft legacy creation that are mentioned by the interviewees, and discussed further in Chapter 6. This chapter also highlights the interesting differences between the case study schools in their approach to engaging with the Games and creating their own legacy.

An interpretation and discussion of the Qualitative data is presented in Chapter 6. This includes the individual and group interview data from the identified key players in the schools' legacy efforts, and is presented in addition to the views of the pupils in those schools. Analysis of the transcripts and observational notes allowed the evidence to be coded, enabling the identification of emerging themes. The discussion and analysis of these emerging themes is supported by illustrative quotes both from the adults' perspective on legacy creation, and the pupils' perceptions of both the schools efforts to generate a soft legacy and the inspiring nature of London 2012. Any unexpected or contradictory data is explored here and linked to the final analysis and conclusions in Chapter 7.

This research commenced in 2010 when the country was under a Labour Government therefore, over the data collection period, an insight was gained into the impact of the election of a Coalition Government, and how the subsequent change in political climate affected school sport. Evidence collected revealed a shift in political views on school sport had an effect on the potential soft legacy impact of London 2012 on schools and young people, especially the disbanding of the School Sports Partnerships (SSPs). The impact of losing the SSPs on Cheshire East schools is explored in further detail in this chapter, with the aid of the views of the key players in legacy creation in the case study schools who had been heavily involved in the SSPs. The removal of the funding for the SSPs led to the YST funded PESS survey (used as secondary data with permission in the initial quantitative data collection for this study) being withdrawn. This in turn impacted on the current research as full 2010-2011 and 2011-2012 school based participation data was not available for comparison. The impact of these unexpected

but unavoidable factors on this research forms an important aspect relating to local legacy creation in CE schools.

In the final section, Chapter 7, a series of conclusions to the research are presented, which are related back to the research aims and objectives. These identify the successful techniques used by the case study schools to create their own soft legacy from the London 2012 Olympic and Paralympic Games, and give some insight into the complex nature of school based legacy creation for young people. Conclusions are also made regarding the relationship between the quantitative and qualitative data in this mixed method case study design, providing stronger, richer data regarding the complex social phenomenon of the process of legacy creation. Quantitative data is used to support some of the issues highlighted in the themes that emerged from the interviews or other qualitative data. The findings reiterate the value of a mixed method approach in this area of legacy research, and in social investigations involving a range of actors and perspectives. By using both approaches, it is proposed that the findings of this research are better placed to show any soft legacies created in local schools external to the host city. They also give better insight into whether these impacts were caused by engaging with London 2012 or whether they were due to other sources or influences and the differences between schools. A section that aims to indicate whether any of the case study schools had already created their own legacy from the efforts they had expended engaging with the Games, prior to the Games, is also presented here. Finally the conclusions drawn are discussed alongside any limitations to this study, leading to suggestions for follow up research in the area of soft legacy creation for young people.

Chapter 2 - Literature review

The Olympic and Paralympic Games

The quote below from Sebastian Coe, Chair of London 2012, shows the vision of what London was hoping to achieve from the London 2012 Olympic and Paralympic Games.

“Our Olympic and Paralympic year has begun and we are getting ready to stage a fantastic Games. This is the largest project delivered in the UK in peacetime, and we are going to show the world what we, as a nation, and as London, can deliver. The London 2012 Games are a real once-in-a-generation opportunity. I'd encourage everyone to join the team and make the most of these Games.” (Lord Coe, cited in Heald, p.1 2012).

The Olympic Games is arguably the world's biggest sporting event and the archetypal 'mega event' so it is not surprising that many countries bid to hold the Olympic and Paralympic Games in their country (Bloyce and Smith 2009, Murphy and Bauman 2007). The Olympic and Paralympic Games are one of the few regular mega sporting events, which along with the FIFA World Cup and the Commonwealth Games, have global significance. A mega event “has a unique one time nature that is related to its host location” (Sky Blue 2010, p.7). When justifying the bid for the Games, bidding cities often provide the anticipated benefits of holding the event as evidence. Legacy is often used as a selling point to try to gain the host communities support (Dickson *et al.* 2011). The importance of creating a legacy from hosting the Games is highlighted in the International Olympic Committee (IOC) and the International Paralympic Committee (IPC) charters; the IOC states that they want host cities to “promote a positive legacy from the Olympic Games to host cities and host countries” (IOC 2007, p.15). The IPC plan to work towards a Paralympic legacy in facilities, attitudinal/behavioural change and social inclusion for people with disabilities (IPC, 2007), showing that the conceptualisation of legacy goes beyond the tangible into soft legacy benefits.

In order for bidding cities to be successful in their quest to host the Games, they are now expected to promise ever-increasing amounts of benefits and to create their own long lasting legacy. London 2012 was no exception. A high proportion of the cost of staging the event has been met by the public, and the Government has promised many nationwide legacy benefits, to justify the spending of this large amount of public money. Tony Blair, the British Prime Minister before the Games were awarded to London, illustrated this point; “If there's a unique selling point for London it is in the legacy and the fact that the Olympic movement is more than just the period of the Games itself” (No author, PM hails Olympic 'legacy', 2005, p.1). However, it should be

noted that research shows that for previous Games there has tended to be much interest in legacy before the Games but afterwards it is often forgotten (Griffiths and Armour, 2012).

The nature of legacy

The term legacy, first used to refer to the success of the 1992 Barcelona Olympics (Bloyce and Smith 2009), is broadly understood as what remains behind after an event. However, it is clearly a multi-dimensional concept, as Preuss (2007, p.211) suggests legacy can be “planned and unplanned, positive and negative, tangible and intangible structures created by and for a sport event that remain longer than the event itself.” The IOC (2002, p.2) agrees with this multi-dimensional definition stating that “legacy is multi-disciplinary and dynamic changing over time. It is a local and global concept existing within cities, regions and nations as well as internationally”. Further supporting the longitudinal nature of legacy is the definition in the Legacy Lives conference report (PMP legacy 2007, p.5) “ensuring that many long term benefits are generated for the host city, region and nation well before, during and after the event.” Dickson *et al.* (2011) have recently published a study on creating frameworks to evaluate Olympic and Paralympic legacies. They acknowledge the multi-faceted nature of legacy and thus have created a legacy web which includes points on timeframe, tangibility, structure, planning, cost and spatial aspect (how far the legacy will impact). This last aspect is an interesting addition to legacy evaluation, as how far beyond the host city the legacy has spread is under evaluated.

Legacy is an often-overused term in a mega event such as the Olympic and Paralympic Games, and as such leads to many different areas being branded as legacies. This overuse can have a negative impact, with Coalter (2004) stating that London 2012 needed to be careful about how it portrayed any potential Olympic effect so as not to raise expectations it cannot fulfill. From 2008 there has been a surge in legacy research published. The research in this area has become more diverse but there has been a dominance of the study of secondary resources instead of empirical studies pre, during and after the Olympic and Paralympic Games (Dickson *et al.* 2011). The term legacy may be considered overused because the complex nature of legacy creation is not well understood. There can be many aspects to legacies such as, negative, neutral, unplanned and pre-event legacies that are seldom considered (Dickson *et al.* 2011, Weed *et al.* 2008). Cashman (2006) also hit on this point by highlighting the bias of Olympic organising committees to see legacy as wholly positive. Also that it is usually believed that any legacy benefits will be passed on to the

community naturally at the end of the Games, although there is limited evidence to support this, as found by the systematic reviews of health and participation legacies undertaken by McCartney *et al.* (2010) and Weed *et al.* (2012). There is no doubt that legacy is deemed important by many different stakeholders, but Dickson *et al.* (2011) state that due to its complex nature and without substantive research to help understand the phenomenon of legacy creation legacy plans may remain rhetoric rather than reality. Griffiths and Armour (2012) agree with the viewpoint that legacy is complex in nature, indicating that legacy is an elusive outcome and that measuring legacy after an event is a difficult thing to do. So, in summary, it seems that attempts to measure legacy should start early, before the mega event and continue during and after its completion, and efforts should be made to investigate the process of legacy creation not just the potential impact that may occur after the event.

Soft and hard legacy

There has been further distinction between soft and hard legacy impacts in the literature. Hard legacy impacts are tangible and can be measured with ease e.g. infrastructure, facilities and impact on the economy; whereas soft legacy impacts are more difficult to assess, but regularly cited in the form of community and society benefits, for example; community cohesion, civic pride and improved health and increases in participation levels and personal benefits such as increased self-esteem and gains in knowledge and experience.

There is a wealth of information on the hard legacies of mega events, but soft legacies seem not to be as well understood, measured or defined (Brown and Massey 2001, Dickson *et al.* 2011, Murphy and Bauman 2007, Sky Blue 2010). The research that exists on soft legacy suggests that social and community benefits may occur such as increases in social interaction increases in levels of personal capital, the development of skills and knowledge and the creation of a national physical activity and sporting culture/identity. Also the pride of holding the Games creates soft legacy benefits of local identification, visions and motivation, for the host city (Preuss 2007). An event like the Olympic and Paralympic Games brings with it many-associated activity programmes for London 2012, for example the Inspire programme, the educational programme of Get Set (which is further explained below) and Sport England's People, Places, Play programmes, which communities may benefit from. Murphy and Bauman (2007) give their viewpoint on the initiatives that come with mega events highlighting the difference between exhibitionist entertainment events and initiatives that actually aim to make a contribution to activity levels. However, evidence from other host cities

has shown that there is no guarantee that any social/community benefits will be maintained long term (Brown and Massey 2001).

Soft legacy has often been overlooked in research and development despite being recognised as very significant (DCMS 2007a, PWC 2005). This significance was highlighted in a study by Price Waterhouse Coopers (2005) which found that 77% of people surveyed believed that the soft legacy benefits of the Games such as national pride, feel good factor, and the chance to inspire children, were most important or at least equally important as the hard legacy benefits. In addition, the DCMS Legacy plan (2007a) stated that their primary focus was on soft impacts that affect behavior and attitudes. Brown and Massey (2001) add strength to the argument of the importance of soft legacy impact, indicating that mega sporting events can bring different sports groups, who rarely interact, together towards a common goal. Understanding this social impact of the Games could provide an insight into why some groups are more engaged than others. Weed *et al.* (2008) found a previous research bias towards the capture of hard legacy impact over soft in their systematic review on legacy creation, where they noted that the potential of a facilities legacy to impact on the community was often highlighted. Murphy and Bauman (2007) agree with this concept stating that physical legacies such as infrastructure development are the most measured legacy of mega events. Dickson *et al.* (2011) add strength to this argument indicating that research into soft legacies, for example the potential creation of social capital and increasing levels of participation in sport and physical activity, are very rare. This bias towards hard legacy research can probably be attributed to the difficult to assess nature of soft legacy (Brown and Massey 2001, Dickson *et al.* 2011, Griffiths and Armour 2012, Murphy and Bauman 2007, Sky Blue 2010). It has been suggested by Griffiths and Armour (2012) that the concept of legacy needs further thought, and that it is not clear how soft legacy is created, how it could be measured or how it can be known whether the legacy can be fully attributed to the Olympic and Paralympic Games. The bias towards hard legacy is not only apparent in legacy research but also in bid committee plans, as in the past they have tended to focus on planned, positive and tangible legacies, London 2012 is one of the first host cities to have such large plans for a soft legacy impact. Hard legacy impact will not be assessed in this research; the focus will be on the potential soft legacy impact for local schools in Cheshire East, aiming to add to the limited current research on soft legacy creation in schools outside the host city.

London 2012's legacy promises

The legacy promises for London 2012 include; creating a sustainable legacy for London and the UK, to inspire people to get involved, try new activities and learn new skills and to inspire a generation of young people (DCMS 2007c). Weed *et al.* (2008, p.20) further evaluated these legacy promises by noting that “the 2012 Games will aim to set a new standard for the Olympic and Paralympic movement by staging a once in a lifetime event that delivers genuine nationwide legacies.” Further to these general legacy plans, it was stated that a more specific sporting legacy was at the heart of the bid for London 2012 and as such, London’s Organising Committee for the Olympic Games (LOCOG) went on to set many soft legacy participation goals that they plan to achieve. Examples of these goals are to use the Olympic and Paralympic Games to “inspire a generation of young people” further broken down into volunteering and physical activity and cultural participation goals (DCMS 2007c, Sky Blue 2010), and to encourage and support development of sport for all (London East Research Institute 2007). Turning legacy promises into a reality has been difficult for other host cities, therefore it has been suggested that London 2012’s participation legacy goals are unattainable, as they are trying to accomplish change that no other Games before it has managed (Bloyce and Smith 2009, Coalter 2007). Girginov and Hills (2008) also stated that the promise of an increase in mass sporting participation was the most ambitious project in the history of the Olympics, as in order to be successful, changes would need to be made in people’s behaviour, social structures and relationships which are frequently deeply rooted, and so it can be assumed, more difficult to change and measure. Coalter (2004) had earlier noted that the model of behavior change to increase mass participation was not clear. He further went on to make an interesting point on how the Government’s legacy plans assume that constantly under participating or non-participating groups will suddenly change their minds and decide to participate, and yet there is little evidence for this. As quantifying legacy impact from the Olympic and Paralympic Games is a relatively new area, the possibility of London 2012 meeting its legacy goals is quite difficult to judge by looking at any achievements from past Games (DCMS 2007a). It should be noted that some of the specific participation legacy goals were set by the previous Government and have since been reassessed by the coalition Government after the change in the economic climate, in particular the adult sporting participation targets, which have been decreased. The Department for Culture, Media and Sport (DCMS) published a new document in 2012 called ‘Creating a sporting habit for life’ that outlined amended participation legacy plans for young people.

Participation legacy

Toohey (2008) stated that as the Olympic Games is a sporting event, it is not unreasonable to expect that a sporting legacy would be one of the main impacts to occur, especially in relation to increasing participation levels. Unsurprisingly, the Australian Sports Commission was eager to promote the possibility of Sydney 2000 increasing sporting participation levels, but there has been little previous research into the effect that hosting the Olympic and Paralympic Games has on mass sporting participation (Coalter 2004, Dickson *et al.* 2011, Murphy and Bauman 2007, Toohey 2008, Weed *et al.* 2008). The research that does exist has shown that earlier Olympic Games produced a minor increase in sporting participation that was short lived (McCartney *et al.* 2010, Murphy and Bauman 2007, Toohey 2008, Veal 2003). However, a report by Faber Maunsell (2004) on the Manchester Commonwealth Games showed that there was a 7% increase in adult sporting participation and a 19% increase in child sporting participation rates after the Games in Manchester. It should be noted that although there was an increase in the participation figures, the quantitative methods employed by this research could not show whether the increase was attributable to the Games or another factor. Also data was only collected in the immediate aftermath of the Games and so there is no evidence to support a sustained increase in participation and as such any impact was likely to be short lived, as was highlighted by the research above. In addition, there is a suggestion that this increase in participation is often only seen in those that are already participating, and does not encourage new participants (Coalter 2004, Weed *et al.* 2008).

Weed *et al.* (2008) carried out a systematic review on the available evidence to help London 2012 create a health and physical activity legacy. As a baseline measure they indicate that there has been no evidence collected or collated on a previous Games raising participation, also that London 2012 is the first Games to employ a strategy to try to increase mass participation.

There are three ways in which mega sporting events are thought to increase participation; trickle-down effect, role models and festival effect. The festival atmosphere created by the excitement of hosting the Games can create in people the motivation, enthusiasm and desire to participate (Murphy and Bauman 2007, Weed *et al.* 2008). However, there is mixed, often anecdotal, evidence for the success of the trickle-down effect from hosting the Games and the use of elite athletes as role models to increase participation (Coalter 2004, Hindson *et al.* 1994). In spite of the limited evidence on the success of the trickle-down effect available to LOCOG, it was still being stated as one of the expected benefits of London holding the Games. Watching

elite role model performance can actually discourage participation in non-participants, as the sporting excellence that they witness can seem unattainable and have a negative effect on the person's self-efficacy and self-competence. Therefore role models need to be relevant and accessible such as from the community that they want to inspire (Coalter 2004, Murphy and Bauman 2007, Weed *et al.* 2008). It should also be noted that team GB's medal table success could effect the participation legacy greatly, as the population needs to hold positive views about the event for participation levels to rise, if team GB does well, it could inspire people to try new sports.

Weed *et al.* (2008) conclude with the suggestion that London 2012 has the potential to help move people between stages of participation. For example, in sport, raising the frequency of engagement for participants, and stimulating contemplation of physical activity participation in previous non-participants. Murphy and Bauman (2007) agree with this concept suggesting that mega sporting events may be able to increase awareness of the benefits of physical activity and encourage people to try moderate intensity activity or sport. Coalter (2004) stated that if London 2012 was to add to an increase in participation, then it must be as a partner in a broader development strategy with a wide range of other organisations. He has also warned against expectations of the sport sector to cope with any large increases, as it relies so heavily on volunteers and amateur clubs (Coalter 2004; 2007).

In addition to the evidence earlier of mega events having a greater effect on young people's participation rates compared to adults, a study by Cashman (2006) on the Sydney 2000 Games, showed that the biggest increase in participation after the Games was a 7% rise in the 18-24 years old age group. Research by Johnson *et al.* (2008) into young people's perceptions and involvement in the London 2012 Olympic and Paralympic Games found that young people have a latent enthusiasm for getting involved in the run up to the Games, and that 58% could see only positive legacy outcomes for the Games. In line with this perspective, the London 2012 bid was based on promises to provide a sustainable legacy for young people and children, as claims are often made about the physical, social and moral benefits to be gained by young people through sports participation (Griffiths and Armour, 2012), but, as noted above, these claims cannot often be sustained and that benefits are often short lived (Coalter 2004, McCartney 2010, Toohey 2008). As pointed out by Girginov and Hills (2008,2009) it is a major challenge to create a sustainable legacy of youth participation in sport, and is much more complex than is often claimed. London 2012's approach to try and address youth engagement was to promote behavior change by linking London 2012 to school priorities like academic achievement, attendance and behavior not just

sporting excellence (Griffiths and Armour, 2012). It is further suggested, that careful targeting and delivery of specific events and activities, through already established structures, is required to maximize the potential to inspire young people, which Griffiths and Armour (2012) argue that London 2012 had a unique opportunity to try and deliver their legacy plans through the PE and Sport Strategy for Young People (PESSYP). PESSYP was launched by the previous Labour Government in 2008, so had had time to become established, and aimed to increase the amount of young people experiencing PE and sport at a high quality level. As part of this strategy, all schools belonged to a School Sports Partnership (SSP), which was a network of local schools which had a hierarchy of staff who coordinated sport and PE opportunities equally between all the schools in the network. As all schools were part of a SSP, Griffiths and Armour (2012) hypothesised that all young people in schools could be reached if Olympic and Paralympic legacy plans utilised these existing structures effectively. From May 2010, though, a new coalition Government came to power and there was a political and ideological shift in thinking about the future delivery of PE and School Sport. Despite the evidence to show the success of the SSPs in increasing the amount of PE and School sport offered, and increasing the number of pupils engaged in competitive sport in schools, the coalition Government decided, in light of budget cuts, to curtail the funding for PESSYP and disband the SSPs. Michael Gove, Secretary of State for Education, had very different ideas about a participation legacy for young people from those envisioned at the time of the bid for the Games (Griffiths and Amour, 2012). In a letter sent to the Youth Sport Trust (YST) on the 20th October 2010 (p.1) he stated that “the coalition Government will encourage more competitive sport which should be a vibrant part of the life and ethos of all schools.” Hence, in 2012 the SSPs were replaced with an annual sporting competition, The School Games, a four level competition made up of intra, inter and regional sporting competitions for schools. This changed the focus from participation and high quality sporting opportunities to a much more competitive role for an Olympic participation legacy. It should be noted that the data collection for this study started in 2010 before the disbanding of the SSPs and continued until summer 2012, and therefore covers a highly turbulent time for school sport, showing the effect the changing political climate has had on planned Olympic and Paralympic legacies.

Soft legacy and social and human capital

Pierre Bourdieu is considered to have made a sizeable contribution to many academic areas; including sociology. Webb, Schirato and Danaher (2002) state that Bourdieu’s concepts of habitus, field and capital are arguably the most successful attempt at

denoting meaning to the relationship between objective social structures, such as; institutions, fields and ideologies, and everyday actions. Molnar and Kelly (2013) suggest that the main focus of Bourdieu's research was economic class, but that he argued for a more subtle analysis of class than the work of previous Marxists. He considered class to be linked to many different parts of everyday life including sport and exercise. Jarvie and Thornton (2012) further elaborate on Bourdieu's work stating that the French sociologist was one of the main instigators of research into capital acquisition. Bourdieu hypothesised that people belonging to one class seek to prove their difference from their closest neighbouring class group by accruing more social, cultural and educational capital, which can be seen as forms of power, than their nearest class rivals from the same or lower class. They seek to do this to maintain their dissimilar class status, a process Bourdieu named "maintaining distance". Accumulating capital is also seen as having good taste by those in higher positions in the class hierarchy (Molnar and Kelly 2013).

Bourdieu (1986) proposes that there are three forms of capital; economic, cultural and social. Economic is directly convertible to money, cultural which is convertible to economic capital on occasions and may come in the form of educational qualification, social is convertible in some situations to economic capital and may be institutionalised in the form of nobility. Economic capital may be distinguished in relation to other types of capital, for example, social and cultural capital. The amount of each type of capital a person has can represent the status that one can achieve in a capitalist society via methods such as a formal education or social networks. The notion that sport is able to contribute to the building of cultural capital has been closely linked with Bourdieu's work. Jarvie and Thornton (2012) explain that this link is highlighted when looking at the distinction in sporting practices between different social classes, which is thought to depend on cultural capital, economic capital and spare time. The higher social classes with more cultural and economic capital are able to take part in sports that require purpose-built facilities that can often be private and elitist. Whereas the lower social classes who do not have the economic and cultural capital to access these sports tend to play sports that are played in public places and are inexpensive. Therefore some sports that require a higher level of capital to access and become elitist can be seen as an identifier of social class division. Economic and cultural capital will not be discussed further in relation to this research, which will instead focus on social and human capital that are described and examined in detail below.

Brown and Massey (2001) make an interesting point on the fact that the impact of a participation legacy can only be fully explained with a broader understanding of the

social impacts of the Games. It has previously been noted that sports events can have a social impact, and that the cost of planning social legacies is relatively low compared to forming hard legacies like infrastructure and regeneration legacies (Dickson *et al.* 2011). The European Commission (2007) agrees with this view indicating that sports participation can lead to social inclusion, cohesion and re-engagement. Downward and Ralston (2006) stated that volunteering at sports events was likely to cause people to become more interested in other areas of volunteering, and they therefore hypothesised that investments in volunteering programmes at sporting events are more likely to have social capital legacies rather than sports development legacies, for example increases in participation. There is, though, limited previous research on the community/social impact of mega sporting events in terms of community volunteer programmes, human and social capital and capacity building (Murphy and Bauman 2007). Social and human capitals have a strong link with sport, and, as such, can be considered measures to help quantify any soft legacy benefits occurring from mega sporting events. Misener and Mason (2006) used social capital to understand the effects sporting events can have on social networks and community development, and suggested that social and human capital theory should be used to evaluate the social impact of sporting events on communities. Driscoll and Wood (1999) earlier suggested that social capital should be utilised to understand the contributions, outcomes and relationships of sports and recreation organisations. DCMS (2007a, p.34) described human capital to be “the accumulation of knowledge, competencies and personality attributes personified in the ability to perform labour to produce economic value,” gained through education and experience. Hence, sport is capable of creating human capital by improving knowledge and skills, through media such as coaching, practice or spectating higher-class performances. Examples of potential human capital gains to young people in relation to participating in Olympic and Paralympic based activities are, gains in skills, qualifications and employability, impact on their values and gains in confidence and self-esteem. Coalter (2004) indicated that, when asked, young volunteers at the Manchester Commonwealth Games said they were motivated to volunteer by a desire for personal and skill development (human capital gains). Further evidence of the importance of human capital gains occurring from London 2012 appears in the DCMS Legacy Evaluation Framework, which describes the proposed education legacy to be “people improving and developing their skills to improve their lives and broadening knowledge across society” (DCMS 2009, p.27). Coaching and volunteering expertise further build the capacity of communities according to Murphy and Bauman (2007).

Seippel (2006) explains social capital by the meaning of the two words; *capital* as

something that may produce future benefit and *social* involving social relations. The term is also referred to as the connections within and between social networks (Son *et al.* 2009). Bordieu and Wacquant (1992) describe social capital to be, the sum of actual or virtual resources available to an individual or group, by being part of a network of institutionalised relationships of mutual association and recognition. According to Putman (2000) the core idea of social capital theory is that social networks have value. These networks, along with building trust and social norms, allow active engagement between individuals to work towards a common goal. In these networks, members can access resources through stocks of social capital provided by other members (Nicholson and Hoye 2008). Social capital relies upon co-operation between people who work together towards a common purpose. Raising and sustaining social capital takes time and, as such, people must voluntarily contribute their time and effort. Griffiths and Armour (2012) further elaborate on the term by declaring that social capital building is best understood as engagement in communities and networks that influence behavior. Individuals in communities with a lot of social capital need to trust and engage with the social structures in the network. Jarvie and Thornton (2012) suggest that social capital leads to high trust communities and less social fragmentation, and better health, increased academic achievement and greater access to employment in individuals.

Putnam (2000) further elaborates on there being two types of social capital, bridging and bonding. Bridging social capital creates links between different groups in the community, for example, bringing different schools together to participate in an Olympic activity could create bridges of communication between the different school groups, thus having a positive influence on society. School Sports Partnerships and County Sports Partnerships are another example of bridging social capital. Bonding social capital leads to the co-operation of members in the same group, although high levels of this can be very exclusive and have a negative effect on society, e.g. extremist groups, often labeled “the dark side of social capital” (Griffiths and Armour, 2012). As an alternative to Putnam’s (2000) breakdown of social capital into bridging and bonding, Collins (2008) divides social capital into two clear areas; Personal and Communal social capital. Personal social capital is based on individuals developing confidence, knowledge and a network of social relationships. This network can support individuals and provide a shared feeling of wanting to take part, whereas Communal social capital is seen as the network that encourages individuals to engage in activities. In relation to young people the more Communal social capital a group or community has the more likely they are to have an established network which their young people can access in order to create more Personal capital (Collins 2008).

Social capital, human capital and sport

In relation to sport, social capital is concerned with people's relationships and involvement that allow sports clubs and organisations to operate. Sport and physical activity can create opportunities for socialisation, friendship networks, enhance community well-being and reduce social isolation (Driscoll and Wood 1999). Putnam's (2000) bridging and bonding social capital theory argues that sports participation can connect individuals with each other and with other communities. Participating in sport is considered to contribute to a person's level of social capital and human capital by building the participant's self-confidence, self-esteem, transferrable skills and increasing social contacts (Brown and Massey 2001, Seippel 2006), while being a member of a social network allows access to resources through social relationships (Nicholson and Hoye 2008, Son *et al.* 2009). Bailey *et al.* (2009) further noted that PE and school sport claim to develop the personal, socio-moral and social skills of those participating, acting as forms of social and human capital for young people that can increase their skills and lead them to actively get involved with many different social situations. Kay and Bradbury (2009) also state that participation in sport is seen as a version of social engagement and hence has the potential to develop social capital. Thus, potential measures of social capital are; engagement in a community/social group, participation in a voluntary group, and social trust. Consequently, belonging to and being actively involved in a sports club can be viewed as a measure of social capital, therefore creating a link between sport participation and social capital. Weed *et al.* (2008) found that social capital was reported as being potentially important in empowering communities and building levels of collective and individual self-efficacy, which over time could lead to behavior change, and therefore increased participation. Participation rates can also show the level of intensity of social capital available. For example, if membership to a sports club is a social capital measure, then the amount of time a week committed to and actively involved in the club may be a gauge of the intensity of social capital created (Seippel 2006). However the relationship between sport and social capital has not been thoroughly examined and there remains a lack of evidence to confirm a causal relationship between sport and social capital (Griffiths and Armour, 2012). Jarvie and Thornton (2012) suggest that some researchers make extravagant claims about social capital in general, for example the work of Putnam who states that the presence or absence of social capital can affect economic and political performance. Hence, social capital has been branded by some as overused and a contested term, especially in relation to its definition and reach. Griffiths and Armour (2012), assert that the challenge behind measuring social capital is being able to

understand the processes behind social interaction and social capital building. It should also be noted that although much of the literature portrays social capital in a wholly positive light it is not always positive; it relies on trust and therefore has the potential to reinforce the social exclusion of people outside of the group (Driscoll and Wood 1999, Griffiths and Armour, 2012).

Evidence for the link between sport and social and human capital is that there is often a need for capacity building in order to enable some people to develop the ability and confidence to participate. The role of the London 2012 Games in improving the skills and confidence, thus building social and human capital, of the local population is therefore linked to any participation legacy arising from the event (Brown and Massey 2001). Jarvie and Thornton (2012) suggest that social capital has its most positive effect when it is embedded in social structure and this is most significant in formal educational institutions like schools. Griffiths and Armour (2012) agree, indicating that legacy can be conceptualised as social capital for those who are inspired to engage with sport. They go on to say that, in order to deliver a sustainable legacy from London 2012 through social capital, young people need to know what opportunities are available for them and be actively inspired to seek out chances for participation. The link between a participation legacy and social capital could be seen as quite strong in schools, because PE and School Sport is a socially inclusive activity that takes place in all schools, and is ideally placed to attempt to develop social capital for all young people involved. Sandford *et al.* (2006) found through evaluating physical activity programmes, that sport and physical activity can be the incentive for change for the disaffected youth but there is no way of knowing exactly how this will happen. However, it should be mentioned that any potential participation or social legacy occurring from the Olympic and Paralympic Games can be very different for different groups in society, for example less positive outcomes for areas with greater levels of deprivation. Aspects of social capital may be perceived with differing levels of importance by different people, and hence have diverse levels of importance, volunteering for a school based Olympic committee, which would impress the school but may not impress peers who do not value that particular exchange of social capital. Hence the level of social capital gained by people in the same social network or situation will vary on an individual basis. Griffiths and Armour (2012) take this to mean that London 2012's legacy programmes in PE and Sport may only engage those already engaged in sport and might not reach those who do not currently enjoy PE and school sport and find it somewhat exclusive. The new School Games competition, put in place in 2012 by Michael Gove, places a greater emphasis on competitive sport and may not have anything in place to offer the young people who don't engage with school

sport. To be able to assess the soft legacy impact of the London 2012 Olympic and Paralympic Games on young people, it will be necessary to try to take measures of the social and human capital produced and gained, through participation in Olympic and Paralympic projects and activities such as, knowledge development, increases in self-confidence and membership to social networks. Therefore this research aims to measure gains in social and human capital, to try to quantify any soft legacy benefits occurring from London 2012.

Educational legacy

Research into specific educational legacies occurring from mega sporting events by Sky Blue (2010, p.9), further supports the notion of the use of particular activities to inspire young people stating, "A mega event can attract interest from young people and lessons in seemingly unrelated areas can be brought to life by the use of Olympic and Paralympic related activities and resources." Another aspect that features in this area is Olympism, as education has always been strongly connected to the ideology of Olympism, therefore it could be said that Olympism should feature in any attempt to create an educational legacy (Chatziefstathiou 2012). Girginov (2010) states that Olympism is a philosophy that, among other things, emphasises the role of sport in moral and social education. Supporting this notion of Olympism playing a role in educational legacy creation is the fact that the IOC has placed a level of importance on promoting a values-based education by launching their Olympic Values education Programme in 2005. Chatziefstathiou (2012) further states that Olympic education is often subconsciously apparent in PE in schools, as the ideals of friendship, respect and excellence (all of which are Olympic values) are often promoted.

London 2012 has implemented their own initiatives to try to create an education legacy from London 2012, through Podium (London 2012's further and higher education unit) and the Get Set programme. Get Set was officially launched by LOCOG in partnership with the Department of Education in September 2009, just under three years before the start of the London 2012 Olympic and Paralympic Games, as the official education programme for London 2012 (DofE, 2011). It was created in answer to London 2012's bid promise, to inspire a generation of young people, by being a wide ranging programme that had the potential to reach every child in the country. It was an interactive online web platform; the main aim of which was to inspire and engage schools and young people by providing ideas, opportunities and resources for schools across the whole country, to enable them to realise the learning opportunities available for 3-19 year olds to explore and learn about London 2012, and the Olympic and

Paralympic values (DofE, 2011, Timms, 2013). Schools had free access to Olympic and Paralympic based resources suitable for all key stages such as ideas for activities and events, interactive games, films, images and activity sheets. It was a flexible programme which encouraged schools to take London 2012 related milestones e.g. 100 days to go, and create activities around them, at a local level, which are relevant to young people.

Timms (2013) states that Get Set has tried to be more open than previous Olympic education programmes in three ways; firstly, combining the Olympic and Paralympic Games into one set of resources, secondly, it is the first educational programme developed by an organising committee that focuses heavily on the values, and encourages schools to use them as a starting point for projects and activities, and finally, they have offered schools incentives and resources through a specially designed website that aims to support their learning in a network. Schools who demonstrate that they are actively engaging with London 2012 are eligible to join the Get Set Network, a higher level of registration to the programme where members receive exclusive rewards and opportunities for demonstrating high levels of Olympic and Paralympic engagement, e.g. entrance to the ticket share scheme where schools are guaranteed to receive a certain amount of Olympic or Paralympic tickets for their pupils and chaperoning teachers, and stadium and mascot visits. The network aspect of the Get Set Network (GSN) enables schools to communicate with each other and trade ideas. Schools are asked to blog about the Olympic and Paralympic activities and events that they have created or taken part in, other schools are then able to view this information to gain ideas on how schools have incorporated the values into their work. Case study schools that are identified as best practice in engaging with London 2012 are highlighted by Get Set in a school of the month draw, they then receive a reward such as an invitation to visit the Olympic site. Timms' (2013) evaluation of Get Set suggests that it is a network that allows schools to learn from one another by providing resources, opportunities and instructions around the Olympic and Paralympic Games and values. The GSN is the first attempt to create an Olympic educational legacy alongside the Games which aims to use technology to assist wide ranging groups of people connect and network with and learn from each other. However Timms (2013) states that there has been a level of confusion for some schools over the two levels of registration; those just registered on Get Set and those who are members of the GSN and are entitled to incentives, thus showing that LOCOG would have benefited from making the distinction between the two levels of registration clearer.

LOCOG state that the Get Set programme is more than just a teaching resource, that it

is a strategy to get teachers and schools to live the Olympic and Paralympic values by registering for the GSN. Get Set attempts to engage wider groups than the immediate area around the Olympic sites, as such they aim to support learning across a range of subjects by linking in with partners to deliver the Get Set+ programme which supports learning linked to the values and Games through specific topics e.g. Lloyds TSB National School Sport week, BT enterprise trading and STEM (Science, Technology, Engineering and Maths). Get Set evolved further partner programmes over time such as Get Set goes global in 2011, World sports day, Olympic Truce etc. In contrast, Timms (2013) considers Get Set to be almost too adaptable, as some of the Get Set+ activities are only very loosely related to the Games, for example the entrepreneurial activities (e.g. BP trading challenge roadshow and the Coca Cola real business challenge). He further adds that the notion that anything that can be linked to a value can be seen as part of the Olympics may be a bit far-fetched and diluted from the original concept.

The use of incentives e.g. automatic entrance to the ticket share scheme once a school has registered on the GSN, makes Get Set differ from previous educational networks who only offer the rewards of the learning experience (Timms, 2013). Get Set chose incentives to be able to reach a wide range of schools, as there was a feeling that otherwise only the most proactive schools would engage with the GSN, whereas most schools would consider engaging for incentives like tickets for London 2012. However this does then lead to a possible negative for the programme, where some schools may have just completed the bare minimum needed to join the GSN in order to obtain London 2012 tickets. This situation would look promising for the numbers of schools engaging with the GSN, but may not be a true representation of the number of schools who were genuinely engaged with the ethos of the Games and values (Timms, 2013).

The Department of Education commissioned research by TNS-BNRB in 2011, to partly evaluate the Get Set programme, and investigate whether schools were utilising the London 2012 Games and Olympic and Paralympic values to help deliver their objectives for school sport and PE, and if so how? Their methods were a teacher survey comprising 1500 telephone interviews with teachers from primary schools, secondary schools and FE colleges, a survey of 1264 pupils at 48 schools, and qualitative case studies at SSP level including; Sports Development Officers (SDO's), Partnership Development Managers (PDM's), School Sport Coordinators (SSCo's), Further Education Sport Coordinators (FESCo's) pupils and Primary Link Teachers (PLT's). Findings showed that 52% of the teachers surveyed in 2011 were Get Set registered, and that the registered schools and colleges showed higher levels of

engagement with London 2012 and the values. As an example, 83% of registered schools were involved in events and activities linked to London 2012 compared to 62% of non-registered schools. Also, although 39% of Get Set registered schools stated that they had integrated the Olympic and Paralympic values into their lessons, only 26% of non-registered schools had done this. Of the non-registered schools, 44% had heard of Get Set and 75% were planning to register before the Games. This showed that Get Set had managed to penetrate significantly into schools nationally, with over half those surveyed already registered and many of those not registered being aware of the programme and planning to join before the Games began. TNS-BNRB (2011) found that 27% of the schools that were registered had also joined the Get Set Network, and these schools showed even higher levels of engagement with the Games and the values. This research found that schools appeared to increase their levels of involvement with sport as a result of Get Set and London 2012, and 31% of schools surveyed had introduced new sports and activities due to involvement with Get Set or Games related events. Two thirds of pupils stated that they had tried new sports in the last school year; though this was more apparent in primary schools. 62% stated that they had taken part in an Olympic activity during a PE lesson, and 50% stated it was during another lesson, showing that Olympic based activities were not only restricted to PE (TNS-BNRB, 2011). Secondary schools and colleges were more likely to have used the website than primary schools, and most website use was found to have been searches for ideas on Olympic and Paralympic activities and resources. From the pupil surveys an interesting point arose; half the pupils felt that their involvement in Olympic and Paralympic activities and sport would improve their confidence and communication skills, demonstrating the potential for engagement with Get Set and the Olympic and Paralympic Games/values to provide potential gains in human capital for young people.

When interviewing the SSP staff this research uncovered some challenges schools faced with Get Set. PDM's felt that this new initiative placed a further burden on their already stretched time and resources, whereas SCo's felt that they had limited information on Get Set. A further issue perceived was a lack of clarity about whether Get Set should be seen as a school-wide initiative or an ad hoc teaching tool. Some schools experienced problems with non-PE teachers believing that Get Set was not relevant to them. Timms (2013) concludes that educational networks such as Get Set, offer a focus on how learning happens by providing a clear goal and defined ways to achieve the goal, along with giving a sense of community. He therefore suggests that lessons could be learnt from Get Set and applied to other educational legacy plans for future Olympic and Paralympic Games.

London 2012's education legacy intends to have a positive impact on the values, aspirations and lifestyle choices of young people which is to be accomplished by trying to tackle youth disaffection and increase participation in sport (Griffiths and Armour, 2012). LOCOG's aim for Get Set agrees with Chatziefstathiou's (2012) suggestion that Olympism can have an effect on young peoples' lives outside of school, for example educating and encouraging them to use the Olympic and Paralympic values to reinforce positive behaviours and values. It should be noted, though, that Olympism has been reported as being inconsistent and contested in nature (Chatziefstathiou, 2012). This research will investigate the use of the Olympic and Paralympic values in case study schools, but will not focus on Olympism and its ideals.

A legacy beyond the host city

Much research on the impact of mega sporting events on the host city populations is available (McCartney *et al.* 2010) but little research exists on the impact of the Olympic and Paralympic Games on an area away from the host city. Girginov and Hills (2008) state that increasing young people's participation levels requires local solutions and input, as different communities will create different legacies and "it is not one size fits all". They went on to say that, programmes to increase participation outside of London might suffer because of the focus on the host city. Dickson *et al.* (2011) also suggest that future legacy planning and research should consider the geographical distribution of legacies beyond the host city and event venues, in order to ascertain the extent of the legacy. This highlights the uniqueness of the local emphasis in this research, which focuses on the local area of Cheshire East, a Local Authority in the North West of England 170 miles away from London. The North West Embrace the Games Steering Group decided early on that they wanted to try and create their own Olympic and Paralympic legacy from 2012 stating that "they were determined to make sure the Games were not just about London" (London 2012 Nations and regions Group, 2012 p.6). This study will therefore contribute to knowledge on whether and how hosting the Olympic and Paralympic Games impacts on school based sport outside of London. It investigates the process of legacy creation in case study local schools that are engaging with the London 2012 Olympic and Paralympic Games in the Cheshire East local authority area.

Research Objectives

1) To analyse any changes in young people's (schools in Cheshire East) participation rates from baseline measures pre-Olympic Games and then yearly up to the Games

(2009-10 and 2010-11).

- 2) Investigate if the Get Set programme has acted as a catalyst for a sporting participation legacy, by investigating differences between participation rates of pupils from schools, related to their Get Set registration and activities.
- 3) Determine young people's inspiration from and engagement with the Olympic and Paralympic Games and the effect of engagement with London 2012 on their social and human capital levels, for pupils from Cheshire East Schools.
- 4) Analyse the perceptions of and actions/processes for creating a 2012 Games legacy, of those key players involved in legacy creation in local Cheshire East schools.

Specific literature relating to the optimal research methods that are suggested for use in legacy research, will be discussed in the following chapter, where a rationale for the chosen methods for this research based on previous findings and recommendations from legacy based studies, will be given.

Chapter 3 - Research methods

Rationale

Weed *et al.* (2008) concluded, from their systematic review of the literature, that the

evidence base to inform the creation of participation and sport legacies for London 2012 is poor. Coalter (2007) concurred, stating that claims of social benefits for the host city after staging the Games cannot be supported by previous research as there has been a lack of post Games evaluation. Previous studies on legacy impact are often of low quality and lack reliability. As a consequence they cannot be replicated due to inferior reporting of methods (Weed *et al.* 2008). This was supported in a report by the London East Research Institute (2007), which suggested that the effect of a mega sport event on participation is complex to assess and there is a lack of a trustworthy method to do so. A further limitation, in previous methods utilised in this area, is that legacy studies have often been derived after the Games to try and show a particular affect that is thought to have occurred because of the Games (Weed *et al.* 2008). Analysis of prior research suggests that more sustained research and robust evaluation is needed to help inform and evaluate the legacies of future Olympic and Paralympic Games (Murphy and Bauman 2007, Weed *et al.* 2008). Veal (2003) carried out a study on sport participation in Australia before and after the Sydney Games and concluded that “overall it is a mixed picture.... difficult to attribute to the Olympic Games.” Coalter (2007) agreed, highlighting that there are difficulties in isolating any Olympic effect. EdComs (2007) and Weed *et al.* (2008) champion the use of a mixed methodology in legacy research, saying that evaluation should involve the collection of baseline data and qualitative and quantitative evidence. Some preceding research on Olympic and Paralympic legacy has collected data on a large scale, for example, countrywide participation figures (Veal 2003), but it could be argued that these macro level measures limit the validity of the studies as they cannot show if national changes in participation can be fully attributed to the mega event. It is impossible to attribute any effect, found purely through quantitative methods, wholly to the Games as there could have been other outside influences that caused or added to the impact (Weed *et al.* 2008). To avoid this problem in future legacy evaluation, previous reviews have suggested that there is a need for long term evaluation that focuses on the processes of creating legacy not just the legacy impact outcomes (Brown and Massey 2001, EdComs 2007 Murphy and Bauman 2007, Weed *et al.* 2008). This therefore supports this research’s focus on investigating legacy creation in schools, starting with data collection two years prior to London 2012. As highlighted in the literature, the nature of legacy creation is complex and not well understood, particularly for soft legacy benefits as there are no tangible outcomes. Soft legacy is difficult to assess and therefore will be measured over many sites and layers of analysis to create as clear a picture as possible, both on an individual level through teachers and former School Sports Partnership employees and pupils and on an organisational level in schools and partnerships. It was therefore decided that a mixed method approach would be used in

this study to investigate the complex nature of legacy creation in schools in Cheshire East. Mixed methods were the best way to analyse any soft legacy impact that may have occurred due to London 2012. This approach also enabled data to be gathered on measures of soft legacy such as increases in participation, social and human capital gains, a feel good factor, civic pride and inspiration levels.

A mixed methods approach is described as a single project that focuses on collecting, analysing and mixing both quantitative and qualitative data through the use of quantitative and qualitative research methods (Bryman 2012, Denzin 2012). Mixed method research gives the researcher a chance to gain the benefits of using a variety of research methods. This combination of methods allows the researcher to see more than one viewpoint on a phenomenon and to triangulate the data from one approach with data from another (Gomm 2008). As the Olympic and Paralympic Games are a phenomenon, a mixed method strategy was selected, as quantitative research alone may be able to indicate if there was an impact on the community but it would be difficult to explain how or why any impact occurred and attribute such changes to Olympic and Paralympic interventions and opportunities. Quantitative methods can be useful to reveal if there has been a change in participation figures in schools over an Olympic timeline but qualitative methods must be employed to gather rich data that can tell the story behind the numbers. Qualitative data collection is necessary to investigate the multifaceted nature behind how schools aim to create a soft legacy and whether pupils are being inspired by London 2012. It can also show whether any change in participation rates can be attributed to a soft legacy impact of London 2012 or if it was due to another influence. Bryman (2012), stating that both the qualitative and quantitative data emerging from mixed method research should be equally enlightening. There are many benefits to employing a mixed method approach. It is argued that one such advantage is that it increases the validity of any study by incorporating triangulation, which enables crosschecking the findings of quantitative methods with those of qualitative methods and vice versa. Also, utilising different research methods to investigate different aspects of the topic, and hence provide a fuller picture than one method, could lead to a more complete and comprehensive account of the area of study (Bryman 2006, Gomm 2009). To answer the call by Coalter (2004), Murphy and Bauman (2007), and Weed *et al.* (2008), for the use of a mixed method approach in future study of Olympic legacy creation, this study utilised mixed methods to explain and illustrate the process of legacy creation in schools. Quantitative data provided the backdrop to the area of study and the qualitative data presented more in depth detail.

An intervention designed and implemented by LOCOG that ran up until the games in order to inspire young people by London 2012 was the *Get Set* programme, as described in detail earlier. This national education programme aimed to try and create an Olympic-inspired youth, and was pinpointed as a Government resource, in a report by DCMS (2007c p.23), to help them reach their goal of “Inspiring a new generation of young people to take part in volunteering, cultural and physical activity.” The *Get Set* programme was used in this research to identify case study schools that were engaging in London 2012 and aiming to create their own legacy. These schools were targeted for qualitative data collection to investigate how they were working to create their own Olympic and Paralympic legacy and what this meant to them.

Quantitative data collection - PE and School Sport Survey - secondary data and analysis

Participation data, in the form of school level measures obtained from the Youth Sport Trust PE and School Sport Survey (PESS) (a copy of which is available in appendix 5), was provided by all Cheshire East schools that were part of a School Sport Partnership (SSP). The validation report for the 2009-2010 survey found the results to be robust and there was no evidence of systematic misreporting (Quick *et al.* 2010). The thirteen questions in the survey collected results on: curriculum time spent on PE, high quality out of school sport, involvement in inter and intra school sport, the number of sports provided by the schools, links with community sports clubs, participation in dance or multi skills clubs, the percentage of pupils branded gifted and talented for PE, and sports leadership and volunteering. The purpose of this survey was to measure the impact of the school sports partnerships on school sport and physical activity participation levels. This survey was chosen for secondary analysis in this research as it provided a pre-Olympic baseline of participation levels in schools. It also provided evidence for possible soft legacy impact by measuring young people’s participation in community sport, competition, volunteering and leadership and by monitoring the number of school-club links.

Secondary analysis was completed on the 2009/10 academic year data for Cheshire East High Schools (25 including 4 Special Schools). This required some data manipulation to allow for extraction of school data, for example, manual re-entry of data to new tables in Excel followed by further analysis with Excel and SPSS. Primary school data was also available and this would be available for any school selected for follow up in future research. Schools were identified by their *Get Set* registration status either *Get Set* registered, *Get Set* Network registered or Non-registered and their

results compared to investigate if there were any differences between schools of different status. Registering on Get Set was the first level of basic registration, for schools that showed an interest in engaging with London 2012, the next level of registration was the Get Set Network where schools had to prove that they were engaging with the Games on a greater level by writing up their activities on a blog. Membership of the Get Set Network entitled schools to guaranteed tickets to the Games through the ticket share scheme. The results from the survey were also compared by cluster with three geographical areas/school sports partnerships included. These were Crewe and Nantwich, Macclesfield, and Sandbach. The aim was to see if there was any difference between the three partnerships in participation rates and registrations.

The participation data for Cheshire East Secondary Schools was initially analysed in tabular form, using Excel, then further statistically analysed using difference tests in SPSS. The data from the PESS that met parametric assumptions were questions 2 through to 11, for these questions a 2 x 2 repeated measures ANOVA was employed to investigate any differences between answers to the questions, different clusters and schools of different Get Set status. This statistical analysis was able to explore any differences between the way different clusters or schools of differing Get Set status answered the questions. For any significant difference found, pairwise comparisons with Bonferroni corrections were utilised to find out between which two variables the difference lay. The data for questions 1 and 12 were Non-Parametric, therefore a Kruskal Wallis test was applied to investigate the same possible differences as above for these two questions.

Government cuts in 2010 caused the removal of funding to the School Sport Partnerships and therefore their disbanding. This meant that schools were not required to complete the Youth Sport Trust PE and School Sport Survey. Consequently, a change was required to the original research proposal, which had planned to analyse the data from the Youth Sport Trust PE and School Sport Survey annually until 2012 to allow for an Olympic timeline of Cheshire East School participation figures, but, after the survey was withdrawn, this was no longer possible. As a result, a further survey, which was based on the YST survey, was designed to provide comparative data for 2010/11 onwards. This survey was referred to as the School Sport and Participation Survey. However, completion of this was purely voluntary by schools and only one partnership cluster of schools, (N=58) was recruited. Unfortunately, as completion of the new survey was voluntary no schools returned a finished survey and therefore no data for 2010-2011 was collected for this cluster. However, a former SSP for one of the

other clusters in Cheshire East created their own version of the PESS, based on the original that they used to collect data from the schools in their cluster. Through links with this SSP access was granted to the 2010-2011 data that they collected. Regrettably, some of the schools did not send their responses, as completion of the survey was not compulsory. As a consequence, the data from only six schools could be used as the basis of comparisons between the 2009-2010 and 2010-2011 data. Although this was a limitation for the quantitative data collection for this study, the fact that there were no differences between school clusters in earlier results (2009-10 data) provided some comfort that the small sample could be considered representative of CE schools.

Youth Sport Survey

A pre-validated survey, The Youth Sport Survey (Livesey, 2009), investigating participation in sport and physical self-perceptions, was adapted to include a measurement of Olympic impact, with attitudinal questions on inspiration levels. The survey is made up of four sections; section A and B collect data on basic participation levels in school and community based sports clubs and engagement in casual physical activity, which allows previously established social capital measures to be examined (e.g. membership of sports clubs). Section C covers a basic investigation into feelings of self-confidence about physicality. Data on Olympic inspiration and feelings towards the Olympic and Paralympic activities employed by their schools is collected in section D. A simplified version of the adapted survey, which still maintained all the central aspects of investigation, was created for use within Primary schools. The survey was distributed to pupils in two of the case study high schools and one class in the case study primary school (40 secondary school and 20 primary school pupils), which provided a sample of children of varying ages from seven to seventeen years old. Data was collated from the completed surveys and analysed in Excel, with further statistical analysis undertaken in SPSS if deemed necessary. The tests utilised were difference tests, namely 1 way ANOVAs to identify any significant differences between answers given by pupils from Primary schools and those provided by students from Secondary schools. The use of the YSS allowed for the collection of a larger range of soft legacy data from pupils than from the qualitative group interviews alone. Findings from the YSS were considered alongside evidence raised in the pupil interviews. A copy of both versions of the adapted Youth Sport Survey (YSS) are included in appendix 1 and 2.

Qualitative methodology

Soft legacies created by mega events seem to be less well understood, measured and defined than hard legacy impacts (Sky Blue 2010). Hence, the exploratory power of qualitative methods, which allows data to be collected in a natural setting, is needed to investigate the complex nature of social and individual change involved in legacy creation (Creswell 2007). Qualitative methods are flexible and can be constantly changed to explore new findings emerging from the data (Boeije 2010). They also allow exploration of soft legacy creation, as a newly emerging field of interest with limited published research available. Both the YSS and PESS have specific limitations when measuring the complex phenomenon of legacy creation under investigation. The exploratory power of qualitative methods was therefore employed to gather rich data on soft legacy to investigate the complex individual and social changes that occur in legacy creation.

This study used an Interpretivist methodology, as it enabled data to be collected on how people interpret and construct reality. It provides an insight into the meanings behind people's behaviour by interpreting their thoughts, experiences and actions (Boeije 2010). An Interpretivist approach investigates the constructs people use to interpret social life, by focusing on people's subjective experiences and how they use those experiences to make sense of the world around them (Gomm 2008, May 2010). Gomm (2008) stated that an Interpretivist methodology works to illustrate the meaning that events have for the people who experience them. The richness of the data and emerging themes from this research suggests that these findings might be transferable to other situations (in this case information on soft legacy creation in schools), and be useful for future Olympic and Paralympic Games and other mega sporting events. Interpretivism also takes into account the views, influences and values of the researcher, and how these may affect the research (Bryman 2012). This study was considered from an Interpretivist viewpoint inspired by a phenomenology, the phenomenon being the London 2012 Olympic and Paralympic Games. Phenomenology can describe the meanings, of many individuals, of their lived experiences of a phenomenon. This form of investigation provided a valuable insight into the experiences of the case study schools in Cheshire East and how these experiences varied. Taking a phenomenological position assumes that the researcher can never really report the raw reality and can only study the phenomena, which is a person's perceptions and experience of reality, and may not accurately reflect reality (Gomm 2009, May 2010).

Qualitative research sample

Purposive sampling of schools in Cheshire East was employed, as this can inform an understanding of the central phenomenon (Olympic and Paralympic soft legacy creation in schools). Case study schools were identified via the Get Set Network. Membership to the Network at such an early stage (2010) could be considered to show that they were clearly motivated to work towards an Olympic/Paralympic legacy. Letters were sent out to potential case study secondary schools in Cheshire East asking if they would like to take part in the research. Subsequently, three secondary schools and one primary school were recruited. All of the schools were engaged with London 2012 and were involved in a wide range of Olympic and Paralympic based activities that were being used to inspire their pupils and create a sustainable Olympic legacy for their school. This range of schools provided access to sufficient rich data to enable the research questions to be addressed and to explore the complex processes behind legacy creation. It also enabled further consideration of the similarities and differences between schools.

Qualitative data collection

Various qualitative data methods have been employed at three secondary schools in Cheshire East, including semi structured interviews, observations and group interviews. From a phenomenological stand point, interviews were used to understand lived experiences. Hence broad, open questions were employed to probe experiences and opinions on legacy creation. Open questions were also used to allow the researcher to respond to new or unexpected findings that emerged from previous answers. Semi-structured interviews (12) were completed at various times from 2011-2012, with key players i.e. teachers and School Games Organisers who were involved in creating the schools Olympic legacy. Questions delved into their opinions and attitudes on Olympic and Paralympic inspiration and the processes of creating a legacy in their school. Four of the interviewees were interviewed twice, once in 2011 and again in 2012. This enabled follow up of their progress and investigation into any changing thoughts or feelings. Group interviews (5 interviews with 7, 3, 4, 6 and 6 participants respectively) with pupils, some of who were involved in Olympic and Paralympic activities (e.g. members of an Olympic Committee or a Young Ambassador), investigated young people's attitudes and motivations to participate and their inspiration levels. Questions into these areas enabled collection of data on the process of creating a school based legacy and soft legacy impact e.g. self-confidence, personal skills, feel good factor in the school, civic pride, pupil inspiration to participate and volunteer. One of the group interviews also took place with six primary school pupils around the age of seven. It was tailored towards finding out their knowledge about London 2012 and if they were

excited or inspired by the Games. Interviews took place at the case study schools in a class room or teacher's office, which created a natural setting for the participants. Informed consent and parental consent for under-18s was obtained for all interviews in order to obtain MMU ethical approval.

Observations were also employed in this research. These were carried out at three of the case study schools and included observations of whole days, such as Olympic and Paralympic themed events, as well as the researcher's general observations of the Olympic and Paralympic presence at the schools. Observations enabled the researcher to capture and witness the social engagement of pupils, teachers and visitors at the case study schools and they provided a connection with the crucial social phenomena of Olympic and Paralympic legacy creation. The researcher created field notes and memos during every observation and these were of key importance for capturing the atmosphere and the building excitement in the schools whilst the pupils and teachers were engaging in Olympic and Paralympic activities. They also helped illustrate the different ways that the case study schools were engaging with the Games and trying to inspire their pupils. The observations gathered had their own unique contribution to understanding the range of different approaches to legacy creation used in the case study schools.

Qualitative Data Analysis

Each interview was recorded and transcribed. The transcription data was segmented into manageable chunks of data that were relevant and of interest to the research. These fragments of data were then assigned a label or code to enable fragments of a similar nature to be assigned the same code so they could be retrieved and compared later. Further analysis of the data and codes led to similar codes being grouped together to enable broader themes to emerge from the data. Specifically, a thematic inductive analysis was used, as individual observations and interview data led to the emergence of codes in which patterns and themes were detected. Inductive analysis allows new data found through research, to alter previously held ideas and conceptualisations on the area of study (Bryman and Burgess, 1994), so, in this study, the data informed emerging themes, rather than the findings confirming a proposed hypothesis, as would be the case in a deductive approach.

Reading the transcripts and assigning codes to the data allows the researcher to undergo a familiarisation process with the data, which provides an overview of the richness, depth and diversity of the data (Bryman and Burgess, 1994). Whilst reviewing

the material, the researcher made notes on recurrent themes and issues which emerged as important to the interviewees. Bryman and Burgess (1994) state that the researcher should try and identify key issues, concepts and themes from the data which then provide a framework by which the research can be examined and referenced. This procedure, which allows the data to be sorted, is known as a thematic framework. Many issues inform the construction of a thematic framework, for example; the original research aims which inform the questions asked in the interview schedule, emerging issues raised by the interviewees themselves and analytical themes arising from the recurrence of particular views or experiences (Bryman and Burgess, 1994). Because of the emerging nature of themes from the data the thematic framework may change over time as more transcripts are compared and the material is re-read, allowing it to become more refined and responsive to emerging analytical themes. Bryman and Burgess (1994) go on to suggest that refining a thematic framework involves logical and intuitive thinking as judgements need to be made about the meanings and importance of the issues raised, and make implicit connections between ideas, whilst making sure the original research questions are being addressed. As the codes and thematic framework are informed by many issues, as discussed above, some codes are virtually identical to the area of questioning as informed by the research aims, and others are newly defined from emerging themes.

The thematic framework for this research was informed by the original research aims, interview questions devised from the research aims and objectives, emerging issues identified by the interviewees and recurrent themes emerging from the data. Findings from previous studies, as shown in the literature review, have demonstrated that social and human capital levels can be seen as a means of measuring of soft legacy. Get Set (London 2012's educational legacy programme) was recognised as a way of identifying potential case study schools, and classifying schools in Cheshire East status of engagement with the Games. Get Set and social capital provided the theoretical underpinning of the thematic analysis and framework utilised (e.g. the themes chosen to group the codes) in the analysis of the qualitative data gathered in this study. The use of Get Set and social capital in the theoretical underpinning of the of the study and therefore the thematic analysis, allowed conclusions to be drawn on the creation of a possible London 2012 related soft legacy in local schools, that related directly back to the research aims but also included issues raised by the participants and recurrent emerging themes, identified through the use of inductive analysis (Boyatzis 1998).

Memos were written after every interview by the researcher including information on where the interview was, how it went, any difficulties in data collection and any emerging questions or research areas that needed to be addressed for the next

interview. The researcher also kept a reflective diary where notes about each interview were made. This acknowledged the fact that the researcher was an integral part of the process, learning from the process of doing the research, and aware that her background and perceptions may have influenced the interpretation of the findings. Berg (2008) and Gomm (2009) suggested that reflexivity refers to the researcher adopting a self-aware attitude and making use of an internal dialogue to reflect on their engagement in the research to help findings be more readily understood. Reflexivity can be seen as the need to cover how it felt to do the research and therefore tell the inside story (Gomm 2008). It allows the researcher to actively construct interpretations of their experiences in the field and is an on-going process where the researcher has a continuing conversation with themselves allowing them to question how they came to their interpretations on the subject (Berg 2008). Intra and Inter reading/coding methods, where the same interview was read and coded by the primary researcher and a colleague, to compare if the same ideas and discussion topics were being identified, was also employed to add to the study's validity.

Chapter 4 - Quantitative findings and analysis

Baseline school based participation data for the 2009-2010 academic year

Sport and physical activity participation data, for all High Schools in Cheshire East for the 2009/10 academic year, obtained from the Youth Sport Trust PE and School Sport Survey (PESS) was analysed firstly in Excel and then statistically in SPSS to provide a pre-Olympic participation baseline. The data comprised of answers, from each school, to thirteen questions around sporting participation (a copy of the questions are available in the Appendix). For the purpose of this research only data from the Secondary Schools was used and analysed, as this is where the bulk of the qualitative analysis would take place. Comparisons were made between schools of differing Get Set registration status (Get Set registered, Get Set Network registered and Non-registered) and between three geographical clusters within Cheshire East (Crewe and Nantwich, Macclesfield and Sandbach). Statistical analysis of the survey findings showed no clear pattern emerging from the data and no significant differences between schools of different Get Set registration status. The only significant difference found for the parametric data was between two of the clusters (Crewe & Nantwich and Macclesfield). This finding only showed that the two clusters answered the questions differently $F(2) = 4.106$, $p < 0.05$, not that either cluster had higher participation levels than the other, and it could be due to differences in the socio-economic background, for example more areas of deprivation or differences in average income for the area. Tables 1 and 2 are example data sets from the analysed PESS, they show the responses to two of the thirteen questions, from each High School in Cheshire East, ranked from highest to lowest result. The different colours in the tables highlight the school's Get Set registration status.

Table 1 Average number of pupils in each year group who participated in at least 3 hours of high quality PE and out of hours school sport in a typical week.

School	Get Set status?	Average % of pupils for years 7-11
23 (Special School)	Get Set	100
20	Get Set Network	90
9	Get Set	82
16	Get Set	82
4	Get Set	76
5	Get Set	74
3	Get Set	59
22 (Special School)	Get Set	57
15	Get Set Network	56
10	Non-Get Set	55
19	Get Set	53
18	Get Set	52
24	Get Set	51
6	Get Set	51
17	Get Set	50
8	Get Set	49
21	Non-Get Set	48
13	Get Set Network	47
2	Get Set	43
11	Get Set Network	42
7	Get Set	42
1	Get Set	37
14	Get Set	33
12 (Special School)	Get Set	32
25 (Special School)	Get Set	0

Table 2 Ranked list of schools based on number of links to clubs.

School	Get Set status	Number of sports
1	Get Set	21
2	Get Set	19
3	Get Set	18
4	Get Set	17
5	Get Set	17
6	Get Set	16
7	Get Set	15
8	Get Set	15
9	Get Set	15
10	Non-Get Set	14
11	Get Set Network	14
12 (Special School)	Get Set	12
13	Get Set Network	11
14	Get Set	11
15	Get Set Network	8
16	Get Set	8
17	Get Set	8
18	Get Set	7
19	Get Set	7
20	Get Set Network	7
21	Non-Get Set	6
22 (Special School)	Get Set	6
23 (Special School)	Get Set	5
24	Get Set	5
25 (Special School)	Get Set	0

NB. The findings of table 2 capture important data for this Olympic and Paralympic legacy research, as schools linked with community clubs typically have a significant infrastructure to engage young people, increase participation and create social and human capital.

The results shown in table 1 and 2 support the fact that no clear pattern emerged from the data, as the Get Set Network schools and Non-registered schools did not always provide the highest and lowest scores respectively, as might have been expected. Schools on the Get Set Network had chosen to commit a large amount of time and effort to creating their own Olympic and Paralympic legacy, therefore it could have been assumed that these schools would have been more committed to school sport, and thus report higher participation levels than non-registered schools on the PESS.

Statistical analysis of the two questions (Q1 and Q12) which provided non-parametric data, found no significant differences between the conditions $H(2) = 0.89$, $p > 0.05$ for

Q1 and $H(2) = 0.307$, $p > 0.05$. Difference tests were also applied to all the parametric data and no significant differences were found between schools of differing Get Set registration status. However, some trends were observed in the characteristics of Get Set Network registered schools. These schools provided, on average, ten more sports to their pupils and had a higher proportion of pupils that took part in inter- and intra-school sport than the non-registered schools. These trends were not reported as significant differences possibly due to the small sample of schools that were not registered with Get Set.

Table 3 Comparisons of mean responses to question 7 and 8 of the PESS between schools of different Get Set registration status and schools from different clusters.

	Q 7 What is the total percentage number of pupils in each year group that have regularly participated in competitive inter-school sporting opportunities during this year?	Q 8 How many sports or activities has your school provided this academic year?
Get Set Network mean	24.5	28
Get Set Network SD	5.1	4.9
Get Set mean	21.1	26.7
Get Set SD	8.9	4.5
Non Get Set mean	19.5	18
Non Get Set SD	12	1.4
Crewe & Nantwich cluster mean	25.3	26.7
Crewe & Nantwich cluster SD	10.8	5.7
Macclesfield cluster mean	17.9	26.1
Macclesfield cluster SD	10.7	9.8
Sandbach cluster mean	18.9	25.4
Sandbach cluster SD	6.3	5.9

Table 3 provides mean responses to questions 7 and 8 of the PESS, which enables comparisons to be made between schools of different Get Set registration status and schools in different clusters. In both cases the GSN schools provided the most competitive interschool sport opportunities and the most sports and activities, respectively. Therefore in this sample, the schools who were heavily engaged in London 2012 through being a member of the GSN, were seen to provide more sporting participation opportunities to their pupils than who were just Get Set registered or not registered at all. Following in the expected pattern, the non-registered schools provided the least sports and interschool sporting opportunities. However although this appears to be a trend, statistical analysis showed no significant differences. Cluster data for question 8 showed that all the three clusters provided very similar numbers of sports.

Question 7 illustrated that whereas the Macclesfield and Sandbach clusters provided a very similar level of competitive interschool sporting opportunities the Crewe and Nantwich cluster provided a slightly higher percentage of their pupils with competitive interschool sport opportunities.

Although no clear pattern emerged from the participation data, the survey data provided a stable pre-Olympic baseline for participation figures. This baseline was used as comparison against which subsequent data collected leading up to and beyond the Games was assessed. It could be hypothesised, that there were no clear differences in participation figures between schools of different Get Set registration status because, when the schools completed the survey in 2010 for the 2009/10 academic year, the London 2012 Games were still quite a period away and most of the schools had only just signed up on Get Set or registered for the Network. Therefore, if changes in school participation data were to be seen, it would be expected that they would occur in the 2011/12 academic year, which spanned the Olympic and Paralympic Games themselves, as many schools were planning large Olympic and Paralympic based projects for the summer term before the Games. However, there could be other possible explanations for a rise in participation levels such as new school sport policies and programmes, which is why qualitative methods were used as a vital aspect of this research, as they could reveal if any impact could be attributed to London 2012.

Follow up participation data for the 2010-2011 academic year

The disbanding of the SSPs led to the YST PESS being withdrawn and, as a consequence it was not available for use, as planned, to collect follow up participation data for the 2010-11 academic year. The result was that the same data had to be collected from the Secondary Schools in Cheshire East via a new survey. The response rate regarding this new survey was extremely poor as, unlike the YST PESS survey, it was not compulsory for the schools to respond. Fortunately, one of the SSPs managed to persuade some of the schools in their cluster (Macclesfield) to complete the replacement survey, the results of which were made available for this research. The limitations of this approach must be recognised as less than half of the original questions were posed and less than a third of the original schools were surveyed. The result was that only a partial comparison could be made between the 2009-10 and 2010-11 data. Fortunately, comparisons could be made, for 50% of the original questions, between the participation levels for the schools that had responded to both surveys and a useful snapshot of the impact of disbanding of the SSPs on these schools was also possible. The 2010-11 participation data for the Macclesfield cluster

in Cheshire East was analysed in Excel and then compared with the full county data from the previous year and is presented in the tables below.

The first question from both surveys focused on the amount of time that all pupils took part in PE per week. This is the basis of all participation levels for young people, as without other opportunities to participate in sport or physical activity, PE may be the only exercise/physical activity that some pupils undertake. The average curriculum time spent on PE for all the schools in Cheshire East (CE) in 2009-10 was 116 minutes, and for the schools in the Macclesfield cluster in 2010-11 it was 108 minutes. The amount of PE time for the Macclesfield cluster in 2010-11 did not meet the “two hour offer”. This was a strategy put in place by the previous Labour Government to make sure that all school children were experiencing at least two hours of high quality PE and school sport a week. This figure is also less than the whole of Cheshire East average time for the previous year. No clear conclusions can be drawn, but it could be speculated that the withdrawal of funding from the SSPs and the fact that the schools had been given control over this area of funding that was no longer specifically required to be spent on school sport, could have had an impact on the amount of time that the schools in the Macclesfield cluster spent on PE. This question was investigated in some detail through qualitative enquiry, which is referred to in the Analysis and Interpretation of Qualitative Findings chapter.

Table 4 A comparison of the percentage of pupils that had been involved in intra-school sport between 2009-10 and 2010-11.

Schools from the Macclesfield cluster	2009-10 Average % of pupils for years7-11	2010-11 Average % of pupils for years7-11
All Macclesfield cluster	80.6	73
Wilmslow	89	100
Knutsford	91	40
Tytherington	57	64
Fallibroome	100	100
All Hallows	77	56
Macclesfield	70	80

Table 4 shows a slightly lower average in the percentage of pupils participating in intra school sport for the Macclesfield schools in 2010 (73%) in comparison to the average figure for 2009 (87%). For Wilmslow and Macclesfield High Schools a slight increase in intra-school sport participation was seen. This could be explained by the fact that these schools were already signed up to the Get Set Network in 2009 and, as such, they were committed to engaging with London 2012 and they may have increased their levels of intra-school sport through Olympic and Paralympic based activities. In

contrast, Knutsford, Tytherington and All Hallows secondary schools revealed a decrease in intra school sport between 2009 and 2010. Knutsford secondary school in particular revealed a 51% decrease. These reductions could have been due to the loss of the SSPs and the requirement to provide intra-school sport. Fallibroome school provided 100% of pupils intra-school sport in both 2009 and 2010, which could have been due to a policy to maintain the levels of internal school sporting competition, which was individual to their school, and therefore was not affected by the loss of the SSPs.

Table 5 A comparison of the percentage of pupils that had been involved in inter-school sport between 2009-10 and 2010-11.

Schools from the Macclesfield cluster	2009-10 Average % of pupils for years7-11	2010-11 Average % of pupils for years7-11
All Macclesfield cluster	39	41
Wilmslow	69	48
Knutsford	27	24
Tytherington	34	46
Fallibroome	40	31
All Hallows	29	23
Macclesfield	35	74

Table 5 shows a slight average increase (39% to 41%) in inter-school sport for these six schools, and a large increase of 39% for Macclesfield high school. Macclesfield was one of the schools to register- early on the Get Set Network in 2009 and, as such, could have increased their inter-school sport involvement in line with their Olympic legacy planning, although it can only be hypothesised that this is the reason.

Table 6 Links to community sports clubs, which provided services in school, that the Macclesfield cluster secondary schools had in the 2009-10 and 2010-11 academic year.

Schools from the Macclesfield cluster	Links to sports clubs in 2009-10	Links to sports clubs in 2010-11
All Macclesfield cluster	9.8	0
Wilmslow	7	0
Knutsford	5	0
Tytherington	8	0
Fallibroome	18	0
All Hallows	7	0
Macclesfield	14	0

In the first year of data collection, 2009-10, all of the schools had links to between five and fourteen different sports clubs that will have provided in school coaching sessions for their pupils and opportunities for extracurricular involvement in those sport clubs. As is shown in table 5, after the disbanding of the SSPs in 2010 and therefore the removal

of funding, all the clubs withdrew from providing this service in school. This breakdown of any links to clubs that schools had was undoubtedly due to the withdrawal of funding from the SSPs as they had worked as a facilitator linking sports clubs and schools. It could be argued that this data shows that the disbanding of the SSPs had a negative impact on the potential Olympic and Paralympic legacies for these schools and their pupils, and this potential effect was considered in further detail through the qualitative assessment. Soft legacy impact, specifically in the form of social and participation legacy, could have been affected by the loss of links to clubs that the schools had, as being a member of a sports club can lead to gains in social capital levels. Without these local links for the pupils to access they will have had fewer opportunities to join community sports clubs and experience new activities. This could be especially true for those who were contemplating participating as, without the availability of school club links, they may not have had the confidence to take the next step and approach a community club that they had no experience with. However, community sports clubs would still be available for young people to access from outside of school if they were willing to seek them out.

Table 7 A comparison of the percentage of pupils that had been involved in sports volunteering and leadership between 2009-10 and 2010-11.

Schools from the Macclesfield cluster	2009-10 Average % of pupils for years7-11	2010-11 Average % of pupils for years7-11
All Macclesfield cluster	36.5	31.1
Wilmslow	70	54
Knutsford	76	0
Tytherington	6	11
Fallibroome	49	55
All Hallows	11	13
Macclesfield	7	54

Average levels of pupil engagement in sports volunteering and leadership dropped slightly from 2009-10 to 2010-11. However, there were some important variations. For example, two schools (Wilmslow and Knutsford) reported less involvement in sports volunteering and leadership in 2010-11 with Knutsford showing the largest negative change moving from an average of 76% of their pupils involved in sports volunteering or leadership in 2009 but this figure was zero in 2010. This could again be attributed to the disbanding of the SSPs, which meant the Young Ambassador and similar schemes were no longer running in their school, another area followed up in the qualitative research. In contrast, all of the other 4 schools showed a positive trend and, in particular, Macclesfield high school had increased their levels of engagement in sports leadership and volunteering by 47%. Once again, this could have been linked to the

fact that they were early registers on the Get Set Network and, as such, they might have planned volunteering and leadership opportunities as part of their efforts to create an Olympic legacy for their school. Wilmslow high school tried to keep the Young Ambassador programme running but they were not able to continue at the same level without the support of the SSPs. This may have been the reason behind their 16% drop in volunteering and leadership levels in 2010-11.

In conclusion, due to the withdrawal of the YST PESS it is difficult to make a full comparison of participation data for CE schools between the academic years 2009-10 and 2010-11. The data provided a steady baseline of pre-Olympic data for 2009-10 for all schools in CE, but only a snapshot of some of the schools in one of the three clusters in CE for 2010-11. Therefore, comparisons between the years can only be made for the Macclesfield cluster schools that completed the 2010-11 survey and it would be inappropriate to generalise to the rest of CE. In spite of this, the focused data provided an insight into the immediate impact that the disbanding of the SSPs had on schools in this cluster and therefore this may well be similar to how other schools in the country were affected, an issue explored further in the Qualitative Analysis and Interpretation chapter.

Youth Sport Survey

An adapted version of the Youth Sport Survey (YSS) was completed by pupils in three of the case study schools (2 secondary and 1 primary school) in order to assess basic physical activity participation levels and feelings of Olympic and Paralympic inspiration (a copy of both the primary and secondary school version of the YSS is included in Appendix 1 and 2). This enabled basic data to be gathered on Olympic and Paralympic inspiration levels of 60 pupils (40 secondary school varying ages from 11-16 years old and 20 primary school 7-8 years old) and this evidence supplemented the information gained from the qualitative methods, which included group interviews with pupils and in-school observations. All the data collected from the YSS survey was collated and analysed in Excel. Some of the data was further statistically analysed in SPSS, as deemed appropriate.

Table 8 Section A and B of YSS – Participation data.

	Average attendance at a school sports club per week	Average attendance at an out of school sports club per week	Average engagement in casual physical activity per week
Primary School	1.5	2.6	6.4*
Secondary Schools	1.92	2.65	3.8*

* significant difference $p = 0.012$

Table 8 portrays average participation figures for school sport clubs, out of school sports clubs and casual physical activity. On average Secondary School pupils had a slightly higher involvement in school sports clubs than the pupils from the primary school, which could have been due to fact that often more and more varied sports clubs were offered at secondary schools than at primary schools. Average weekly attendance at an out of school sport club was similar between primary and secondary school pupils. However, the area of investigation that did show a statistically significant difference, $F(1) = 6.086$, $p < 0.05$, between the two types of schools was that of engagement in casual physical activity outside of school. On average the secondary school pupils participated in casual physical activity 3.8 times a week and the primary school pupils were physically active 6.4 times a week. It is hypothesised that this higher level of casual physical activity engagement in primary school children was due to the higher likelihood of younger children engaging in play activities that often involved physical activity, whereas older children tended not to play as much. However, it should be noted that the levels of physical activity level in the case study primary school may not represent the average across other primary schools.

Table 9 Section C of YSS How you feel about yourself – self-confidence about physicality for secondary school pupils.

Question	1. I am proud of myself physically				2. I don't feel very confident about myself physically			
Response	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
% of pupils	30	57.5	10	2.5	2.5	5	47.5	20
Question	3. I am very happy with myself physically				4. I am unhappy with how I am and what I can do physically			
Response	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
% of pupils	40	40	15	5	2.5	10	30	55
Question	5. I have a good feeling about myself physically				6. I wish that I could feel better about myself physically			
Response	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
% of pupils	45	37.5	12.5	5	7.5	7.5	57.5	27.5

The present research did not investigate the link between physical activity participation and physical self-confidence and, as such, the data from Section C of the YSS has only been used as an overall gauge on the general physical self-confidence levels of the pupils completing the survey. The data in Table 9 shows that the survey captured responses from a range of people. Some were very confident about themselves physically, some were not very confident about themselves physically and most of the respondents choose responses in the middle that indicated they had average levels of self-confidence about their physicality. This wide range of responses was important for the current research as it showed that the sample encompassed a group of pupils who were representative of different levels of physical activity participation and physical self-confidence. This wide ranging sample was important for the current research as it confirmed that the findings about the Olympic inspiration levels were based on a wide range of pupils and not just those that were very involved in sport.

Table 10 Section C of YSS How you feel about yourself – self-confidence about physicality for primary school pupils.

Question	1. I am good at sports				2. I enjoy sports			
	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
Response	75	20	5	0	85	15	0	0
% of pupils								

This simpler version of questions for the primary school pupils showed that the class surveyed in the primary school case study school considered themselves to be quite active and that all of them enjoyed sports most of the time.

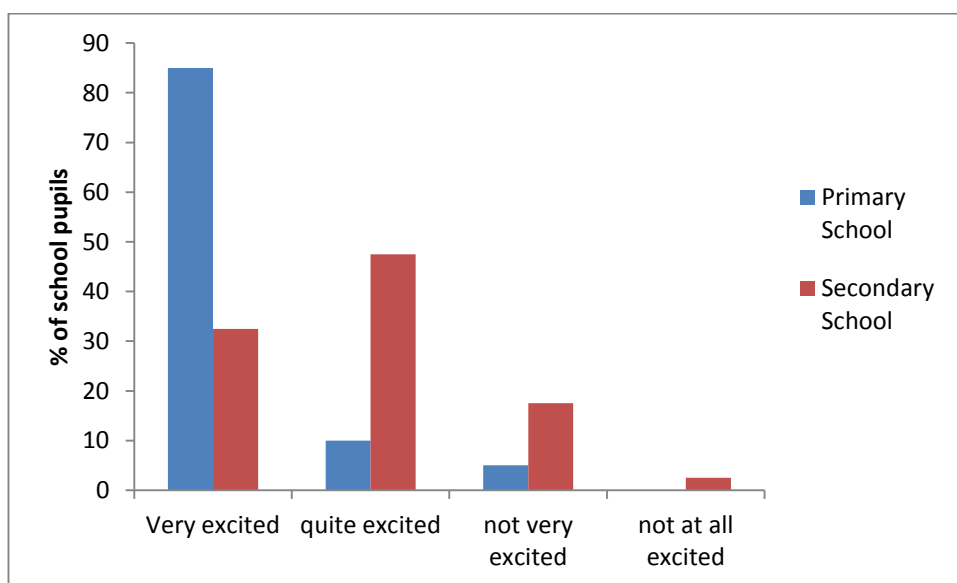


Figure 1 Section D of YSS – How excited are you for the London 2012 Olympic and Paralympic games?

Figure 1 shows that latent enthusiasm for the London 2012 Olympic and Paralympic Games was much more apparent in the primary school pupils with 85% of those surveyed being very excited, compared to 32.5% of secondary school pupils. There was a much more even spread between the responses of the secondary school pupils showing a range of different inspiration levels, although the majority of responders considered themselves to be quite or very excited for the Games. Efforts to inspire all of the pupils had not worked completely as 20% of secondary school pupils were either not at all excited or not very excited by London 2012, compared to the much smaller numbers of 5% and 0% respectively for the primary school pupils, which could show that the Games have more power to build enthusiasm and excite groups of younger children than teenage pupils.

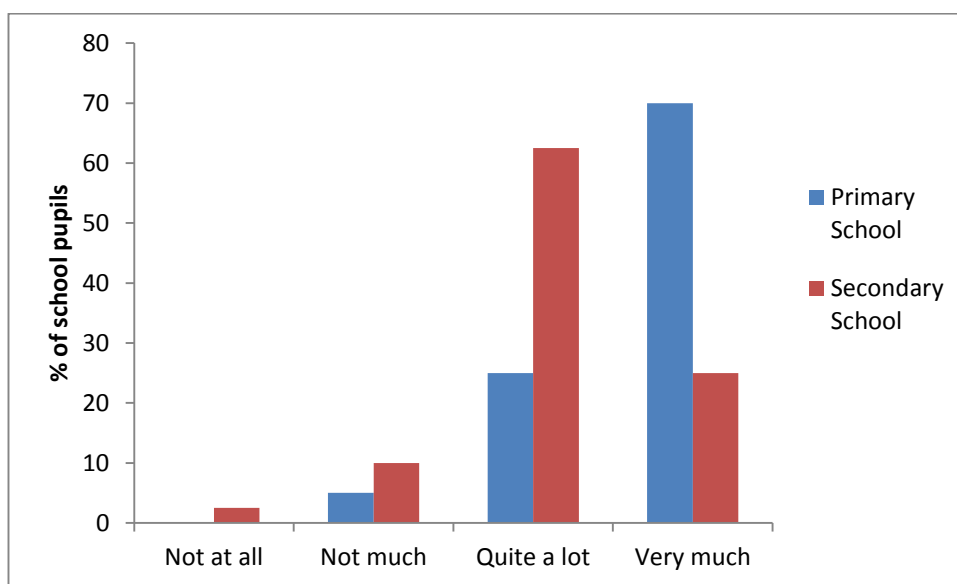


Figure 2 Section D of YSS – How much have you enjoyed the Olympic and Paralympic activities you have taken part in at school?

The results from figure 2 are remarkably similar to those in figure 1 with the primary school pupils showing the most enthusiasm for the Olympic and Paralympic activities that the school has put on for them. For both types of school the opportunities to take part in Olympic and Paralympic based experiences had been mostly successful with 87.5% of secondary school pupils and 95% of primary school pupils enjoying the activities either very much or quite a lot. These results appear to show that the Olympic and Paralympic Games had the potential to engage a large proportion of young people providing they are given the right opportunities to get involved. When further prompted in the survey to give an example of the activities they had most enjoyed the most frequent answers were; school based Olympic events (e.g. opening ceremony, torch relay and an Olympic themed sports day), opportunities to try Paralympic sports, school trips, and art and media activities.

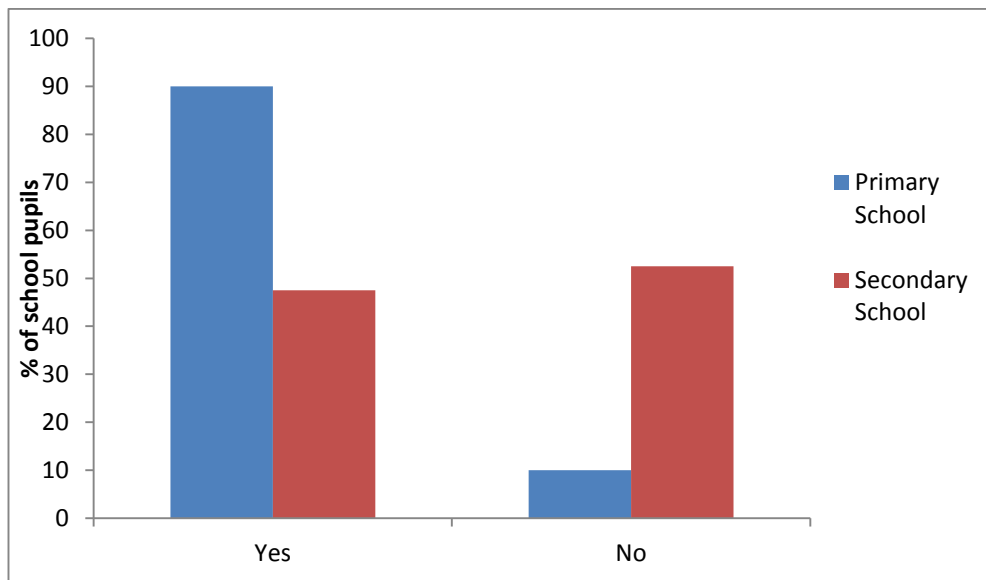


Figure 3 Section D of YSS – Has London 2012 inspired you to do any new activities or do more sport?

From the case study primary school, 90% of the pupils surveyed stated that they had been inspired to do more sport or try a new activity by London 2012. This is a very high proportion which probably will not be the amount that actually converts their inspiration into action. This large positive response could be due to the “Olympic buzz” that often occurs in the lead up to the Games and therefore may well be short lived. However, it should be noted that the case study school’s hard work to provide their pupils with Olympic and Paralympic experiences to inspire their pupils certainly worked for this group of children, with such a large amount stating that they felt excited and inspired by the Games.

In contrast, 47.5% of secondary school pupils surveyed stated that they had been inspired by London 2012 to do more sport or try a new activity, which is still a significant proportion of pupils, but not as extensive as for the primary school, to be inspired by what their school did to try to create their own Olympic legacy. However, this evidence is only an illustration of the inspiration levels of the pupils in the case study schools and this may not be representative of the inspiration levels of other pupils in the UK. Geographical location may also play a part here, as the case study schools are in CE an area in the North West of England 170 miles from London, and the feeling of being distanced from the Games may well have hampered the amount that the pupils feel inspired by London 2012. A different picture may be seen for London schools where the pupils feel very central to the Games and have a sense of ownership. When asked to expand briefly on what they had been inspired to do the two main areas that emerged were work ethic such as; “work and train harder,” “challenge myself more” and “always try my best” and participation e.g. try new sports and do

more activity/sport.

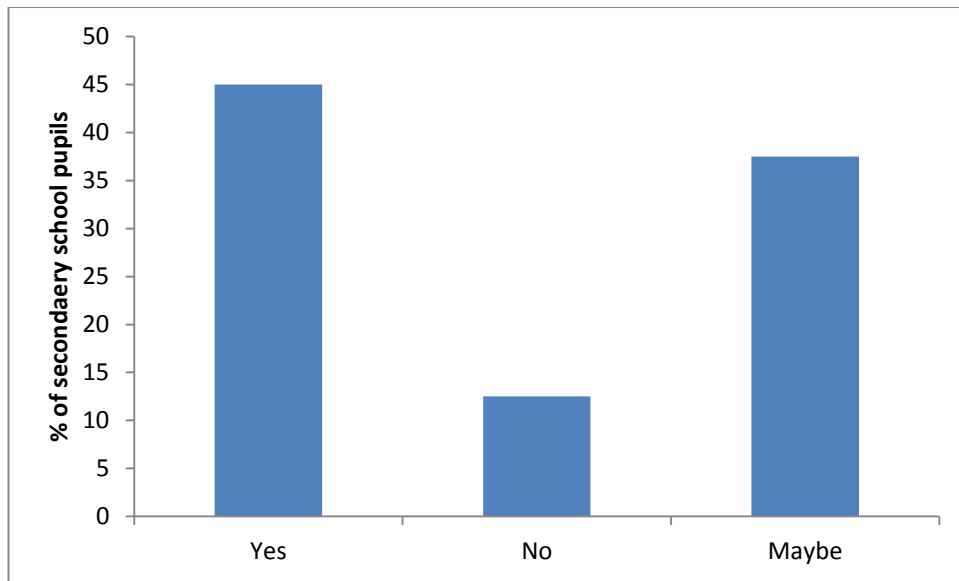


Figure 4 Section D of YSS – have you been inspired to use the Olympic and Paralympic values in everyday life? (Secondary schools)

The data in figure 4 shows the potential power of the Olympic and Paralympic values to inspire young people, and therefore their importance in any attempt by schools to create their own Olympic legacy. 45% of the secondary school pupils surveyed stated that they had been inspired to try and live by the Olympic and Paralympic values. Another 37.5% said maybe, showing that they were contemplating it and that their education on the values had had some effect in order to make them think about the application of the values outside of the Games. The use of the values in creating an Olympic legacy in the case study schools is explored further in the Qualitative analysis and interpretation chapter of this research.

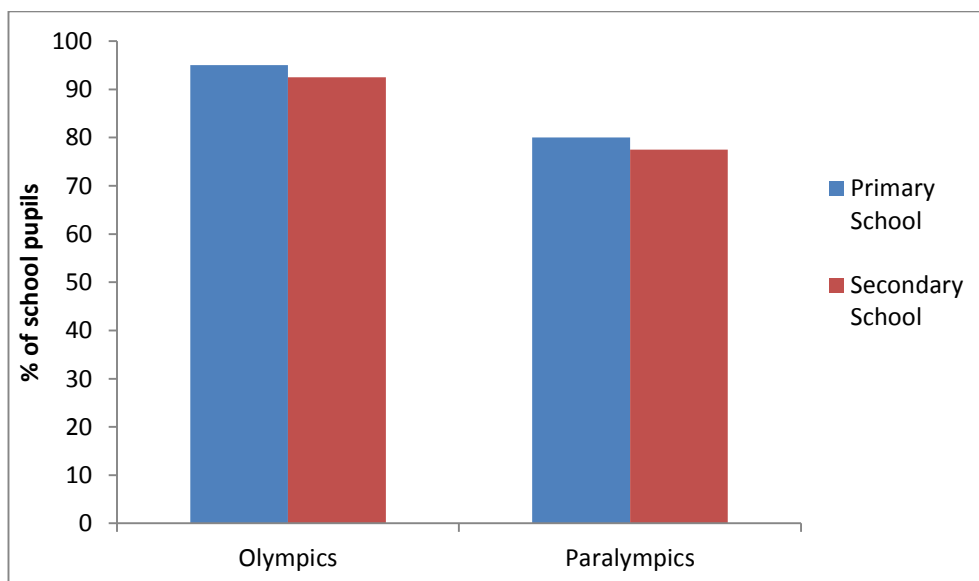


Figure 5 Section D of YSS – Will you watch the Olympic and Paralympic Games on television?

This question asked if the pupils would watch the Olympic and Paralympic Games. Positive responses to both areas were notably high, with 92.5% planning to watch the Olympic Games and 77.5% planning to watch the Paralympic Games for secondary school pupils, and for primary school children these figures were 95% and 80%. Slightly more pupils had wanted to watch the Olympics than the Paralympics but the difference was smaller than may have been anticipated. The amount of young people that were planning to watch the Paralympic Games could arguably be considered higher than expected. This could have been due to the increased media coverage of the London 2012 Paralympic Games, which was more extensive than for any other previous Games. On the other hand, it could be hypothesised that the young people who completed this survey attended schools that had made a conscious effort to educate their pupils about the Paralympic Games, in line with creating their own legacy. As a consequence, this exposure to the Paralympics could have heightened the pupils' interest.

In conclusion, the results from the YSS provided an insight into the basic participation levels and feelings of the pupils about the Games and the level of their inspirational effect. It enabled the collection of more pupil based data in the case study schools to supplement the group interview and observation data also gathered on this group of pupils. Many of the interesting points and issues that are identified in this chapter are also discussed from a qualitative point of view in the qualitative analysis and interpretation chapter, with the relationship between the findings from both methods being compared and discussed in the conclusion.

Chapter 5 - Observations from the case study schools

This chapter illustrates the range of Olympic and Paralympic activities that the researcher observed taking place in the three case study secondary schools (schools A, B and C), and the case study primary school (school D), and can be seen as an example of the type of legacy building activities, that a school aiming to create their own legacy through engaging in the Games, might employ. It was interesting to find that there was a breadth of different activities occurring at the schools and that they had not all followed the Get Set resources to provide the same events and activities. Although all of the schools in this study were engaging with London 2012 from an early stage, all of the case study schools showed slightly different levels of commitment to creating their own legacy and inspiring their pupils with the Games. Schools A and B were the most committed to engaging with London 2012, first embarking on this task as early as 2009, whereas School C, although committed to using London 2012 to inspire its pupils, presented slightly less in terms of Olympic and Paralympic based activities. School D, the primary school, were also dedicated to the task of trying to inspire their pupils with the Olympic and Paralympic Games but came to concentrate on the subject slightly later on in 2011, closer to the Olympic year. A description of the Olympic and Paralympic events and activities that occurred in the case study schools gives the reader a picture of the extent to which some schools in Cheshire East, an area external from the host city, were engaging in London 2012.

School A

In school A all the activities were planned and overseen by Dougal, who had been given the role of Olympic Games Organiser, and he had been head of this project since its conception in 2009. Their biggest push towards creating a legacy was every year during national school sport week, where the whole school took part in either an Olympic or Paralympic themed week. In 2010, they had run a Paralympic day where the pupils had got to try different Paralympic sports, many of which they had never heard of before. The researcher carried out observations at school A's 2011 Olympic day and one day at their 2012 Olympic and Paralympic week. In 2011, school A started the day off with an assembly for the whole school led by a former Olympic Gymnast and a Paralympian Runner, referred to as 'champions', and the school had paid for their input over the week. They gave a short presentation on how the Olympic and Paralympic values related to their experiences, and everyone seemed to listen, be interested and laughed at all the jokes. They talked about using the Olympic and Paralympic values in everyday life and performing as well as possible rather than just

winning. All the values were treated as one, with no real separation between the Olympics and the Paralympics, this may not be the case in all schools as the Olympics has a much higher public profile than the Paralympics. The Olympic Gymnast was hugely enthusiastic and amusing; all the pupils seemed to be very impressed with him, and this certainly helped with their engagement. The school in general was very vibrant with large displays focused on sports teams and group activities. The whole day was not all about sport; Dougal had given his Young Ambassadors the task of being the school's media team for the day to record and take pictures of the Olympic activities taking place in classes. All the subject teachers had themed their classes around the Olympic or Paralympic Games, such as working out different world records as part of a quiz in maths and nutrition/diet planning for athletes in science. The pupils seemed to enjoy the activities, but may well have just relished the break from normal lessons.

"Their presentation in assembly was very good it even made me feel inspired! Most of the pupils seemed quite engaged in the presentation. I wonder how many it did strike a chord with and how many weren't listening or weren't interested?" Excerpt from the researcher's reflective diary, 2011.

In June 2012 observations were carried out again at School A this time during the first day of their Olympic and Paralympic week, which again started with an assembly. The ex-Olympic Gymnast that presented as a champion at school A in 2011 was present and highly involved again, however this time two of the Young Ambassadors, who had been part of leading the day last year, took the lead in presenting the assembly. This whole Olympic project seemed to have had a huge impact on them, as they were now comfortable taking on the responsibility of leading the whole assembly to hundreds of pupils. It could be said, therefore, that London 2012 gave them the opportunity to gain skills in presenting, leadership and teamwork whilst instilling in them a sense of responsibility they may not otherwise have gained, supporting the idea that involvement in a mega event can lead to gains in human capital levels. For the assembly, all the classes had been involved by assigning them a country for which they had to create a flag and masks, with which they entered the hall like the parade of an opening ceremony. The assembly again focused on the Olympic and Paralympic values and using them to inspire others and as a code to live everyday life by. A lot of pupils smiled when the Olympic Gymnast came on to the stage and he seemed to be received very well with young people who seemed to view him with his amusing, relaxed style as more on their level. They all enjoyed his story about how he got into gymnastics and he made it relate well to the pupils. He told a story about courage and the pupils seemed interested. He tried to inspire them to their personal best, and when he finished he received rapturous applause. The effect of an enthusiastic person, like this, really reinforced the notion of the importance of enthusiastic people/adults in the

role of creating a legacy for young people, which is highlighted by the quote from one of school A's pupils interviewed for this research.

"Craig Heap inspired me to think that it's not too late to start sport, people may assume that they can't try but his story has made me think I can. Everyone says they can relate to Craig his story wasn't a sob story it was a success story." Year 8 pupil, school A – 2012.

School A invested a lot of time in this Olympic and Paralympic week, with pupils being off time table all week and instead having Olympic themed lessons, a cultural trip, a walk and arts day and a closing ceremony for the end of the week. Amongst the activities occurring during the Olympic themed lessons were; an Olympic reading relay (enough people signed up for continuous reading from 10:00 to 3:00PM) a modern foreign language mini-Olympics where the games all incorporated language skills and form time lessons around the values and Olympic hopefuls. The pupils who went above and beyond and showed the Olympic and Paralympic values throughout the week's activities were put forward into a draw to win Olympic tickets. Sport also featured with fixtures for all the sports teams occurring in that week. Tennis and cricket games had also been arranged for school A with a South African touring team that was travelling the country.

Time was also spent with the BBC reporters who were year 8 pupils on a scheme run by the BBC, interviewing and videoing a mixture of pupils doing different activities and asking their opinions of the activities. The enthusiastic and friendly girls interviewed one boy and girl from each class asking if they'd been inspired by Games and the activities they were doing. They were confident and organised planning the whole day of filming and incorporating all the activities into a final video which was shown at the school's closing ceremony. Through conversations with the girls it seemed that they were eager to watch the Olympics and were very keen to win the tickets, even though they seemed more academic than sporting types. They genuinely seemed to have adopted the values, stating that they cover everything in life and that they have learnt a lot about them at School A. One pupil stated that the values made it more attainable to them and inspired them to do well in life. These pupils weren't particularly sport-oriented, but seemed to be very inspired by the values, and they were friendly and keen to talk about, and demonstrate, their school's activities. It could be argued, though, that these girls would have been the ones that are generally enthusiastic and would have got involved with anything. It is hard to determine if their base enthusiasm was inspired by the Olympics, although their statements about values and their commitment to them showed that the school's heavy involvement with London 2012 definitely had an impact on them.

School B

Observations at school B took place at their Paralympic enrichment day in the June of 2012. They had made sure all the pupils in the school had experienced at least one Paralympic or Olympic enrichment day before the Games. There was a very pleasant atmosphere around the day, and probably the largest Olympic “buzz” felt out of all the case study schools. The whole school was off timetable with year 7 engaging in Paralympic activities, the other years were involved in school trips, healthy eating and cooking workshops and a career workshop with the local luxury car manufacturer Bentley Motors. Hannah and Fred from School B seemed genuinely glad to be involved in the research and happy to share and talk about everything they had done to engage in London 2012. At that year's school based enrichment day all the activities were all related to the Paralympics, they had a large range of new experiences for the pupils to try such as; T ball, Boccia, Blind football, Wheelchair basketball, Art- where they made pieces around the values, Paralympic throwing, a blind obstacle course, Paralympic (sit down) volleyball, table cricket, problem solving activities and a treasure hunt with Paralympic themed clues. The day had a relaxed and fun feel about it. All the pupils seemed engaged and to be enjoying the day, which seemed unusual to capture the attention of all the pupils; however this could have been down to the fact that they were off timetable and didn't have to do a normal school day.

The main thing that stood out about the day was that most of the activities were led by the pupils. Pupils, from years eight, nine and ten who showed skills in sports leadership learnt how to lead sessions on one of the Paralympic sports, they had learnt these skills only 4 weeks before having to deliver them to the year seven pupils on the day. The sports leaders all seemed confident, and as such it could be said that through building skills in leadership, instruction, knowledge of the activities and responsibility for others they have increased their human capital levels. They also passed their skills and knowledge on to other local Primary schools, where the leaders had taught year five pupils how to lead the same or similar sessions in their schools, thus encouraging other schools in their community to engage with London 2012. The impression that the researcher got through observing the pupils leading the activities was that they were very efficient and they had everything under control. There was a thought that year seven's might not listen to leaders only a bit older than themselves, but they were really engaged. In one class they thought the leader was an external coach and were calling her Miss! The leaders seemed to be enjoying their role too, when Fred praised one of them she seemed really pleased and proud, to have her efforts acknowledged and

appreciated. The teachers really did have minimal input into the running of the activities; they just observed from the side lines and chatted to the pupils. There were also thoughts that pupil behaviour was better on the Olympic and Paralympic themed enrichment days. Fred the Assistant Head teacher gave an example of this stating that a girl in year seven that had been branded by some, as the “naughtiest girl in the school,” had been good because she had enjoyed the day, she said it was the first day that she had enjoyed school in her whole life! Not only is this overwhelmingly positive, it coherently suggests that the Olympics and Paralympics have the power to engage children that would otherwise be particularly difficult to reach. Like School A School B also had a media team, made up of pupils, for the day. They filmed the activities and interviewed pupils and teachers throughout the day; this was at a more professional level than school A as some of the interviews were to be broadcast on a local radio station. Two girls from year seven actually asked if they could interview the researcher about the study and their schools involvement along with the researcher’s thoughts on London 2012. Considering that they were only eleven or twelve years old, they conducted the interview in quite a professional and confident manner, again another illustrative example of the new skills learnt by pupils as a result of their schools engagement with London 2012. Another noteworthy aspect of School B’s Olympic engagement was the physical presence of Olympic and Paralympic based materials in the corridors and classrooms. As soon as you enter the school there is a huge poster where all the pupils and teachers have been asked to sign that they are committed to using the Olympic and Paralympic values in everyday life. This is seen as quite a feature point in the school and some quite important visitors have also signed, including LOCOG officials who were visiting the school to see the immense efforts the school were making to create their own Olympic and Paralympic legacy. Further to this school B had invited an urban artist in to work with the pupils on an inspirational mural. He created the mural based on the Olympic and Paralympic values including inspirational phrases, words and pictures that the pupils felt were important to them. The mural looked really good and the pupils involved seemed proud of their involvement. The school displayed the mural at the front of the hall specifically for the exam period so that it was visible to all those taking exams. The idea was that if the pupils were struggling in their exams they could look up and be encouraged and inspired to carry on and work hard by the motivational messages on the mural, and the feeling that it related specifically to them as they had been so heavily involved in its creation.

School C

Data collection and periods of observation were more difficult at School C as their Olympic themed sports day that the researcher was invited to observe was postponed and re-arranged twice, and then finally cancelled all together, due to the bad weather experienced in the summer of 2012. This unfortunately meant that the only observation data collected on school C had to be obtained when visiting the schools to complete the teacher and pupil interviews. On entering the school it was obvious that London 2012 was quite a big feature for them, there were Olympic themed posters and many pictures of Dame Kelly Holmes visiting the school, plus pictures of the pupils meeting an Olympic torch bearer. The school had an Olympic committee who was the driving force behind the Olympic and Paralympic activities in this school, some of them were also part of the Change for Life Committee where the focus was to use the Olympics to change PE so that it was more accessible for pupils who were not inherently sporty. They asked the rest of the pupils which types of physical activity they would prefer to do in PE instead of the normal curriculum and this was taken into account when employing specialist coaches and trying new activities in PE, such as dodge ball, racket ball and yoga. School C had been engaging with London 2012 for quite a while, when the researcher visited the school in 2011 the pupils were keen to talk about the success of their Olympic themed sports day in 2010, which they were hoping to repeat until 2012. Surprisingly the aspect of the sports day that seemed to have the biggest impact on the pupils was not the sports events themselves, but the legacy wall that was created by all the pupils. They were asked to write a card on what sport meant to them in regards to the school's Sports College status, which they were sadly losing that year, and what they didn't want to lose in that process. The pupils and the teachers seemed surprised at the engagement in the legacy wall; nearly all the pupils wrote a piece for it and were interested in reading the thoughts of others. They were later planning to display all the cards in the school in the form of a legacy tree.

"The Olympic themed sports day that was a really special day the sort that really stands out in your mind there was a big Olympic show case and each form was a country and they displayed the culture of that country and made food and danced."
Year 8 pupil from School C's Olympic Committee – 2011.

The school tried to constantly drip feed the pupils with Olympic and Paralympic activities by having milestone events 200, 150, 100 and 50 days to go which involved form based activities, such as an Olympic quiz where a question was asked daily for 50 days, and school wide events, such as a gymnastics competition, where groups competed as different Olympic countries. Effort had been made by the teachers to involve those who aren't usually heavily involved in sport, they gave them other

“Games Makers” roles in the sports fixtures such as; photographing, commentating and reporting on the matches. They have also used the Olympic and Paralympic values as a reward system where if a pupil displayed an Olympic or Paralympic value they got a postcard (design by the Olympic committee around the values) and a merit sticker, this worked well at first but there was some concern about the compliance of form tutors in giving the rewards out and a feeling that the older pupils were not engaging as they thought it was childish. There was also a link with a special school to help the pupils engage with the Paralympics, where a group of pupils helped at the special schools swimming gala and pupils from the special school were involved in judging school C’s gymnastics competition. However unlike schools A and B, school C had not tried to involve their local primary schools in their London 2012 journey.

School D

The case study primary school in this research, School D, had also been engaging heavily in London 2012 in the academic year leading up to the Games. The whole school had taken the subject on board and the Olympics and Paralympics were taught as a topic for all years in the school, it was not just restricted to the pupils in key stage two, thus showing they were trying to engage pupils in the Games from a very early age. This school again, had quite a large visual Olympic presence, there was Olympic themed bunting and Olympic and Paralympic posters that the pupils had created displayed all over the school. Arguably the focal point of their Olympic themed display was their pledge tree where the children had to write pledges related to the Olympic and Paralympic values that they promised to try and carry out that year. As with the high school the values seemed to feature heavily in School D’s Olympic activities and both pupils and teacher seemed proud of their pledge tree and were keen to show it off. Observational data collection in school D was again limited to the interview day as the schools planned Olympic themed sports day was postponed and eventually cancelled due to continued bad weather. School D had enlisted the help of other organisations to help provide their pupils with Olympic and Paralympic based experiences for example; they were involved in a London 2012 dance competition run by a local theatre, and invited a creative arts company in to run activities for the pupils around the cultural Olympiad. They had tried to network with other schools, especially linking in with the local high schools to provide their pupils with more opportunities to engage with the Games, however they felt let down by the disbanding of the School Sports Partnerships (SSPs), as this cut in funding meant that they no longer had access to the network and school sporting opportunities that they had in the past. Although this network had fallen apart they had created new partnerships with primary

schools in many different Olympic countries through a Global Partnership scheme. In the lead up to the Games pupils were allowed to have time off school to see the Olympic torch relay as it passed through the local area. To build on the excitement generated by the torch relay School D decided to have their own Olympic torch relay where all the pupils got the chance to make their own Olympic torch and take part in a parade, a lot of the pupils stated this as being their favourite activity. In terms of encouraging an increase in sport and physical activity participation school D created their own Olympic themed athletics club where the pupils received medals for their achievements. They had run an athletics club before, but since it had been Olympic themed the numbers had increased three fold compared to previous years, thus showing the potential of the Olympic and Paralympic Games to inspire young children to participate in physical activity and sport. Notably school D's biggest effort to get their pupils participating in regular physical activity was the "School D Mile" where all the pupils walked or jogged a mile around the playing fields two or three times a week, it was not based on competition but completing the mile, all pupils received an Olympic medal sticker for taking part. They were also involved in the local inter school sports competition, Town Sports, where they made Olympic themed banners and took part in the Olympic themed opening ceremony before the competition. School D also gave their older pupils the opportunity to take part in a regenerate project which was an enterprise project where they made Olympic themed items out of recycled materials which they then sold for charity; they also made an Olympic obstacle course to engage the younger children.

This chapter has given an insight into the types of Olympic and Paralympic activities that four local schools from Cheshire East were providing to try and inspire and engage their pupils with London 2012. It gives an example of the amount of activity and planning that has occurred in schools that are attempting to create their own lasting legacy from the London 2012 Olympic and Paralympic Games. The information above will help put into context the researcher's interpretation of the qualitative interview data gathered in the four case study schools, that is presented in the next chapter.

Chapter 6 - Analysis and interpretation of qualitative findings

This chapter covers the analysis and interpretation of the data from the interviews and observations that took place in local Cheshire East schools over the two years leading up to the London 2012 Olympic and Paralympic Games. Transcripts from the individual adult interviews and group pupil interviews were analysed by the researcher and the findings were coded systematically into categories, with pieces of information that seemed to follow the same trends being placed under the same codes. The transcripts were perused a number of times to ensure immersion in the data until no more new codes emerged, thus meaning data-saturation had occurred. Eighteen codes were applied to the data, highlighting areas of interest for Olympic and Paralympic legacy creation in local schools. From studying the codes and inductive analysis of the data, five themes emerged allowing the data to be more broadly disseminated into thematic categories. These themes and the codes they encompass are illustrated in Table 11.

Table 11 Themes that emerged from the data and their corresponding codes.

Theme 1 – Legacy planning	Theme 2 – Physical involvement in London 2012	Theme 3 – Inspiring young people and using the Games to develop their social and human capital
Codes- - Planning the legacy - Paralympic legacy - Sustaining the legacy - Increasing physical activity participation	Codes- - Get Set - Using the values - Olympic and Paralympic Inspiration - Excitement about the forthcoming Games	Codes- - Pupils leading the legacy - Pride in pupils development - Including all pupils not just the sporty - Importance of enthusiastic people - Olympic and Paralympic Inspiration
Theme 4 – Local legacy impact on a community external from the host city	Theme 5 – Unforeseen and unintended impacts.	
Codes- - Localism - Networking between schools - Community involvement	Codes- - Doubts about London 2012 - Changing political climate - School Games and Michael Gove	

Guidance for the creation of themes that arose in this research was based on the original research questions and the findings from previous research on legacy impact. An example of this would be that the theme ‘Legacy impact on a community external from the host city’ has clearly arisen from the research questions, with the research

striving to investigate the legacy impact on Cheshire East specifically, not London. Previous literature also states that engagement in mega events has the capability to lead to the creation of social and human capital in young people. It was therefore hypothesised that evidence of social and human capital creation as a result of Olympic and Paralympic legacy planning in schools could emerge from the data. The key themes from this qualitative data have therefore cascaded down from the codes, endeavouring to answer both the research questions and their relation to previous literature on what is known about legacy.

Theme 1 – Legacy planning

Planning for a legacy emerged as a main theme, as it was identified as something which must be worked on in advance of the event by leading staff who recognised the potential for a soft legacy impact. The breakdown of the theme Legacy planning included the following codes: Planning the Legacy, Paralympic Legacy, Sustaining the Legacy and Increasing Physical Activity Participation.

Throughout all the interviews in the case study schools, there was a strong focus on planning the legacy, so schools that were likely to create their own legacy were those who had put early time and effort into inspiring their pupils through Olympic and Paralympic based activities. Although some pupils thought the focus on the Olympics started too early, the timing of first initiating Olympic and Paralympic activities had been thoroughly planned by those aiming to create an Olympic legacy in the case study schools. The two case study schools who had put the most time and effort into their Olympic focus illustrated the importance of starting to breed enthusiasm early and to create a “buzz”.

“I think it’s certainly built up I was aware that we didn’t want to peak too soon we didn’t want to throw all our activities in at the start, what we tried to do was to drip feed the build-up, so we’ve done things like put an Olympic quote in every classroom and little things like that just to get students to start thinking about it. So I think the atmosphere’s quite nice as you can see today the kids are engaging with it and we are starting to get a bit of a buzz about the Olympics.” Dougal PE teacher, school A - 2012.

“I think it’s that continual drip that they like, there is a sense that the Games are coming, you know it’s quite nice having something like this, not to say you know exams are coming or the end of term is coming, but to have an event like this and in some way we feel involved” Fred Assistant head teacher, school B – 2012.

Harriet, a School Games Organiser (SGO) who used to run one of the Cheshire East SSPs, also felt that it was important to get schools engaging in the Games as early as possible, but she found this harder to do with some of the local Primary schools. They did not want such a long build up to the Games and so rebuffed her attempts to involve

them in the Olympic and Paralympic activities occurring in the High Schools until 2012, when they decided the Games were close enough to start their participation. This reluctance to engage earlier with the Games could have been due to time constraints for the teachers or the feeling that they may not have been able to hold the younger pupils' attention on the same subject for such a long period.

“Cos I’ve certainly tried with Primaries to provide momentum, and some take it on board and I’ve tried for the last couple of years but none of them really wanted to know until this year.”

From the data it seems that the cornerstones of creating an Olympic legacy in schools are the school wide Olympic or Paralympic themed activities that aim to engage all the pupils on some level. The case study schools in this research provided their pupils with Olympic and Paralympic weeks, enrichment days, themed sports days and themed trips. These activities tend to focus entirely on the Games and give the pupils the opportunities to gain new skills and experience activities they may never have done before. They are sufficiently different to the normal school day, which creates a build-up of enthusiasm around the Games, and allow schools and pupils to do things a little differently. For example, Fred talks about their enrichment days and the positive effect of mixing pupils of different ages who would not normally mix and the impact that being off-timetable has on engaging pupils who are normally difficult to reach. His term ‘legacy spots’ is an interesting conceptualisation of the large impact he believes the Olympic and Paralympic enrichment days are having on the pupils.

“There is such an element of creativity and the kids are in charge of their own destiny they are actually really willing participants, and also I think they know that something else is coming up so they are not just tied in to one activity all the day you know we chunk it down so the kids can access something and we always try and have, in my head I call them legacy spots, so you go on you achieve something and then the next group come and pick up what you’ve left so they’re always building. So throughout the day they think I made this, I contributed to this, we did this, so it’s erm well it’s worked so we are chuffed with that.”

Whilst talking about the planning of legacy, it should be noted that this research has tried to investigate both Olympic and Paralympic legacy creation in schools. As such, all the school based interviews sought the views of both adults and pupils on the potential of the Paralympic Games to inspire and for the creation of a Paralympic legacy. London 2012 have given their Paralympic Games arguably the most media coverage a Paralympic Games has ever had, especially with the pre-event hype based around the Paralympians being ‘super human’ which may have caught the interest of young people. It could be said, therefore, that this has had an impact on the levels of Paralympic inspiration, not just on disabled young people, but able bodied too. In the case study high schools it was apparent that they were making an effort to educate the

pupils about the Paralympic Games and create an inclusive Olympic and Paralympic based legacy. All the schools offered their pupils the opportunity to try out some Paralympic sports, which most pupils had never experienced before. Their provision of Paralympic education and activities has not been a token effort either, there has been a very even spread and effort has been made to promote the Olympic and Paralympic Games as one, especially in relation to the teaching of the values.

“I don’t know the stats but if we looked at it we’ve probably offered more Paralympic enrichment experiences than we have Olympic, you know every year group has had an opportunity to try the wheelchair basketball the Boccia those kind of things. So I think we’ve probably tried to address the balance a bit by really flagging that up, as sometimes it really can get lost especially with it being after the main event if you like, the Paralympics can get a bit lost and we were really keen to make sure that didn’t happen.” Chris teacher, school B – 2012.

“What we’ve tried to do throughout is not to keep the separate because it’s the Olympic and the Paralympic Games, and with the values we’ve always put them together so that they engage in both because I didn’t want them to see it as a separate thing really as I think it’s important that they appreciate both and see it as equal importance which it is. So that’s the way we’ve gone we’ve had assemblies with Tim Prentagast so they’ve seen Paralympians in action and they’ve seen Paralympic stories so hopefully they’ll engage in them just as much.” Dougal – 2012.

There was a definite feeling that the Paralympic Games were of equal importance to the Olympic Games. We cannot be sure if this is representative of the views of all schools, but this seems unlikely, as schools who provide only a small focus on London 2012 may concentrate on the Olympics, being the most famous and recognisable. There was also a sentiment that most teachers thought that the Paralympics needed more publicity, which London had made efforts to correct for 2012, and that it was important for them to make sure the pupils were aware of and understood the Paralympics.

“that’s the way we have approached it with the Paralympic Games to make sure that whatever else happens the kids understand that these are elite athletes and try to forget the wheelchair forget whatever it is that’s caused that person to be in that position, you know the fact is that it is an elite athlete performing at elite level, and the kids here really really went for that. I’d like to think that there is a real awareness amongst the kids that once the Games are done there is the Paralympic Games in their own right. I would hope that the kids would be more sportingly aware as well, you know we are quite proud of that, there is a real respect of the Paralympics.” Fred - 2012.

The teachers’ and national media’s efforts to educate and inspire young people with the Paralympic Games seems to have been effective for the pupils interviewed in this study. The pupils tended to enjoy the Paralympic activities as they were completely new experiences for them, and therefore more exciting. Pupils stated that they had greater levels of knowledge about the Paralympics than they had before, and that this equality between Olympic and Paralympic based learning was something they enjoyed

and agreed with. There was often a sentiment that the stories behind the Paralympic athletes were more inspiring to them than the Olympians as they had had to overcome more obstacles.

“I think I prefer the Paralympics just because I find that really interesting and I think it’s really good in terms of equality and things how everyone can get involved, so I think the Paralympics is such a good idea.” Year 9 pupil, school B – 2012.

“I think it’s really inspiring as well cos I think..... in the mens athletics in the Olympics its nice enough but a couple of seconds it’s over whereas the Paralympics you get the whole story of somebody who might have been told that they can’t do anything ever again and there they are at the Olympics! I think that’s so magical.” Year 9 pupil, school B – 2012.

There was also a feeling of wanting the legacy to be sustainable and live beyond 2012; a prospect that they felt was entirely down to them as teachers to keep the momentum going as Dougal talks about below.

“It’ll definitely inspire them, next year. Whether it does after that I don’t know, I suppose that’s up to schools and clubs because the kids won’t continue to be inspired if no one is continuing to inspire them.” 2011.

The case study High schools expressed many plans to carry on the legacy beyond 2012 with work that links in to the Rio 2016 Olympics, the Winter Olympics, and the Glasgow Commonwealth Games in 2014. Fred states the plans of his school to carry on creating their Olympic legacy around many more different mega events over the next few years. He goes on to pick out the importance of soft legacy and is very enthusiastic about the fact that for their school, the pupils are the legacy.

“We were looking at 2014 erm World Cup Brazil and 2016 Olympics Brazil we are looking at the differences between an economically developed country and a developing country possibly exploring things like that. World athletics as well, Commonwealth Games Glasgow, there’s so many sporting events to hang your hook on really, you know we’ll carry on and the thing is to be honest, that the Games will go but what won’t go are the people, and we actually think that there is a window of opportunity post games where there will be a whole bunch of athletes who will be back into the chase for sponsorship and public awareness err so I don’t see why we shouldn’t continue to cash in on that and why shouldn’t we?”

“The kids are the legacy, and if you want proof of that you’ve got kids who aren’t at this school anymore who are here today taking part, delivering and working with other pupils erm I think if you win hearts and minds you leave a longer legacy than if you do put buildings up in a way!”

For the case study Primary school, however, there was a sentiment that there would be a legacy but that it would only be short-lasting as without the SSPs or some other form of outside support, the teachers would not have enough time or resources to carry it on. In these case studies, the High Schools undeniably had more strategies to carry on work in the same theme and try and create a sustainable legacy than the Primary

schools did.

“I think the legacy of the Olympics will last less than 6 months up to a year, for some children I think it’ll last for longer but without the grass roots funding and time it’ll fizzle.” Elizabeth primary school teacher, school D – 2012.

Two of the schools were taking this task to create a sustainable legacy one step further by trying to create and maintain international relationships with schools in other countries. One with a pen pal scheme to schools in Vanuatu, who they’d created a link with through the local Pre-Games training camp, and the other with a Brazilian school who they wanted to pass their knowledge on to, and their experiences of trying to create a legacy around London 2012, hoping that the Brazilian school would do the same for Rio 2016.

“Yea absolutely we’ve got things in the pipeline for next year hopefully we’re trying to set up a link with a Brazilian school to try and let them know what we’ve done and try and pass the baton on.” Dougal - 2012.

All the High schools involved in the interviews have a plan for the schools’ own sustainable legacy. The key aspect to emerge on this subject was that this would not be possible without the key players, who have been part of creating the legacy so far, persisting as the driving force for its continuation. That seemed to be especially true for the involvement of the Head teacher, and only if the Head teacher is behind the movement to create a sustainable legacy is it likely to succeed.

“The head has highlighted the need for a legacy and bought into that too, because I think it would have been easy to just run a one year project and say right just do it for 2012 and that’s all we want, but she doesn’t want that she wants it to have an impact on the students for the coming years as well.” Dougal - 2012.

The head teacher at Dougal’s school has really bought into the notion of a sustainable legacy, giving him the funding to continue in his role as Olympic Organiser for another year in 2013. This is probably quite unusual as most schools who do Olympic-based projects would only run them in the year leading up to the Games. This highlighted this particular school’s desire to create and sustain their own Olympic and Paralympic legacy.

“Yes I’ve got the project again next year, I’m being paid to do that again so that’s my next job is to create a legacy from all this we’ve done. That’s my toughest task obviously we’ve got the Commonwealth Games in 2014 in Glasgow so we can link to that ermm and the next winter games as well, so that’s my challenge to carry it on and not let this be a bit of a flash in the pan.”

Harriet and Fred both identify the importance of a sustainable legacy to them and their schools, and cluster in Harriet’s case. They genuinely seem to be personally invested in the notion of creating a sustainable legacy, and they believe in the benefits it will

provide to the pupils, reinforcing to the notion that school based legacies would not be created or maintained without enthusiastic people like them.

“Yeah I think you’ve got to, cos all that hard works gone in beforehand like seven years! I think the stuff we’ve done was just the build-up the actual after stuff is the bit that makes the difference but it can only be sustained if you’ve got those people in the schools to make it sustainable.” Harriet, School Games Organiser – 2012.

“I think what we’ve done by having a strategic approach to this is we’ve ensured that the spirit of the Games will live on. As you walk around the school it’s absolutely everywhere! It’s not like there is an Olympic area. I think it’s inevitable that there will be some drop off but I think we’ve done as much as we can do to ensure that the kids, that the spirit of the Games lives on.” Fred – 2012

These plans to make any legacy created in the case study schools sustainable are in line with the Government’s plans for a lasting legacy as outline in the Creating a sporting habit for life report by the DCMS (2012).

When speaking with pupils heavily involved in the Olympic and Paralympic legacy building activities at their school, such as those who are Young Ambassadors or part of their schools Olympic committee, they expressed enthusiasm about the potential of a sustainable legacy for their school, as illustrated by the quote from a Young Ambassador below:

“I think it will leave a legacy, I think everyone will remember 2012 for being our year in this country, cos it doesn’t come around that often and I am proud of it.” Year 10 Young Ambassador, school A -2011.

This may not be the sentiment shared by all young people in the case study schools, though, as the pupils involved with these Olympic themed leadership schemes are likely to be confident pupils who would be willing to engage in many different types of project, and are not necessarily representative of all pupils. This is in some way highlighted by the responses of a random sample of year nine pupils in one of the case study schools, who said that they would rather not carry on doing Olympic related activities beyond 2012. There was an feeling of overkill about the length of time that the school had spent focusing on the Olympic and Paralympic Games, which they felt would have an impact on the potential legacy impact.

“I don’t think they’ll have as big a one as they thought..... I think they should have not gone on about the Olympics so long ago but just a lot more right now I think that would have impacted us more.” Year 9 pupil, school B – 2012.

“I really don’t want to carry on doing Olympics for more years.” Year 9 pupil, school B – 2012.

These sentiments are in complete contradiction with the feelings of the teachers in the

school, who are committed to continuing to base activities and teaching around future Olympics and other mega events to create a sustainable legacy, and they believe that the pupils are happy to continue being involved in Olympic and Paralympic based activities. Even though the pupils interviewed in this school were not keen on the Olympics being a continuing theme in their education, they did express a commitment towards the on-going use of the values in school and everyday life.

“I think that the Olympic values will stay but as we said before they should be used in normal day life so using them at school would be like normal day life.” Year 9 pupil, school B – 2012.

Theme 2 – Physical involvement in London 2012

Theme two links in with the observational data reported in chapter five, as they both illustrate the case study schools’ physical involvement levels with the London 2012 Olympic and Paralympic Games. The individual aspects that make up this theme are; Get Set, Using the values, Olympic and Paralympic inspiration and Excitement about the Forthcoming Games.

One aspect that has come through strongly as an important building block for legacy creation in the case study schools was the use of the Olympic and Paralympic values. Every school interviewed displayed the use of the values in many different ways, and all seemed to have placed some level of importance on teaching of the values to their pupils. In fact, the use of the Olympic and Paralympic values came across as much more key to their legacy plans than anything specifically sport or physical activity related, and as such were used as an attempt to engage the whole school, not just the pupils currently involved in, and interested in sport. All the high school case studies stated that teaching the Olympic and Paralympic values and in turn emphasising the importance of their use in everyday life, was one of their key goals for their Olympic legacy.

“The important thing for me is how they can apply them to their everyday life which I think we’ve tried to do so with the two Olympic days.. and hopefully that’s been embedded in them and hopefully try and make them better people.” Dougal - 2011.

This ambition about pupils using the values in everyday life was an educational approach to moral and ethical principles, related to the Olympics/Olympism, with which to live their life by. The teachers viewed the values as an entirely positive tool that had the power to inspire young people, change their behaviour and as such, have an impact on their future path. Examples of the attempts to teach the significance of the values to pupils were seen in all of the case study schools, as they all displayed some

form of reward system for pupils displaying any of the Olympic and Paralympic values. Some were even linked to chances to win tickets, allocated to the schools by the ticket share scheme, to see the Games live.

“Again just trying to imbed the values into everyday life. Like we do Olympian of the month for example, so they have the courage award one month, the determination award and I think getting kids to think about what those words mean, like what really is courage you know just gets them thinking about it doesn’t it.” Sam School Sports co-ordinator, school A – 2012.

Observations and interviews revealed that even the youngest pupils, aged seven and eight, could recite the names of some if not all of the values, and attempt an explanation of their meaning. The older pupils in the high schools almost seemed to have had the values drummed into them, but this did not provoke a bored or negative response in most of the young people interviewed, as might have been expected. Many expressed a feeling of worth about the Olympic and Paralympic values and said that they should be used in everyday life, reflecting exactly the views the teachers had hoped for in their pupils.

“I used to think the Olympics was all about the sporting side and stuff but I look at in a different way now because of the values.” Year 8 pupil, school C – 2011.

There was a feeling by a few pupils that they understood the wider meanings of the values for everyday life but could not see how they fitted into the ethos of the Olympic and Paralympic Games, so they questioned the need for such a strong focus on them when learning about the Games.

“I think the Olympic values are good but truthfully I don’t think they really apply to the Olympics that much, we did a debate about which is the most important and it made you think about it but I wouldn’t go to the Olympics and think oh this is to do with friendship I’d just be like oh it’s the Olympics. I think the Olympic values are good to know and it’s good to discuss them but their part of the Olympics I think could have been dropped and not so focused on.” Year 9 pupil, school B – 2012

“Yeah I think they are more relevant to everyday life than to the Olympics they should just be called the values instead of the Olympic values.” Year 9 pupil, school B – 2012

It is also worth noting that all the case study schools spoke about the values as a whole, rarely separating Olympic and Paralympic values, except to explain which ones belonged to which event. They were often just referred to as “the values” and equal worth was placed on them all. The high schools stated that the values would remain as part of their teaching curriculum in some way, which could be seen as an educational legacy.

“I wasn’t here when that decision was made it pre dates me but whoever made

it... it was a million per cent the right decision to go values because at the end of the day some people can some people can't do sport but everybody can have respect everybody can have determination. So yea it stays it's too good to go." Fred - 2012.

In part, the creation of a school based Olympic and Paralympic legacy was based on a feeling of excitement about the Games. This was probably more apparent in the case study schools than those schools that were not engaged so thoroughly, as, since 2009, the case study schools had provided a constant drip feed of Olympic and Paralympic based activities to build enthusiasm and anticipation around the Games. A feeling of latent excitement was reported by the schools in the year of the Games. In the two schools that had been planning their legacy since 2009, some of the less involved teachers and pupils felt it was a little too soon to start talking about the Games and doing Olympic and Paralympic based activities, as was expressed in the 2011 interviews, but by the summer term of 2012, it seemed that the excitement was palpable, with most of the schools reporting a feeling of a 'buzz' in the immediate lead up to the Games.

"So I think the atmosphere's quite nice as you can see today the kids are engaging with it and we are starting to get a bit of a buzz about the Olympics." Dougal - 2012.

Some schools tried to harness this exciting atmosphere by branding any activity they could relate to the Games 'Olympic' and there was a feeling that the pupils would respond better if the activity was included in the hype before the Games. It should be appreciated, though, that this is only a snap shot of the feelings in the case study schools that had put much effort into engaging with London 2012, and may not represent the feeling in all schools with their many different levels of involvement.

Physical involvement in aspects of London 2012 such as the Olympic torch relay, athlete visits and visits to the Olympic Park seemed to inspire the highest levels of excitement in the schools. These events allowed Cheshire East schools to feel more connected with the Olympic and Paralympic Games, and evoked a feeling of the event being closer to home. Most noted throughout the interviews was the impact of the torch relay passing through the local area, and the excitement this brought was a common theme for all the schools. Even with the bad weather that accompanied the torch's arrival, the pupils and adults who went to view the relay were very happy to have been involved. There was a feeling of surprise about the impact the torch relay on local schools and the community, which is illustrated by the quote below.

"Yes, everyone is definitely excited about the Olympics, and especially at the time when the torch relay came through; I think that's taken quite a lot of people by surprise, the impact of the torch, and when it does come to local communities, it does

touch that community in a special way and I think that was brilliant, and it's not something I imagined would happen in the way it did, and those that turned out and saw it really enjoyed it". Greg School Games Organiser – 2012.

One of the case study schools which had an extensive Young Ambassador scheme highlighted the impact of the role the Young Ambassadors in translating the excitement to other pupils, effectively bridging the gap between the teachers and pupils, as is highlighted below.

"since the turn of the year really since it's been 2012 and there's been more focus on it I think the kids have become more and more interested in it erm and obviously you can see that engagement, I think it's our young sports ambassadors that have been going around promoting it that has made that difference really." Sam – 2012.

There was also a suggestion that physical involvement in the London 2012 Olympic and Paralympic Games had the potential to have a positive impact on children from lower socio-economic demographics who may not get many opportunities to experience and engage in large world-wide events, an example of which is given in this quote.

"I was in a school earlier today, a primary school. It's in the West End of town, quite a deprived area, they were taking a group of 5 kids to the female football games, and they were well up for it. Those kids wouldn't normally go to Old Trafford, and have that experience." Greg – 2012.

Theme 3 – Inspiring young people and using the Games to develop their human and social capital

The largest theme to emerge from the qualitative data was Inspiring young people and using the Games to develop their human and social capital, and this could be considered to be a vital area for creating a legacy for young people. The coded data analysed in this theme consisted of; Pupils leading the legacy, Pride in pupils' development, Including all pupils not just the sporty, Importance of enthusiastic people and Olympic and Paralympic inspiration.

One of the most interesting aspects that arose from qualitative data collection was that in all the case study secondary schools, and in particular schools A and B, the push for the school to engage with the Olympic and Paralympic Games was coming from the pupils themselves. Although there needed to be one or more enthusiastic teachers (discussed in further detail below) who planted the seed of involvement in the Games, there was evidence thereafter of the pupils having a firm stake in the activities and programmes that would work best for their peers. All three secondary schools had some form of sport/Olympic based leadership group, with two having Olympic

committees and one having a large cohort of Young Ambassadors and Subject Ambassadors. School A had a large leadership group of Young Ambassadors, who in 2009 were inspired by an Olympic and Paralympic event at another school and returned wanting to promote the Games in their own school. They took the lead by presenting ideas on how to incorporate the Olympic and Paralympic Games into school life, as Sam illustrates in his quote below.

"We have quite a large leadership group of students from years 9 to year 12, 20-25 strong so we took 4 of those and they come back buzzing from it (Olympic event at another school). The best thing is, they have gone off and done it as well, so they said can I go and see Gill (head teacher) and the heads of houses and it's like yeah go and get meetings set up, and they keep coming back and telling me what has happened so it's brilliant really. I know one of their ideas is through seven months to name an Olympian or Paralympian of the month using those values. For example October might be friendship so then the teachers will nominate someone for a friendship award." 2011.

Pupils leading the legacy was also apparent in school B, where they had established an Olympic committee from the start of the school's involvement in the Games, and the committee were consulted on most decisions about the school's Olympic and Paralympic activities and initiatives. The Olympic committee was representative of the school as a whole, being made up of a range of ages from year seven to sixth form, boys and girls and an equal mix of those involved in sport and those who weren't. They also trained some of their sports leaders to lead activities on the Paralympic enrichment day. It was evident that the teachers had genuine pride in the pupils' skills and their ability to take on such responsibilities. The teachers involved expressed strongly in their interviews that pupils leading others and therefore building skills was key to the legacy. The student leaders built skills and knowledge, and therefore human capital, which will last them a lifetime, highlighting the role of human and social capital building in building a sustainable legacy for young people. The benefits gained by the pupils involved in their school's Olympic leadership programmes show the potential impact of the Games on young people provided they are given the opportunities to experience new activities and to gain further knowledge and skills.

"I mean you've only got to look around today to see that the sessions aren't being led by teachers they are being led by our students and I think that's the big difference. Obviously when we didn't have sports leaders in 2009 or at least not to the same capacity that we have now, it was all top down led by the staff the pupils just came took part and left again, whereas now we've got students from year eight right up to sixth form teaching and working. I showed some parents round today on a tour erm and one of the questions they asked me was where's all the teachers? And I said they're there but you won't notice them because it's the kids who are delivering it, and I think that's the difference and that's where the legacy will come from in the long term. Students who've been through student leadership projects and they've got skills that are going to last them for life." Chris - 2012.

In most schools the leadership programmes like Young Ambassadors and Sports Leaders have tended to emerge from sport and been made up of those pupils who are heavily involved with sports. However at school A, they started running a Subject Ambassador scheme, where any pupil could be a representative of their favourite subject. The Subject Ambassadors in school A were involved in the decision making around the schools Olympic and Paralympic activities. Teachers from this school suggested that this was the best way to engage young people, because if the ideas are coming from other young people it is more likely to be something the rest of the cohort are interested in. There was, therefore, a two-way relationship between the Ambassadors and the teachers, rather than having activities dictated by the teachers and given to the pupils whether they were interested or not., The importance of the Young Ambassador scheme, however, should not be underestimated, and particularly in school A, the ambassadors were vital in maintaining momentum. Many of the Young Ambassadors stated that they had gained new skills, such as leadership and public speaking and they felt that their self-confidence had also increased. All of these are measures of human capital, and they will also have increased their social capital through being a member of the Young Ambassador group. These human and social capital gains were so marked for two of the Ambassadors, that it effectively changed their lives as they were offered jobs with LOCOG when they were spotted representing their schools at regional Olympic events. The overall feeling at School A was that the Young Ambassadors, which they had had to try and continue running by themselves, had been key to creating their legacy. Could it therefore be said that other schools may have been able to get more involved in London 2012 if the funding for the SSPs and hence the Young Ambassadors had not been withdrawn?

“The other students quite like it that we are there to reinforce what they have learnt about the values in the lessons.” Year 10 Young Ambassador, school A - 2011.

Pupils leading the legacy in such a way was unexpected but probably only occurred in the schools that were making an effort to engage in the Games by having leadership schemes like Sports Leaders, Young Ambassadors and Olympic Committees. From the evidence collected at the case study schools, there is little doubt that those pupils who were part of these leadership schemes over the Olympic period gained invaluable skills and experiences, and as such, with the right opportunities, the Olympic and Paralympic Games has the potential to increase levels of social and human capital for young people.

Following the notion of the pupils leading the legacy in the case study secondary schools, there was a feeling of pride emanating from the adults involved about the role the pupils involved in leadership and Olympic groups had taken in promoting their

Olympic and Paralympic activities. It was again evident that all the schools believed that the legacy they were aiming to create was primarily for the current and future pupils, not for the teachers or for the reputation of the school. Quotes from Hannah and Fred from school B, illustrate their pride in what the pupils achieved during their Paralympic enrichment day.

“I think it’s been a really really successful day, I think the kids have had an amazing time and I think their behaviour reflects that. The leaders were exceptional and make the whole day it’s been a really inspirational day I would say.” Hannah teacher, school B - 2012.

“One of the things that impressed me most about them was their ability to take ownership and teaching to their peers, there can be nothing more challenging than leading your peers.” Fred - 2012.

There was also the suggestion by most of the interviewees that their work on getting pupils engaged with the Games had the potential to effect academic achievement. They reinforce human capital gains as one of the reasons for this hypothesis, such as increased self-confidence, motivation and their being inspired to do their best. Fred and Harriet share their views on whether they think their Olympic based work has the potential to impact academic achievement levels.

“I think there’s no coincidence ... there’s no doubt in my mind that the upturn in performance and the improvement in results and the focus on these values, they must be related they must be.” Fred - 2012.

“Yes, erm if you can motivate young people to take part and if what we’ve done has inspired young people then it should motivate them to doing their best in other areas as well. Once they’ve got that motivation themselves that picks up in other areas. But measuring that is very difficult. I think in School A we’ve done a good job there, I think its motivated a lot of young people, even the harder to reach ones.” Harriet - 2012.

Fred actually stated that there had been an improvement in exam results in 2009-10, which is the first year that the school had become fully engaged with the Games. In the quote below he talks about an inspirational banner that the pupils helped an artist to make based on the Olympic and Paralympic values, which was hung at the front of the hall so it could be seen easily during exams.

“We had a big jump in results 2009-2010 and whenever you get any sort of movement upwards or downwards you straight away ask yourself what did we do? I mean I am convinced that that 60ft banner in the sports hall that they did has helped, you know when the goings really tough and you’re in an exam and you think you can’t do it. In my head I really hope that one child looked at that and thought no go on, I can do it.”

Some of the interviewees identified the values as a key factor in trying to increase academic achievement, stating that the aim was to get the pupils to live their life by the

values and so be more determined to work hard to achieve the things that they aspire to. This again highlights the fact that the case studies were not focusing entirely on sport to inspire the pupils, but that education around the Olympic and Paralympic values played a huge part. Greg, an SGO who was heavily invested in the old SSP, agreed with the notion that engagement with sport and the Games could have an impact on academic achievement, which he thought was linked to skill development. He also highlighted the fact that increases in academic achievement levels are difficult to attribute to a single cause, and that the impact of the Games on local academic attainment would be difficult to track.

“In an ideal world, we’d be looking for a correlation between the Games and academic achievement, but it is quite difficult to track that. There’s a lot of evidence out there that if you’ve got young people who are engaged and involved in sport activity that they are more likely to achieve academically, but it depends which way you look at that; because they’re academically-minded, they might be more engaged in sport, it might not be because they are sporty they are able to achieve academically. I firmly believe that if you’re engaged in sport, you’re not only going to develop lots of different life-skills, you’re also less likely to get side-tracked by interests that will possibly take you down the wrong path. It’s a positive experience being involved in sporting activity, so hopefully, it will direct you down the right path, but we’ve not been able to track it.”
Greg - 2012.

It could be suggested that any potential impact of the Games on academic achievement and participation rates will have been made even more difficult to measure with the disbanding of the SSPs, as they were an organisation ideally placed to track Olympic impacts, which agrees with the work of Griffiths and Armour (2012).

With a heavy focus on the values, not sport, at all the case study schools, there was an conscious effort to try to inspire and engage all their pupils with the Games, and It was interesting to discover that the schools hadn’t taken the easy option to gear all of their activities towards the pupils that were already heavily involved in sport. Even in their leaderships schemes (Sports Leaders, Subject Ambassadors and Young Ambassadors) the schools kept their selection process open to all, choosing those who showed leadership skills and enthusiasm. Pupils heavily involved in sport still made up part of these groups, but did not dominate them. School A’s Subject Ambassador scheme made it even more accessible for all pupils, allowing pupils who were interested in, or who particularly enjoyed a certain subject, to be an Ambassador for that area. Schools B and C had their own Olympic Committees which were open to pupils of all sporting abilities and all ages.

“Not all sporty, of the four we took two actually strangely enough aren’t massively engaged they don’t really like doing sport, but are then inspired by sport if that makes any sense? They are not the most talented at sport they are probably in sets 2 and 3, but they are brilliant at going out and talking to primary schools and

inspiring them so it's really good really." Sam - 2011.

It also emerged that all the different subject areas needed to be on board with the school's plan to engage with London 2012 in order to try, in turn, to engage the pupils. In that way, efforts could be made to inspire all the pupils with the Olympic and Paralympic Games through all the different subject areas. This increases the chances that each pupil will find something that they can relate to, and this has been possible by the use of the Olympic and Paralympic values as they can be related to any subject area, as illustrated by Dougal and Hannah below.

"What I thought was nice was that every single subject this year engaged with it and there was something there for all students whatever their interests or their favourite subject there was something there for them in relation to the Olympics and the values." Dougal - 2011.

"I think you know it's (focus on the Games and especially the values) moved the school and massively it's given us a real focus, I mean me personally I'm not sporty at all on any level, it was possibly a little bit of a risk actually giving someone who wasn't PE related the task of doing something so Olympic related. I think because of that it has meant that it has touched all areas, I mean the one for me, although the whole thing is very inspirational, is when I go to the art department and they are making amazing pieces of art work, you know it's almost a cultural Olympiad as well as the sports." Hannah - 2012.

Initially, those at the forefront of creating their school's Olympic legacy met some reluctance from other teachers to get involved, as they believed that involvement in the Games could only be sport-related, although they later came round to the idea because of the universal use of the values.

"It's good to see different subjects getting involved in this I think everyone's realised eventually that it's not a PE thing, the Olympics it's not about that I think that message has now got across, and it did take two years, cos everyone was like right what's this got to do with me? And then when we told them that it's not about the actual Games it's about the values that they behold, staff started to engage with it a little bit more as they associated their subject area with the values." Dougal - 2012.

Nicola highlighted the difficulty she had in inspiring all the pupils, especially early on in their engagement with the Games.

"Yeah a lot of them... I wouldn't say all of them, it's difficult to get the ones who aren't sporty but I think that because we started a couple of years ago some of them were like "oh it's ages away 2012" but I think certainly this year with some of the events, and recruiting new people and doing more assemblies I think a lot more students are involved than they were at the start." Nicola teacher, school C – 2011.

Sam also talks about the difficulty in reaching all of the pupils.

"You always get some hard to reach students. Erm that's just the nature of teaching, but it's about inspiring as many students as possible and for the ones that have not been impacted what else can you do to try and inspire them? Just by telling

people that the Olympic Games is on is not going to work, you have to do things and it has to excite everyone. It's difficult and maybe it's not achievable to inspire everyone but you try to inspire everyone and I suppose it's all you can do really." 2011.

This could highlight the importance of starting to plan a legacy early, in order to build momentum and really involve the pupils that are not inherently sporty. This seems, however, to be in disagreement with the thoughts and feelings of some of the pupils interviewed, who felt that their school had started their Olympic focus too early, and that they were bored by the time summer 2012 came around. This interesting view is explored further later in this chapter.

Greg makes a stimulating point about inclusion not being just about trying to engage the hard-to-reach or non-sporty pupils, but that it can also involve providing opportunities for those who show levels of excellence in a certain area.

"That inclusion can be at different levels; it can be additional need in terms of special educational needs; anything from low self-esteem to some kind of physical disability. Inclusion can also mean making sure the gifted and talented kids get the opportunities that they should have as well." 2012.

Some of the schools are already experiencing an impact from some of the Olympic and Paralympic initiatives they have put in place. As Fred highlights below, where he explains about his school's Olympic and Paralympic enrichment days becoming a permanent feature in their school development plan, showing some evidence of a sustainable legacy before the Games had begun.

"For me the enrichment days have been huge, that's where we basically take a group of students and give them an amazing day, we got to the stage after we'd done two, we realised what an impact they were having and we wrote it into the school development plan that every child will have an Olympic experience before the Games have happened, so we've only got 200 in year seven who've yet to have an Olympic experience and they will do theirs in July. Erm so every kid will have done something to do with the Games, I'm quite proud of that really." 2012.

He expanded on this area saying that he thought the success of the enrichment days could be attributed to them giving the pupils a wide choice of activities. The ability to choose their own path seemed to give the pupils a sense of ownership about their engagement, rather than being given a rigid plan of exactly what they would be doing, as is often the case in normal school life.

"To be honest with you I was anticipating that, I anticipate that with all the enrichment days that we do, I always think the, you know, what if question, what if they don't want to do it? But the kids here do do it, and I think that the big triumph of it has been the range of things that we've offered. When we did year eight and year ten together we offered them an arts route or a sports route so they'd have a little bit of each but principally their day was in the areas they'd chosen and that element of choice tends to increase your participation rates, kids have got more ownership over

what they want to do." 2012.

Some of the pupils interviewed also talked about the power of the Games to inspire non-sporty young people.

"You've got people who are more sporty and like to try sports and then you've got people who are more in their shell, and I think that's who the Games really do help the people who are more not into doing sport and not really into trying it, I think that'll really give them a taste of it so they can get out of their shell and be more active." Year 9 pupil, school B - 2012.

"Not all people are sporty you have the academic people too, and I think they enjoy having lessons based on the values because it puts a different view forward. It brings the whole school towards the Olympics instead of just the sporty ones." Year 10 Young Ambassador, school A - 2011.

Overall the interview and observation data from the case study schools has shown that the Games does have the potential to engage a range of pupils, not just those heavily involved in sport, and that the key to this seems to be using the values and offering many different Olympic and Paralympic based activities.

One of the most significant points to emerge from the qualitative data collection was that having an enthusiastic person to head up and drive legacy creation in schools was extremely important. The schools that provided their pupils with a lot of Olympic and Paralympic based activities and initiatives always had at least one adult who really believed in inspiring the pupils through London 2012, and were therefore the driving force behind any Olympic legacy created. Examples of these people were found in all the case study schools and they were seen to put a large amount of effort in to getting other teachers on board with their efforts to engage their pupils in London 2012. These enthusiastic people were the key to any legacy creation as they kept the engagement levels up and provided ongoing Olympic and Paralympic activities to maintain the students' interest. The school's enthusiastic people are therefore central to the sustainability of any legacy created. Examples of the importance of enthusiastic people in the role of legacy creation in the case study schools are given below.

"Oh yea Harriet has erm she's been the driving force throughout the whole partnership, she's had two Olympians in all week in Macclesfield last week which obviously would have cost a lot of money, erm and put different events on but she's definitely the driving force and has done a lot around the Olympic and Paralympic values." Dougal - 2011.

"I think you've got to have a motivator and you've got to motivate the staff to motivate the pupils, and most of them haven't grabbed it like I have, but I understand people grab on to different things." Harriet - 2012.

"Definitely, unless you've got somebody who has a personal interest in something, it won't happen to the same degree. There are teachers, naturally, who will

do whatever they can, but if you've got somebody with a real passion that's where you will get the most impact within a school, and with legacy as well." Greg - 2012.

As might be expected, it was found that the enthusiastic people working on the front line of engaging their school with the Olympics were vital, but without the support of senior management, and in particular the head teacher, the potential for a school based Olympic legacy could only go so far. It seemed that the schools in which the head teacher had really bought into the idea of inspiring their pupils with London 2012, were the ones that provided many Olympic and Paralympic based opportunities and experiences to their pupils, resulting in possible gains in social and human capital and potentially, a sustainable soft legacy for their school.

Yep absolutely she's (head teacher) been superb throughout, I asked her to be involved with today and she jumped at the chance, she wanted to be here and I think it always gives it that little bit of validity and importance if the Head is engaging with it, so the students can see right she's behind this therefore we'll engage with it as well." Dougal - 2012.

Some of the pupils also noticed the positive impact of having the head teacher involved.

"Miss Walker is really enthusiastic and stuff and she wants to be part of everything and she asks like our opinions as well, she'll come up to us and be like oh what do you think about this." Year 9 pupil, school B - 2012.

At school A, The use of Olympic or Paralympic athletes as role models to inspire young people with the Games was also highlighted as important. This worked particularly well when the athlete was also very enthusiastic about the message they were trying to pass on. There was a feeling that these types of role models were more easily related-to than teachers and would therefore be able to engage a wider range of young people. Sam highlights the positive impact that Craig Heap, an ex-Olympic gymnast, had on the pupils at his school.

"And Craig obviously is excellent at what he does he really does enthuse the students erm so it's fantastic having him as a role model. He's such a character and I think you need that in schools I think they often see teachers and they are very structured in what they do, so it's quite nice just to see somebody come in and be flamboyant and enthusiastic and they'll see him on their level. I think he inspires people really and I think you need more people like him going around schools, the problem is obviously it costs money doesn't it, but people like him I think make a big big impact. When our ambassadors go round to conferences and listen to speeches, that's why they want to be ambassadors because they've been engaged and enthused by these speakers you know teachers have a big impact as well of course but I think it's nice to have this different impact from them as well." 2012.

One of the pupils interviewed at school A, who was not inherently sporting and was more involved in the media aspect of their activities, talked about the impact that Craig

had had on her.

“Craig inspired me to think that it’s not too late to start sport, everyone can relate to him, his story wasn’t a sob story it was a success story! It’s made me think that I can try something new.” Year 8 pupil, school A – 2012.

This quote highlights real levels of inspiration and feelings of increased self-confidence and therefore human capital levels, showing the potential impact that relatable role models can have on young people.

Opinions about whether London 2012 has the power to inspire young people were heavily investigated during the interviews at the case study schools. A large amount of the data that emerged from the interviews was stories about the Olympic and Paralympic activities that had successfully inspired pupils. Interestingly, the aim was again not focused on inspiring pupils to participate in more sport, and all the case study schools were more intent on inspiring pupils to have confidence in themselves, and to believe that they could achieve more through the Olympic and Paralympic values.

Interviewer – That’s what’s so interesting that’s emerged, it’s not all about them being inspired to do more sport?

“No it’s about themselves and that’s what I believe the whole programme is about. It might be driven through sport but it’s about self-belief.” Harriet - 2011.

“I think the key is that pupils are starting to realise now that it’s not just all about sport.” Dougal -2012.

There is again a suggestion that the real positive impact of being inspired by the Games is not just increasing sports participation, but giving young people opportunities and experiences to improve their skills, knowledge and self-confidence, and in many cases increasing levels of human capital. Evidence of building social capital is also an apparent effect for pupils that were involved in leadership groups such as Young Ambassadors or Olympic committees, as is highlighted in schools A and B through Harriet and Fred’s feelings.

“I think the Ambassador programme has really been a driving force and the step into sport programme the young leaders and all those competition festivals that we’ve done linked all together has inspired people to think “I can do this!” whether it’s photography, media, coach you know just being a general volunteer it’s given them something to work towards.” Harriet - 2011.

“There is the team spirit which I think is what MOCOG (school B’s Olympic committee) have done and what they’ve engendered across the board through the sign, through the citizenship periods. Because they have produced things there has been something where they can think you know we did that and it just does bring them closer together and we’ve noticed it.” Fred - 2012.

The teachers interviewed had only positive things to say about their student leadership groups, praising their involvement in disseminating information and encouraging other pupils and schools to engage with the Games. Reflecting on the topic of the importance of enthusiastic people in the efforts to create a school based legacy, it would be reasonable to assume that the significantly engaged pupils who form the leadership groups are also part of the enthusiastic group of individuals who drive Olympic engagement and legacy in their schools forward.

As the adults chosen as interview subjects in this study were those most involved in their schools Olympic and Paralympic activities and efforts to create a legacy, it would be expected that they had some belief in the power of the Games to inspire the pupils, and this was certainly the case. There was an overall feeling that the Games, and especially the values, had the power to inspire young people.

"I definitely think so yea definitely, I think even looking at 2008 Beijing I think even the buzz about that erm was notable, yea I think it has the potential to inspire young people." Nicola - 2011.

"An event like that that's so big and so famous obviously the biggest sporting event in the world has got to have the potential to inspire people, especially that it is happening in the country, then it's got to I think. It's great for the country! It's going to inspire so many young kids particularly next year, next year is gonna be the big year it's all been a build-up but next year I would have thought every school would be promoting the Olympic Games, every kid is going to watch it on TV, and hopefully some will get there to watch it live as well." Sam - 2011.

All the adults interviewed could pin point at least one Olympic or Paralympic based activity that they had developed and ran at their school, that they really believed had inspired the pupils, and which they personally felt pride in having been involved in.

"The Olympic themed sports day, that was a really special day the sort that really stands out in your mind." Nicola - 2011.

"Oh definitely! Its inspired myself to be honest, you know when we went down to Tatton park it was really exciting, it sounds strange cos you're just going to see a torch but its more about what the torch symbolises it is quite exciting, the kids were absolutely buzzing from it. Like today one of our students was a torch carrier and I had a little chat with him after the assembly and it makes such a big impact he's really proud and his family are really proud, little things like that I just think it's inspiring really." Sam - 2012.

"They've learnt something today that they didn't know before, we've got a group of kids using wheelchairs for basketball doing spins on them and things and they couldn't do that yesterday! They're gonna go home tonight and talk about what they've learnt and that they can do it." Hannah, talking about their Paralympic enrichment day - 2012.

One of the pupils from school B also talks about how they had been inspired by one of

the school's enrichment days.

"This one was quite good cos it's got me inspired to do more things, we had taster sessions of different sports and we had talks and stuff, that inspired me to look deeper into sports that I hadn't even heard of before so Like Thai boxing I really want to do that now, that's because we did it and it just seemed really fun. Before if someone had said do you want to do some Thai boxing I'd have been like no no no, but now I've tried it I would want to go and do some of that." Year 9 pupil, school B - 2012.

Athlete visits again emerged from the data as being one of the key ways of inspiring young people, which illustrated the unique way in which a role model can really strike a chord with a pupil. There was an indication by the teachers and the pupils, that the athlete visits provided a real "wow factor" and a relatable link to the Games.

I mean I don't know if Sam showed you the letter from one of the ambassadors to Adam Whitehead? She wrote a letter that she had been really inspired by him because she went round with him during the school visit so she actually wrote a letter saying how inspired she was and she's apparently not a very sporty child, quite quiet." Harriet - 2011.

"It's good having the Olympians in because they enforce what we say in school assemblies and seeing their stories is quite inspiring really!" Year 10 Young Ambassador, school A - 2011.

"Like last year when Tim Prentagast (Paralympic runner) came in, he like inspires you to carry on even if you've had a bad time with sport, cos he's been through a lot so it inspires you to carry on with sport." Year 10 Young Ambassador, school A - 2011.

As discussed earlier, a Pre Games Olympic Training Camp (PGTC) was held in Cheshire East (CE) for Olympic athletes from some of the Oceania countries, and as such, local schools and pupils had the opportunity to meet Olympic athletes that would compete in London 2012. Over the time that the athletes were training in CE they attended several school based Olympic events and so some local pupils had the opportunity to engage with them. Greg talks about his hopefulness that this engagement would encourage further learning about different cultures.

"At our athletics event they came down and led the parade and handed out the trophies. So there's two levels; Olympic athletes training locally, and being available to come down, and secondly the fact that the kids are able to see that, and possibly learn about a different culture too. For example, you mention the Solomon Islands; it's 9000 miles away, but hopefully, they'll go away and do a bit of research." 2012.

One of the pupils from school B was a member of a local athletics club, which was the training base for some of the Oceania Olympic athletes. Being in close contact with Olympic athletes seemed to have an inspirational effect on her.

"That's the same at my athletics track cos there's some people from like some

place in the world and they are coming to train at our track, and when we are training they are training there as well, it's really good cos they've travelled all that way so it's really good to see what they're doing." Year 9 pupil, school B - 2012.

In contradiction to the sentiments above, some of the pupils expressed the feeling that visits and talks from athletes and previous champions did have an immediate inspirational effect, but that this was short lived and that any ideas for action they may have had quickly wore off. This feeling is expressed by the quotes from the pupils below.

"When I see these athletes and what they've done you think that's cool, and makes you think aww I wonder if I could do something like that. But I think after that that feeling kind of dies off for me, for those couple of hours i get like Oh yea I wanna do that! But the next day I'm like, but in reality I probably don't really want to do that." Year 9 pupil, school B - 2012.

"I think like personally for me like when they speak to you for like an hour it makes you want to do their sport but then that kind of goes away". Year 9 pupil, school B - 2012.

Generally, the feelings of the adults interviewed were that the Games had the potential to inspire young people, and that this was an overwhelmingly positive thing. Greg did make an interesting point about how schools and other organisations handle these initial feelings of inspiration and convert them into sustainable actions. He draws attention to the issue that if pupils are inspired by the Games to try new activities then provision for a range of opportunities must be available, and this shows the importance of good links between schools and community sports, arts and creative groups. Unfortunately for most of the schools in CE, the links they used to have with clubs were lost when the SSPs were disbanded (see Chapter 4), therefore having a potentially negative effect on any local soft legacy impacts.

"Everyone has their own interests at different levels, and most people are inspired, but inspired to do what is the question, I suppose. If it's to be inspired to take part in sport then as long as you've got a range of opportunities, and at the right level, then...yes." Greg - 2012.

Furthermore, as highlighted earlier in this chapter, the case study schools had put equal emphasis on the Olympic and Paralympic Games, with the values being the binding factor. This came across strongly in the feelings of inspiration reported by the pupils, as most were equally inspired by both events. Some pupils stated that the Paralympics inspired them more, and had a bigger impact on them than the Olympics, as they were impressed that the Paralympians had had to overcome great adversity in order to compete.

"I think it's really inspiring as well cos I think..... in the men's athletics in Olympics its nice enough but a couple of seconds it's over. Whereas the Paralympics

you get the whole story of somebody who might have been told that they can't do anything ever again and there they are at the Paralympics! I think that's so magical."
Year 9 pupil, school B - 2012.

Theme 4 - Local legacy impact on a community external from the host city

The unique aspect of this study was its focus on Cheshire East, an area remote from the host city; and so, as expected, a theme emerged about the local aspect of legacy creation in a region that was external from London. As such, the codes derived from the data and discussed in this theme are; Localism, Networking between schools and Community involvement.

There was an overall feeling in the case study schools that the Games were for everybody not just for people in London, but that the experiences wouldn't just come to them and they had to go out and get involved, as was highlighted in theme two above. One teacher highlights the fact that the enthusiasm of the pupils towards the Games is not dampened by their remoteness from the host city.

"Interestingly is that none of our kids say "why are we doing this? It's not our Games" They have ownership of the Olympic and Paralympic Games even though we are up north. The line we've always taken on this is that it is London's Games and we know that and that's the nature of the Olympics it's not a countries it's a cities but we wanted our town to have a bit of a chunk of it as a one off." Fred - 2012.

Another teacher from the same school confirms the sense of ownership around their school having its own piece of the legacy through the experience of a pupil being a torch bearer for the Olympic torch relay.

"we got a picture of her in the doorway with her torch and we suddenly realised that's actually a kid that's walked these corridors that we've followed the journey with, yea ok we may not be in London but we've got a little bit of London, and every kid that is now going to watch the Olympics or has been that little bit more inspired to do what they want to do." Hannah – 2012.

The proximity of some of the Olympic football Games that were held in Manchester enabled one school in particular to feel closer to the Games. For the other case study schools in Cheshire East their closest link to London 2012 was the Pre-Games Training Camp based at MMU Cheshire in Crewe, which hosted some athletes from the Oceania nations. This link provided opportunities for the local schools to initiate relationships with the athletes through visits and coaching sessions and created pen pal links between one of the case study schools and a school in Vanuatu. This provided an invaluable international link and the opportunities for local pupils to learn about life geographically and culturally far removed from theirs.

“so we wrote to them last year erm and it took a while for them to write back but our guys had sent off things like friendship bracelets and had written about our culture and sent pictures, and we did receive lots and lots of letters. They have written about their family and talked about what their normal day was like so that was a really nice moment and every kid that had sent a letter received one back from the person they had written to. They were very very very excited! Especially because whole correspondence has been quite slow really but saying that the wait made it more exciting.” Hannah - 2012.

The local link with the Pre-Games Training Camp also had an impact on pupils involved in local sports clubs. For example two of the athletes trained at the local athletics track where some of the pupils from the case study schools were attending an athletics club.

“There’s some people from like some place in the world and they are coming to train at our athletics track cos our track is new and when we are training they are training there as well, it’s really good cos they’ve travelled all that way so, it’s really good to see what they’re doing.” Year 9 pupil, school B - 2012.

For the pupils, there were mixed feelings about their proximity to the Games, with most being excited about such an event taking place in their country, but some still feeling that London was too far away for them to get overly involved with the Games.

“it’s good when in it’s in places like Beijing but it seems so far away and you can only watch it on TV whereas in theory it’s like anybody in the school could go down to London and watch it, it isn’t that far and I think there’s a football team practicing at our local club and that makes you seem really involved cos there’s a football team right there that’s going to be playing in the Olympics in a couple of weeks’ time.” Year 9 pupil, school B - 2012.

“I feel like the actual Games that are in London, I feel like that’s too far personally for me to get involved with unless you are actually going to see it.” Year 9 pupil, school B - 2012.

One school expressed a feeling of disappointment about the lack of effort on LOCOG’s part to try and encourage schools outside London to really engage in London 2012. As a school heavily involved in Olympic and Paralympic activities with the goal of trying to create their own legacy, they believed that there was not as much of a focus on giving schools in other parts of the country the opportunities to further their involvement, and if the school had not made such an individual effort the pupils would not have had nearly as many chances to engage with the games.

“I bet there’s a lot more going on in schools in London, we’re doing a great job here but it’s what we’re doing as a school rather than being supported by any organisation, our bid got rejected for the Olympic project you know that could have made a big difference to all of our schools, it wouldn’t have been just Wilmslow it would have affected a lot of our primary schools” Sam – 2012

This could be seen as something of a narrow focus for LOCOG as their goal was to

inspire a generation of young people, and most of the effort was concentrated on London to provide a snapshot of much activity for the media. Having said this, the case study high schools showed a great commitment to passing on their knowledge and experiences to other high schools and primary schools in their cluster. They really seemed to want to get as many schools involved as possible, and there was no sense of 'this is our thing only', showing that even though they did not receive the hoped-for support from LOCOG, they were able to individually make a difference to local schools in their community. Examples of this were passing on ideas for Olympic and Paralympic based activities, running mini Olympic events for primary schools, Young Ambassadors going into primary schools, and teaching the pupils about the values. It came across that those pupils involved in leadership schemes like Young Ambassadors or Sports Leaders most enjoyed the aspect of passing their knowledge on, especially to primary schools.

"It's nice to get credit for helping people and it's nice when people say it, and I think because of that approach because we have been so inclusive a lot of people have taken the time to write to us and say thank you and stuff and that's important to us." Fred - 2012.

"I do a sports leadership thing where we went into Primary schools and we did different activities little year fives' that were to do with the Paralympics and mine was an obstacle course where you are blind folded so it was all about co-operation, so we're not just doing it we are trying to involve other kids into doing it, I think that was really good to get other people involved and to teach other younger people about it." Year 9 pupil, school B - 2012.

There were also comments both by teachers and pupils about the legacy not being just for them in schools but also about attempting to include the local community. This was through relationships with community groups, the impact of the Olympic athletes staying and training at their local training camps and, in one school, through the creation of the Olympic Boulevard (a building, shaped like the aquatic centre in London, with a gym, sports, IT and creative facilities created for shared use with the community). It could therefore be said that, for the young people in Cheshire East, there has been a crossover of exposure to London 2012 as they have been involved in Olympic and Paralympic based activities both in the community and at school.

"The Olympic Boulevard is good cos its connected to the Olympics and it gets the community involved everyone can be a member of the gym so it brings like the community into the school and brings everyone together which kind of reflects what the Olympics does." Year 9 pupil, school B - 2012.

"I think what we've tried to do and all we've tried to do is make sure the legacy that we leave is an inclusive one, it hasn't been Malbank's, I mean yea we've done a lot of things but we've always been willing to share this I mean we took it to are Nantwich VIP partners we've worked with our Primary schools we've worked with the community, we've worked with every child in the school errm and we've worked beyond the North

West as well, with Vanuatu.” Fred - 2012.

Theme 5 – Unforeseen and unintended impacts

This theme covers any areas of discussion that were unforeseen and emerged from the data unexpectedly; data that was unexpected cannot be ignored as it helps to form the rich picture of the process of legacy creation in schools. The codes identified and discussed in this theme are; Doubts about London 2012, Changing political climate and School Games and Michael Gove.

With this research investigating the potential legacy impact of London 2012 on Cheshire East Schools and their efforts to create their own legacy, it could be assumed that most opinions of those involved in legacy creation at the case study schools would be positive. This was mostly the case, as the people invested in creating a legacy for their school generally displayed enthusiasm for London hosting the Games and a commitment to some form of legacy being left behind. There were, though, some contradictory statements and feelings of concern or disappointment in the interview transcripts in relation to certain areas of London 2012. The interview data gathered under the theme Unforeseen and Unintended Impacts was not expected at the point of proposing this research in 2010, but the views that are expressed are vitally important in showing the full story around attempted legacy creation in well-engaged Cheshire East based schools. When London won the Olympic bid in 2005 the country was financially stable, but in the seven years that followed, the United Kingdom slipped into a deep recession from which we still have not fully recovered. Spending of such a large amount of public money whilst the country is in a recession has been the centre of most people’s negative views on London hosting the Games. This was picked up by some of the teachers interviewed, who themselves felt the money spent had been justified, but were worried that the legacy of the Games could be overshadowed by the financial legacy, especially in relation to the success of team GB. There was a feeling that if team GB did poorly in the medal tables, then the public and the media would have the opinion that it had all been a waste of money, and that this would have a negative knock-on effect on any potential legacy.

“I think there will be the bun fight over the political side of things depending on how well team GB does, depending on the finance I think the austerity Games is a title that I’m hearing more and more. Some people will look at the Olympics as a big party in London and think “ well I’ve lost my job and I live in Leeds IS it worth spending 8.9 billion on” Fred - 2012.

One of the aspects that seemed to concern the teachers most was a disappointment

over the Olympic tickets allocated to them as 'rewards' for engaging in London 2012 through the Get Set scheme. There was disillusionment over the amount of tickets allocated and the venues and sports they received (every school interviewed in this study received Olympic football tickets for one of the northern stadiums). This feeling was even more apparent in the two schools that had been used as case study best practice schools for the Get Set Network. They felt they had gone above and beyond what was expected of them in terms of engaging with the Games, and they were really hoping they would get to take their pupils to London to be part of the Games and to experience the atmosphere. There was a worry that watching Olympic football at Old Trafford might be an anti-climax for the pupils and that they would not experience the Olympic 'buzz' expected in London. They seemed to share a reasonable expectation that they would get at least some tickets to go and see an Olympic or Paralympic event in London, but this was not the case and all the schools felt let down by this decision. It could be hypothesised that this disappointment would not have been the case in all local schools. Schools, for example, that had registered on the Network but had not been overly engaged with the Games may have been quite pleased with the allocation of Olympic football tickets. In terms of rewards for effort expended, this decision to reward the two case study schools -who were showing mass engagement with London 2012 on every level- football tickets for northern venues, could be seen as somewhat unfair, and they may feel they could have got the same rewards for their pupils with barely any engagement. There was a collective feeling that LOCOG were missing out on creating a legacy for the local young people by blocking their chance to come and experience the London 2012 Olympic and Paralympic Games.

"I think it's just a missed opportunity on behalf of whoever it is to actually make a difference to some kids, they could have made a big difference in some kids lives and that's the missed opportunity when you are talking about legacy, that's the legacy that they've missed." Fred - 2012.

"We got eleven tickets but it's to old Trafford which I know is part of the Olympic legacy but it would just be really nice to take our kids down to London, any stadium would have been pretty amazing" Hannah - 2012.

"I'm going stick my neck out and they'll probably sue me for saying this but I think the decision to give us old Trafford tickets was a lazy decision. It was... there's a school in the North West we'll give them old Trafford tickets you know I say look we've accepted from the start that these are London's Games and we've brought everything we could to the table and never once have we criticised, we've just embraced it all the way ... and I think it's actually a bit of a slap in the face what they've given us, the regionalisation of you're up there so you go up there." Fred - 2012.

This frustration about the ticket allocation was no doubt increased when the masses of empty seats for Olympic events were seen on the television coverage, as the schools had many pupils who would have been extremely pleased to have had the chance to

watch an Olympic or Paralympic event.

“it does gall a bit that there will be some people sat in the stadium watching the pinnacle events who maybe have just got lucky picking the right Mars Bar out of the thing and some of our kids have lived the Olympic values and have got a 40 mile trip up to Manchester as a result, and I think that’s unfair.” Fred – 2012.

One of the case study high schools applied for a grant from LOCOG to enable them to increase the impact of their legacy efforts, but were unsuccessful and they received no feedback about why their proposal was rejected. There was a feeling of the bid process not being fair and being based on spreading the winning schools out across the country. The teacher interviewed stated that he thought they were unsuccessful because another school in the region had already won a grant. There was therefore an impression of a resigned nature about the bid, that they had done all they could, and it wasn’t enough, as illustrated by the teachers quote.

“I’d be surprised to see a school more engaged in Cheshire East with what we try to do, because this year we’ve been doing it for three years and that was a bit of a kick in the teeth because we’d done everything that they had asked us to do, we’d obviously piloted on the Get Set, we’d piloted on the bid as well through what Rosie did, and not to get anything was a bit of a kick.” Dougal – 2012

It was interesting to see that Dougal was so invested in the process of creating a legacy for the pupils at his school. He found it difficult to have the bid rejected, and struggled with the feeling of a missed opportunity and demotivation, especially as the Government wanted to generate a legacy in terms of increasing participation.

“It was a personal put down for me you know it knocked my enthusiasm a bit for the whole project cos I thought what’s the point I’m doing everything that they’ve asked me to do yet they are not rewarding us with anything, that was a bit hard to take, but as I say you pick yourself up and get on with it and do what you can with what you’ve got. I don’t think we’ve suffered.” Dougal – 2012.

One of the School Games Organisers, who was known through the interviews and observations to be extremely committed to creating an Olympic legacy for all the schools in her cluster, expressed some regret that some of the local schools she had visited were not engaging with the Games as much as she had hoped. Even though many recognised her as the driving force for legacy creation in the schools in her area she saw it as a personal failing that she had not been able to reach all the schools and pupils.

“I took some champions round in national school sports week which is when you would think they would be doing a lot and some schools weren’t even celebrating world sport day, you know we went round doing activities because the athletes were doing assemblies with the kids to try and motivate them and I was quite disappointed in the lack of activity that I was seeing and the lack of knowledge that it was national school sport week.” Harriet – 2012.

“I’m not sure, I don’t personally think I’ve made the massive impact I’ve wanted to.” Harriet - 2012.

This feeling of the schools that their efforts had been poorly rewarded could show a downfall in London 2012 education legacy planning. Not providing what the schools thought were suitable rewards for the work they had put in, could have led to a demotivation in the teachers involved in legacy planning or a loss of interest by the pupils. As such it could have a negative impact on the sustainability of any legacy created.

As discussed earlier, the leaders of the Olympic movement in the case study schools obviously thought that getting the pupils engaged early would be the best way to create a lasting legacy, but in contrast to this, when interviewing some of the pupils from school B, it emerged that they felt the build-up and focus on the Games had started too early, and so expressed a feeling of boredom about further Olympic and Paralympic based learning or activities. The teachers seemed to have no idea that some of the pupils felt this way, believing that the pupils were still enjoying the Olympic and Paralympic activities they were advocating and that everything was building up to the climax of the Games in July 2012. In past research on legacy creation from mega events, the recommendation has always been that early planning is needed to secure a sustainable legacy, but could the feelings of the pupils below indicate that for some legacy strategies the planning phase can actually be too long?

“Although truthfully I think... since September they’ve been going on about the Olympics and by the time it’s actually coming around now I’m like ermm a bit bored and I haven’t even seen it yet.” Year 9 pupil, school B - 2012.

“Last year everything was like boom the Olympics this learn this learn that equality and all that, it’s kind of like it’s here now and I’m a bit like oh I know everything that I need to know and want to know. I think if they’d started it maybe in January so like the Olympic year right now I’d be like I’m so hyped! I think it’s been a bit of an overkill truthfully to an extent.” Year 9 pupil, school B - 2012.

It may be worth noting that these are the opinions of a few of the students interviewed and may not be representative of feelings held by the other pupils in the school.

Initially, when deciding on the research questions for this study, this was not an area that was expected to emerge. At the time the research was started, the funding for School Sports Partnerships (SSPs) was secure, and they were managing school sport well, so they were the ideal platform from which to launch an attempt to create a participation legacy in schools. Unfortunately, as the country started to suffer from a financial recession the new coalition Government was faced with having to make huge budget cuts and it became obvious that the SSPs would be subject to some form of

budget cut. In the end, all their funding was cut and the SSPs were disbanded, decimating a network that was used to provide equal sporting opportunities for all schools. With the loss of this regional network it was difficult for schools to band together on any form of Olympic activities or legacy creation planning, leading to schools being left to choose whether they wanted to engage with London 2012 individually and to try to create their own legacy. For most of the schools, and especially the two previous Partnership Development Managers that were interviewed, the disbanding of the SSPs had a huge impact. There was a feeling of disillusionment that the network they had put a lot of time into setting up had been taken away from them right at a critical point. The personal effect it had on some of the schools and individuals previously involved in the SSPs came through very strongly in the interviews. Harriet, a former PDM for one cluster in Cheshire East was particularly frustrated with the decision, and it was obvious it was very demotivating for her to have the network she had been working on for years disbanded.

“[Pretend crying] Don’t ask! Oh God it’s been, is it annus horribilis that’s the year it’s been! Erm how’s it affecting us? Well we’ve carried on as normal we’ve done an absolutely brilliant job because it’s been very de motivating but we’ve really tried to hold it together.” Harriet - 2011.

Rather than the SSPs having the funding for school sport in their region, schools are now given a much smaller amount of individual funding with which they can choose to buy in to any smaller school sport network that may be trying to operate in their area, which is what the former PDMs in Cheshire East hoped would happen. Essentially, though, they are free to use the money as they choose, and could spend the funding on a completely unrelated area, abandoning their efforts towards school sport. This is the unfortunate reality that has been happening with some schools in Cheshire East.

“this new funding now goes directly to the schools so whereas before it used to all come to us and the schools sort of had to buy in to to get the money now it’s all been handed over to the schools. I’ve already seen doors being closed to say ‘go away this is our patch we don’t need you ‘.” Harriet – 2011.

The Government had to put forward a reason for withdrawing all the funding for the SSPs apart from needing to save money, and so a feeling of doubt about the success of the SSPs was suggested to provide a cover for their decision. This implication about the SSPs being unsuccessful was met by anger and disbelief by some of those interviewed that were heavily involved in the SSPs.

“Since we first started the partnership seven years ago started erm the impact has been massive in terms of engagement of all the kids in primary school and High school, leadership initiatives that have come in, gifted and talented and just numbers taking part in sport, and the quality of sport. I think it’s all improved as a result of the partnership really, it’s definitely had a major impact.” Sam - 2011.

“So it has, there’s no way from all the data you’ve seen and all the case studies that you can say the partnership wasn’t successful. GOVERNMENT TALKING A LOAD OF RUBBISH! DON’T GET ME ON IT!” Harriet - 2011.

Harriet, who was the leading driving force behind Olympic and Paralympic activities and legacy creation in the schools in her region felt very strongly that the SSPs were the best platform from which to launch a participation legacy for young people. This agrees with the sentiment that to create a legacy, efforts need to be embedded in already established structures (Coalter 2004, Girginov and Hills 2008, Griffiths and Armour 2012). Therefore she felt that any legacy created would not be sustained without a form of partnership to sustain it.

Interviewer - Do you think the legacy is sustainable then?

“Only if you have partnerships in place! You’ve got to have somebody driving it, you know you’ve got to have the driving force behind, and any legacy has got to be picked up by somebody who wants to make that legacy happen, um and I do firmly believing that this structure this network is the driving force behind the legacy, erm and that’s got to continue. It takes any network system, it takes years to build you know it could take 20 years. I know nationally the partnerships have been going for fifteen years but we’ve only been going for six you know so we’ve got at least another, I felt at least another four years to get established, and then from that really driving that legacy through to become sustainable.” Harriet - 2011.

Dougal, a PE teacher in one of the case study schools, was not as heavily invested as Harriet, but still expressed a feeling of regret about the disbanding of the SSPs, especially conveying incredulity at the Government’s decision of the timing of its withdrawal so close to the start of the Games.

“Yeah I mean obviously nobody here wanted the partnership to end, which was again ridiculous in terms of timing and I think it has changed, there’s not as much going on now as there was when we were the partnership as it was such a promising partnership, everyone was engaged with it but now it’s the school Games and nobody really knows what it’s all about and they had to start from scratch again I think.” Dougal - 2012.

Undoubtedly, the disbanding of the SSPs had a substantial impact on the High schools in Cheshire East; but, it seems that the area to suffer the most was Primary school sport. The withdrawal of the funding meant that most SSCOs went down to working one day a week and the role of Primary link teacher (PLT) in the primary schools did not exist anymore. Previously the SSCOs cascaded down information, resources and opportunities to the PLTs in their cluster for them to then share with other teachers and implement in the rest of the school. The collapse of this network has meant that there are now no PLTs in primary schools to organise school sport and the SSCOs have much less time to liaise with and provide sporting opportunities for Primary schools. Sam, a remaining SSCO in one of the case study schools, highlights the negative

impact he believes the disbanding of the SSPs will have on the probability of young people engaging in school sport throughout their school career.

“It is going to impact so many kids across the country as primary schools are not going to be engaged as PLTs are no longer, so it's going to be difficult to engage some primary schools which means if the kids aren't getting engaged in primary school then it becomes so much more difficult in the high schools, and that's a real shame really as it's kind of belittling all the hard work so many people have done. Without the PLTs it makes the jobs of the SSCOs impossible really because you can't engage primary schools without the PLT because ultimately they are the ones who drive the PE forward.” 2011.

Elizabeth, a teacher from the case study Primary school in Cheshire East, echoes this sentiment stating how much the SSPs are missed in their school, especially the support and input from their SSCO, which is now reduced from ten days contribution a year to one afternoon per term.

“It took so many years to build it up, I started out as the PLT at the beginning of the SSPs, about eight years ago, and through the eight years you could feel it through the school, so the reception class children now who've left the school some of them have come up as really good runners, really into sport and it's been cemented right down in reception right the way through key stage one and key stage two events. I think because we're still here we still do regularly, but the fact is that without the funding and the energy and the organisation..... it's just really sad really sad.” 2012.

She goes on to infer that school sport in Primary schools will suffer without some kind of outside input or supportive network, as the time restraints of a full time teaching job do not allow the teachers to provide school sporting opportunities at the level they were able to when the SSPs were active.

“I do think that to make the best of sport in Primary schools they need to give more contact time in order for us to be able to organise it. Cos to expect people to do a teaching job and try and do all the extra work and get all the teams out its difficult.” Elizabeth – 2012.

This is a sad setback for school sport, as Sam says earlier, if children are not given the opportunity to engage in sport early on whilst at Primary School, it is much harder to provoke interest in sporting and physical activity participation at high school level.

A feeling of incredulity has also been expressed, about the Government's decision to withdraw the SSP's funding at such a crucial time in the lead up to London 2012, unavoidably having an impact on the potential Olympic and Paralympic legacy for schools. Both the quotes below express a belief that if cuts had to be made, it would have been better to wait until after the Games, to enable schools to have the best opportunity they could at creating their own Olympic legacy.

“I'm disappointed really, cos they could have left it till afterwards.” Sam - 2012.

“Absolutely! It was the wrong time to do it they should have left it until after the Olympics because for me it was definitely the wrong time.” Harriet - 2012.

Greg, a School Games Organiser, goes on further to highlight the confusion around the announcement about the disbanding of the SSPs. It seems that it was an unsettling time for those who worked in the partnerships, not knowing whether their roles would be kept on, changed or whether they would be made redundant. All this uncertainty will have detracted from the time that those working in the SSPs could have been spending on planning a local Olympic and Paralympic legacy. There is also an interesting suggestion of a political undertone to the decision, which is covered over by the Government’s claim that the SSPs were not successful.

“Yes. Definitely. Not just the cuts, but the way it was done as well, it was all part of the politics, and though I was wrapped-up in it, to try and look at it from an outside-in point of view, it was quite confusing what’s going on, Sometimes the funding was cut, sometimes it wasn’t, and it just seemed to be a fact that it was a Labour initiative, the Conservatives just wanted it cut, and didn’t think about the sustainability of it, so I think that has definitely impacted on it.” 2012.

A quote by Harriet, now a School Games Organiser and Previously a Partnership Development Manager, about her change in role emphasises the fact that the Government did not seem to have a clear plan about what structure would replace SSPs. As she highlights by stating that her role hadn’t really changed, as her school, school A, was one of the schools that chose to invest in keeping some of the previous structures from their SSP running. This could link in with what Greg said about the Conservative Government just wanting to axe the SSPs as they were a Labour initiative, but not really having a comprehensive follow-up plan in place.

“Erm what I’m doing hasn’t changed really (laughs) it’s been quite a difficult year in terms of finding or feet and what the school games organisers should actually be doing erm but in all honestly I’ve found it hasn’t actually changed, the language has changed the funding’s changed and the time allocated to the actual role has changed so that’s been reduced, but everything is coming back on board as what we did before as the school sports partnerships, and the jobs the same.” 2012.

Although there was no plan for any new type of school sport network, Michael Gove, the Secretary of State for Education, did put in place the School Games, an event heavily focused on competition with different levels starting at intra-school sport and leading up to national level competition, which they planned to be school sports legacy (DCMS 2012). This annual competition means the schools lost their SSP and their School Sport Co-ordinators (SSCOs) unless they decided to fund their own SSCO out of their individual school budget. The School Games were held in Cheshire East for the first time in July 2012, there was not a lot of visual hype around them so only the people heavily involved in school sport knew more than the very basics about the

event. Many of the schools did not really understand what it was and were unable to get a lot of their pupils involved as it was so heavily competition based. Also there was an expression that the Government did not have the planning in place soon enough to get more schools involved with the School Games, and this feeling was certainly echoed by one of the teachers in the case study primary school. She stated that she had wanted some of her pupils to compete but that they had been waiting for the registration pack and in the end it never came, so administrative short fallings meant that the School Games managed to not engage one school for certain but probably many more. The negative impact the confusion around the School Games has had is illustrated by a Harriet a SGO.

“I think it was a shame because with it being reduced hours the focus changed onto the School Games promotion and schools have actually taken a bit of a backwards step in terms of competition this year because they are not understanding what the school games is about” Harriet – 2012.

Harriet goes on to express her doubts about the use of the funding on the School Games drawing on her experience of the first local event in July 2012. As her previous role was as Partnership Development Manager (PDM) for her SSP, she finds it difficult to back the ethos of the School Games as she was very committed to the SSPs and felt that she had successful SSP network in her region that was providing equal sporting opportunities to all the schools, whereas now that isn't the case.

“For me it's a case of why are we spending what must have amounted to £40,000 this year on a one day activity, when we could really get to grass roots with that?” Harriet - 2012.

This one day event was a culmination of a year's work, and although she disagreed with the format of the School Games, Harriet's association with them was the best way she could keep her job and continue to work on the local legacy, as the Government had decided that the School Games would replace the SSPs. Dougal, a PE teacher at one of the schools that was heavily involved in the SSPs, goes on to highlight the less than perfect launch of the School Games.

“I don't think it's had the coverage that the Government have wanted I think they thought it was going to be a big thing and that it was going to transform school sport and I don't think it'll have that effect.” Dougal - 2012.

A summary of key areas identified for discussion in chapters four, five and six are discussed in the following chapter, where relationships between the quantitative and qualitative data will be studied, and conclusions drawn on the complex process of soft legacy creation and inspiring young people that has taken place in the case study schools.

Chapter 7 – Conclusion

This study aimed to explore the soft legacy impact of the London 2012 Olympic and Paralympic Games on local schools in Cheshire East, and the case study schools efforts to create a legacy for their pupils. The main areas proposed for investigation on commencing this research were; changes in school sport participation figures yearly in the lead up to the Games, the use of the Get Set programme as a catalyst for school based legacy creation, the complex process of legacy formation in the case study schools, and the motivations and opinions of the adults behind the schools' efforts to generate a legacy and the pupils that the legacy is being created for. The intangible nature of soft legacy impact was also investigated, through gathering data which evidenced gains in the human and social capital levels of young people in the case study schools. The mixed method design of this study, and the Interpretivist viewpoint inspired by phenomenology, has meant that this thesis has been able to gather the rich data needed to explore and illustrate the complex, intangible nature of soft legacy creation.

In summary, the key points to arise from the qualitative research into legacy creation in the case study schools were; the importance of enthusiastic people, the legacy being pupil led, the use of the Olympic and Paralympic values in making the legacy inclusive, and the potential for social and human capital gains for young people through engaging with the Games. These areas were the base of soft legacy creation in the case study schools, and are very consistent with the soft legacy focus of this research. One of the surprising aspects about the attempts for a legacy creation in these schools was that the legacy was led by the values, not by sport and physical activity participation, as might have been expected. This focus on the values was apparent in all four of the case study schools, but particularly so in schools A and B. The emphasis on the values was key to engaging more than just the pupils already involved in sport. The qualitative interview data highlighted this point through the positive views of the teachers and pupils on the use of the values, as was discussed in Chapter 6. The mixed method approach utilised in this research has meant that the quantitative data in Chapter 5 also supports this view. The YSS found that less than half of the secondary school pupils had been inspired to try new, or do more sport, whereas when asked if they had been inspired to use the values in everyday life, 45% said yes and the majority of the other pupils surveyed said they possibly would. This shows that education about the values had reached a significant portion of the pupils surveyed. Both the qualitative and quantitative data supports the notion that the values were fundamental to inspiring a

wide range of young people and this went beyond sport. Many of the educational resources provided on the Get Set website were heavily focused on the values, and as reported in the interviews many of the case study schools used Get Set as a starting point for their engagement with London 2012. Therefore, it could be said that the Get Set resources were the initial source of the values based approach in these schools.

Inspirational Individuals

The role played by enthusiastic and inspirational people in legacy creation for young people, should not be underestimated. These people were teachers and former members of the SSPs that were creating the legacy based activities, or visiting Olympic and Paralympic athletes used to inspire the pupils, or pupils involved in leadership groups, who helped mould the Olympic based activities so they were relevant and enjoyable to their peers. All these different individuals had an important part to play in the schools' efforts to create a soft legacy. Every case study school had at least one person who really believed in the power of the Olympic and Paralympic Games and the values to inspire young people, and were therefore the driving force behind their school's legacy creation activities. From this, it can be concluded that for any future legacy to be sustainable, it will require enthusiastic individuals to maintain the drive and engagement levels after the Games. In addition, it may be suggested that for any future efforts to create a successful soft legacy from a mega event, people will be required that are both enthusiastic and able to engage young people to believe that some form of legacy can be created for and by them. As Get Set was considered to be the starting point for many in their Olympic journey, it could be suggested that in future attempts to create a legacy for young people, a similar educational resource should be made available to help support enthusiastic individuals.

It was interesting to see that in all the secondary schools there was a group of students that were either part of a leadership scheme such as Young Ambassadors and Sports Leaders, or a school based Olympic committee, who were heavily involved in developing and delivering their school's Olympic and Paralympic based activities. The attempts to create a legacy in their school were therefore not entirely teacher led and these groups of pupils were able to provide input on what they thought would best engage their peers. A wide range of pupils made up these Olympic committees, which meant that a variety of ideas were put forward by pupils who were involved in sport and those who were not heavily engaged with sport. This led to a more inclusive set of Olympic and Paralympic activities for all the school. It may therefore be sensible to conclude that when trying to create an inclusive legacy for young people, that young

people should be consulted throughout the process. From both the adult and pupil interview data discussed in Chapter 6, it emerged that being a member of a leadership scheme or Olympic committee provided the potential for gains in social and human capital levels. In all three of the secondary schools involved in this research, it was evident that there had been a growth in human capital levels for the Young Ambassadors, Sports Leaders and members of an Olympic committee. There was a clear positive impact on the self-confidence levels of these pupils, and through their duties they had the opportunity to increase their knowledge and learn lifelong skills, evidence of which is illustrated in Chapters 5 and 6. The pupils involved in these schemes may also have built social capital levels through the networks they accessed by being a member of these groups. It can be concluded that the Olympic and Paralympic Games has the power to create a social legacy for those young people engaged in specific leadership schemes and groups by providing opportunities to increase their human and social capital levels. Additionally, it could be hypothesised that those schools that make a real effort to engage with the Games and create their own legacy, can provide opportunities for human capital growth for other pupils, through skills and knowledge development activities based around the Games. Social capital gains also have the potential to occur through social education on the Olympic and Paralympic values, and the atmosphere in the school based on promoting the values in everyday life.

Previously there has been very little research into the soft legacy impact of the Paralympic Games, with most studies exploring the impact of the Olympics only. This research has found that there was nearly equal interest in watching the Olympic Games and the Paralympic Games on television, for the pupils surveyed by the YSS, with over 92% planning to watch the Olympics compared to over 78% for the Paralympics, which is not the large difference that may have been expected. This high level of interest in the Paralympics at the case study schools may have been because all of the schools focused on the Olympic and Paralympic values and therefore the Games as a whole, and not as separate entities. This data links in well with the qualitative findings where some of the pupils reported that they were actually more inspired by the Paralympics, as they were often in awe of the determination needed by Paralympians to overcome adversity and compete at such a high level. This suggests that the Paralympic Games should not be forgotten when aiming to create future legacies for young people, as this research indicates that they have an equal, and in some cases higher impact. Also, in terms of inclusion in sport and physical activity it could be suggested that the Paralympics may possibly be the key to inspiring young people who are typically excluded from sport and physical activity such as children with

a disability, overweight children or those who have not participated before or have been branded as not very good at sport. What other people think about them is often a factor in why young people do not participate in sport and physical activity, and so if they see the Paralympics where people who are viewed as different are included, it might inspire them to think that they could give sport another try. The Paralympic Games and the Olympic and Paralympic values encompass the notion of inclusion for all. The case study schools in this study have set a good foundation in this through their work around the values, which has challenged young people to think differently about sport and what they can achieve, rather than focusing on elitism.

Participation in Sport and Surveys of School and pupil activities

The 2009-2010 participation data provided a pre-Olympic base line in school sport participation data. There was no significant difference found between schools of different Get Set registration status, but some trends were observed showing that schools who were early registers on the Get Set Network, and therefore engaging with London 2012 earlier, did provide more sports on average and had higher inter- and intra-school sport participation levels. It would have been interesting to be able to repeat the comparisons between schools of different registration status for the next academic year (2010-2011) and after the Games in 2012-13 or beyond, but due to the completely unforeseen event of the disbanding of the SSPs and therefore the withdrawal of the PESS, this was not possible. This area also highlights one of the difficulties of school-based research as when requested to complete a more basic but similar survey to the PESS, so comparisons could be made, all the schools declined as the new survey was not made compulsory. Had the PESS not been withdrawn this research would have been able to draw more conclusions on the impact that engaging with the Games had on school sport, consequently it was not possible to fully address research objective 1 as planned.

Fortunately, one of the clusters in Cheshire East completed a similar survey to the PESS with their schools, which meant some limited comparisons could be made between the 2009-10 and 2010-11 data for these schools. This data was also able to capture some of the impact that the disbanding of the SSPs had on school sport and therefore any potential soft legacy from the Games. Drops in intra-school sport, sports volunteering and leadership, and links to community sports clubs (there were now no longer any official links to community sports clubs for this cluster of schools) were reported. All of the case study schools reported their disappointment in the decision to disband the SSPs, and this was especially true for the case study Primary school, as

they had lost all their funding for a Primary Link Teacher, and no longer had solid links with the SSCO that had previously provided opportunities for school sport and links to community clubs. The case study primary school reported that the budget cuts had had a large impact on their school as they no longer had the time and support network to be able to provide their pupils with the opportunities that they had been able to as part of the SSP. Although this is only one school's opinion, it may be illustrative of the position that a lot of other primary schools in the country are in, if they no longer have the SSP network or resources. As stated by Griffiths and Armour (2012) the SSPs were in a prime position to engage pupils and implement a school-based Olympic legacy, as they were a pre-established successful network. The disbanding of the SSPs has potentially had a negative impact on any possible soft legacy in sport or activity that might have been created, despite the inspirational impact of the Games or legacy based activities in schools, evidence of which has been illustrated through the qualitative data collection discussed in Chapter 6.

Get Set and London 2012 legacy creation

As stated earlier this research was not able to make a full comparison between schools of different Get Set registration status, but through qualitative research completed at the case study schools, it was possible to see how, and to what extent the schools in this study had engaged with and used Get Set. The partial evaluation report undertaken by TNS-BNRB (2011) which aimed to evaluate the current levels of engagement with Get Set found engagement levels to be higher in secondary schools than in primary schools. This agrees with the experiences of the limited number of case studies investigated in this research, as the secondary schools were seen to use Get Set and the resources from the website more than the primary school. It was also found that engagement with London 2012 was not necessarily linked to school sport participation; some schools that engaged the whole school in Olympic and Paralympic activities, had low school sport participation levels. 52% of schools surveyed involved the whole school in their Olympic activities, whereas only a small amount restricted their Olympic engagement to those studying PE. The findings in the case study schools for this research concur with this statement as all the schools were engaging with London 2012 on a whole school basis, and no school restricted activities to just the PE department. In fact, all the case study schools made an effort to involve the non-sporty pupils and provided many experiences based on other aspects of the Games such as the Values, and world culture. An aspect of Get Set that was undoubtedly successful was the focus on the Olympic and Paralympic values to engage young people. The evaluation report found that a third of the schools surveyed had integrated the values

into lessons and activities, and the schools that had integrated the values were more likely to have done so across the whole curriculum. Timms (2013) also suggested that many schools chose to engage with the Olympic and Paralympic values as they felt they were in harmony with the ethos of their school. This seemed to be the case for schools A and B from this study, as they were very invested in trying to inspire the whole school to live their lives by the values.

Interview data from TNS-BNRB's (2011) research found that the biggest driver for PE staff and teachers to become involved in Get Set and London 2012, was the motivation and support of a senior manager e.g. head teacher or PDM. This agrees with the findings from the case study schools in this research, as already discussed above, and the importance of an enthusiastic person to really drive the legacy creation forward emerged as an extremely important factor in the process of legacy creation. Almost all the schools surveyed in the evaluation report were involved in sport-related schemes for young people that had existed before Get Set, for example the Young Ambassador programme and National School Sport week, but only a few schools had started their own Olympic and Paralympic schemes/groups/committees. This therefore showed that schools which had created their own Olympic/Paralympic schemes and committees were likely to be very heavily engaged with London 2012. This was definitely the case for the three secondary school case studies (A,B&C), who all had created their own Olympic groups (A – Get Set committee, B – Olympic Games Organising Committee, C – Olympic Committee), and were highly engaging with the Games. They further found that involvement in Olympic schemes did not appear to be linked to sporting participation rates or the proximity of the school to an Olympic site as was first anticipated, but that it depended on the school having a passionate champion of the Games, most often the PDM, SSCo or head teacher, who would direct the programme, further strengthening the argument for the importance of enthusiastic people in Olympic legacy creation.

Schools that had engaged deeply with London 2012 and were a member of the GSN, were able to access resources and build social relationships with other schools and organisations that would aid learning, by connecting with, and learning from, each other. The GSN can therefore be seen to have the potential to create social capital for its members through mutual trust and social relationships, thus leading to a soft legacy for each of the schools invested in the network, as many used the GSN to build relationships that would otherwise not have come about (Timms, 2013). Skills and knowledge learnt and acquired from other schools/people in the network could also have led to gains in human capital for the pupils and teachers involved. An example of

this in this current research would be that pupils from both schools A and B visited primary schools and tried to inspire younger children with London 2012 and the values, and were also able to pass on their skills and knowledge to primary school Bronze Ambassadors. As a result of this, the secondary school pupils gained skills in public speaking and leadership, and so increased their levels of human capital, and the younger primary school pupils were able to pick up skills and knowledge from the older ambassadors, providing human capital gains for them also. A network will have also been formed between the secondary and primary schools to produce the potential for social capital gain as well. There was evidence that the secondary school case study schools, as well as being part of the GSN, also formed a network with other local secondary and primary schools, and made relationships with international schools., Their role in their respective networks, however, was most certainly at the head of the network, as all the schools were the most engaged with London 2012 in their area. Other schools came to them for ideas and they often provided out-reach projects to try and inspire local schools to engage with the Games.

Through the qualitative data analysed in Chapter 6 it was possible to see that Get Set had been used in all the case study schools but schools appear to have outgrown the GSN as their levels of engagement and Olympic and Paralympic based activities became more unique. For these schools who were heavily engaged in efforts to create their own legacy, Get Set had a marginal influence, but was more of starting point for initial ideas. Nonetheless, there was a high level of registration on Get Set in Cheshire East schools, compared to the rest of the UK, so Get Set had captured many of the local schools' interest and provided resources and opportunities for additional engagement with London 2012. It seems that was definitely successful in certain schools, but that the level of success depends on many aspects such as location, funding, time available and enthusiastic people. Timms (2013) concludes the aspects of Get Set that were successful e.g. supporting schools to make relationships with other schools, athletes, international links etc., should be used as a model to create future Olympic educational legacies, but that there should be a clearer idea of what is and isn't related to the values to allow projects to be more closely related to the Games. Using Get Set as a starting point for education legacies for future games would be a legacy for London 2012 and Get Set in itself.

All the case study schools in this research were clearly aiming to create their own legacy, but the way in which each school went about this was unique, and they all approached it from a different perspective. Schools A and C started from a sport and physical activity perspective and expanded into engaging their pupils with the Games

through different subject/cultural areas. In contrast, school B based all their efforts on an educational/enrichment approach, with physical activity and sporting opportunities interspersed throughout. All three of these secondary schools started working to provide Olympic and Paralympic based activities from 2009, thus aiming to really build momentum in the lead up to the Games and give themselves the best chance of creating a greater soft legacy for their school. The case study primary school, school D, started engaging with the Games later (2011) than the secondary schools, probably because this was still enough time to build excitement, but was a short enough time period to be able to hold the younger children's interest during the 2011-12 academic year. Clearly all of the people involved in creating a legacy in these schools had constructed their own point of view on what legacy was, and it was through the interpretive approach to the qualitative data collection that this research has illustrated how they had interpreted their social construction of legacy into more concrete, observable actions. Although all the schools approached the process of legacy creation in different ways, in each case the Olympic and Paralympic values were at the base of all their efforts.

Environmental factors that may have affected engagement

It should be noted that there could have been many different reasons why some schools in Cheshire East decided not to engage with London 2012 to the same extent that other local schools did. This could have been due to many other environmental pressures such as placements in league tables, pressures from parents, Ofsted ratings or scheduled assessment or simple time pressures caused by under-staffing. In the case of the schools investigated in this research, according to the 2013 league tables, school A was ranked 5th, school B 14th and school C 4th, out of the 23 schools in Cheshire East. As we have seen, these secondary schools engaged very heavily with London 2012 and were members of the GSN, so it could be assumed that they would all be at the top end of the league tables and therefore have the time and resources to spend on creating opportunities around the Games and the values to create a soft legacy for their pupils. This was true for schools A and C but school B was positioned around the middle of the league table, and they were arguably the most engaged school from all the case studies. In this case it could be said that school B could have decided not to engage as heavily with the Games and to spend more time on improving their position in the league table. It was clear, though, that certain enthusiastic people at school B really bought in to the idea of creating a soft legacy for their pupils around the Games and particularly the values, and they went above and beyond to provide the opportunities and experiences for young people to build on their social and human

capital levels and create their own soft legacy before the Games had even begun. Nevertheless it should be noted that all the case study schools achieved 'Good' Ofsted ratings in their last inspections, apart from school C who achieved an 'Outstanding' rating, so they were not under as much pressure as other schools to improve their rating.

One of the schools in Cheshire East highlighted as non-Get Set registered was in the bottom half of the league table and was rated as 'requires improvement' by Ofsted, another local school, which was ranked bottom of the league tables and as 'requires improvement' by Ofsted was registered on Get Set but not on the GSN. It could be hypothesised that these underachieving schools didn't involve themselves with London 2012 and Get Set as heavily as their Ofsted rating needed improvement and this was undoubtedly viewed as more important. Although all the case study schools, who were very engaged with London 2012, were relatively high achievers with good Ofsted reports, this wasn't the pattern for all the schools in Cheshire East. One secondary school ranked 3rd in the county was non-Get Set registered and therefore not engaging early on with Games, they might have registered closer to the Games, but this would not have given them the time to create the lasting soft legacies that the case study schools did. It should not be forgotten that schools are under many external environmental pressures that may take precedent over them engaging with other mega events, and that enthusiastic individuals to drive the programme and activities are a key part of any attempt to create a soft legacy. These points should be taken into account when trying to create future soft legacies and educational legacies for young people around upcoming mega events.

Sustainable legacy in schools

Research on earlier Olympic Games showed that hosting the Games produced a minor increase in sporting participation for the host city/country that was short lived (McCartney *et al.* 2010, Murphy and Bauman 2007, Toohey 2008, Veal 2003). There is, however, evidence that the case study schools in this research, which were committed to creating a legacy from an early stage, had already generated a soft legacy prior to the Games. Previous research, mainly around the Sydney Games, found that any participation legacies were not sustainable, which may suggest that legacies created in the case study schools might also last only for a short period after the Games have finished. Then again, the soft legacies created in the case study schools were not sporting participation legacies, but tended to focus around social and human capital gains for the pupils engaged in the Olympic and Paralympic activities.

This soft legacy impact was apparent at two levels; individual and school. Evidence of a soft legacy in schools A, B and C at an individual level was illustrated by the increases in human and social capital levels, through learning new skills, increasing their knowledge and the atmosphere in the school from education around the values, for those pupils involved in leadership schemes. Therefore the legacy may be sustainable for the pupils who gained social and human capital through the experience, as they will be able to maintain the values, skills, knowledge and experiences.

Whilst they will always carry the legacy of their experiences with them, it should be noted that these pupils will move on from the school, and so, in order to create a sustainable legacy, the schools would have to carry out similar efforts to create a legacy and provide opportunities for pupils to increase their levels of human and social capital, every year. Some of the case study schools, schools, A and B in particular, had already put in place many plans for the continuation of activities based around the values and future sporting events, which would provide opportunities for future pupils to increase their levels of social and human capital, just as their current pupils had. Illustrations of a school level legacy were evident in the schools through the adoption of the values-based education, which they recommended their pupils used as a moral code for everyday life. School B illustrated a school level legacy prior to the Games when, based on the success of their Olympic and Paralympic enrichment days, they decided to make a change in school policy by building their enrichment days into their school development plan, meaning that they would become part of their school's curriculum, thus showing a small sustainable legacy for this school before the Games had even taken place.

It should be noted that conclusions on this early creation of legacy in the case study schools, would not have been possible without a holistic mixed method approach, which again reiterates the value of mixed methods in legacy research. The next question is whether the legacy that has already been created in these case study schools can be sustained? Findings from the TNS-BNRB (2011) Get Set evaluation report showed that 94% of teachers surveyed thought that the values and Games would influence activities in the long term, but only 13% felt it would have a great deal of influence beyond the Games, showing that only a small number of teachers believed in a sustainable Olympic legacy for their schools. Schools that were more engaged with the Games and members of the GSN were the ones who believed that the values would influence activities in the longer term. These strong views on maintaining Olympic and Paralympic values related activities beyond 2012 highlighted the positive impact that engaging with the Games and the values through Get Set was having on

the young people at the schools surveyed. The current research agrees with this statement as the case study schools in this research who believed in a sustainable soft legacy for their school were all heavily engaged with London 2012 and the GSN. The evidence from the case study schools was that the secondary schools were certainly trying to make their legacy sustainable and on-going beyond 2012, the mechanisms for which are highlighted in table 13 below. It could be hypothesised that if they stuck to their plans of continuing to provide pupils with opportunities around the values to increase their levels of social and human capital, that these schools would create a sustainable soft legacy. Summary tables (Table 12 and 13) are set out below, which demonstrate the mechanisms and techniques all the case study schools used to create their own soft legacy. Table 13 shows the future plans of the schools to sustain the legacy they had created. Another positive aspect to emerge from schools engaging with the GSN is the creation of networks and relationships with other local and international schools. Timms (2013) states that if these relationships continue into the future, and can be sustained, then that is a lasting legacy for the schools involved which will endure beyond Get Set. Conversely, although the GSN helped some schools to create a lasting legacy, the use of incentives may not have promoted the idea of continued learning and maintaining networks beyond the Games, as many schools may have seen it as a means of obtaining free tickets to London 2012. This therefore may have had an impact on the sustainability of any educational soft legacy (Timms, 2013).

As was highlighted above, for a sustainable legacy to be a realistic goal, enthusiastic people who are willing and able to keep driving the legacy forward are of great importance in efforts to create a legacy beyond the Games. It should be noted, though, that the disbanding of the SSPs may well have had an impact on this area, as many of the enthusiastic individuals who encouraged schools to engage with the Games and the values, were staff members of the SSPs whose roles were under threat after the partnerships were formally dissolved. The TNS-BNRB (2011) Get Set evaluation report findings agreed with this point stating that morale was low amongst partnership staff, and that this was the main focus when they were questioned about sustainability of any Olympic legacy. It was felt that without the SSPs, schools' focus on the Games would be a short term expression of patriotism rather than a lasting legacy. In schools A and B particularly, the key players in legacy creation (both partnership staff and teachers) were very keen on keeping up the drive and engagement with the Games and other future mega events, to make their legacy sustainable. The views of some of the pupils in school B, though, were in apparent contradiction to this idea, as they stated that by summer 2012 they were bored of doing Olympic and Paralympic based activities and

did not want to carry on engaging with the Games to such an extent in the future. In spite of this, when questioned about the values the pupils did seem to think that they were important and relevant to everyday life. Therefore, it seems that in these case study schools the sustainable soft legacy impact from London 2012 is the use of the Olympic and Paralympic values, and the lifelong skills and increases in social and human capital levels gained by some of the pupils. It should be noted that some of the potential to provide young people with gains in human and social capital levels may be linked to community sports clubs and sports volunteering which could be contribute to the sporting capital in communities in the future. This would be another area of additional research which is beyond the scope of this study to address.

Table 12 Opportunities, techniques and approaches used to create a soft legacy in the case study schools.

School	Summary of London 2012 activities and opportunities engaged with.	
A – Started engaging with London 2012 in early 2010. They are a best practice case study school for the Get Set Network. Local SSP office based there, they lead the way for all school sport and thus Olympic engagement in their SSP.	Many Olympic and Paralympic themed assemblies used to promote the values often incorporated athlete (champion) visits.	Took a large group of pupils to see the Olympic torch relay stop off point near the school.
	Olympic and Paralympic based learning objectives utilised across the whole curriculum.	Olympic co-ordinator appointed in 2010 by head teacher to get the whole school engaged with the Games, however funding cut in 2011 which had an effect on the impact of activities planned for 2012 and beyond. More would have been done if the funding had remained.
	Rewards given out to pupils who display an Olympic or Paralympic value.	Engaged in the London 2012 20 to 12 nationwide dance.
	Olympic or Paralympic Week – Once each year on rotation, involved the whole school, cross curriculum with many Games and values related activities and lessons throughout the whole week. Designed to reach all pupils and really inspire engagement with the Games.	Young ambassadors became a media team for Olympic week to create films and photographs of the schools involvement in London 2012. Young ambassadors provided training for year 5 and 6 pupils in local primary schools on how to become bronze ambassadors and plan Olympic based activities in their own school.
	Incorporated a Games related theme into national school sports week. International school links provide sports fixtures with visiting international sports teams e.g. a South African school cricket team.	Real effort to involve the whole school for example; during Olympic week all forms were given an Olympic country to support which they learnt about, designing masks, flags and banners to use in a school based opening and closing ceremony parade at the beginning and end of the week respectively.
	Many student groups involved in helping the school engage/inspire other pupils with London 2012 e.g. Young Ambassadors, Subject Ambassadors, Get Set Committee, BBC young reporters group. Young ambassadors are especially prominent often leading assemblies and promoting the use of the Olympic and Paralympic values in everyday life.	The Partnership Development Manager of the local SSP had a very high level of involvement with the school; they really wanted to inspire all pupils with London 2012 and as such provided many opportunities for involvement in Olympic and Paralympic activities and support to the rest of the staff.
B- Started engaging with London 2012 in May 2009.	Obtained funding for and built the 'Olympic Boulevard' which is a hard legacy, however it offers different benefits and opportunities for the pupils and local community e.g. better	One teacher took on the role of Olympic enrichment leader and created a Student lead Olympic committee in Sep 2009. The Olympic committee met 2-3 x per week and had a very high level of input into the

<p>Nov 2009 – part of a government case study on creating appositve learning culture through London 2012. Recognised as a best practice case study school by LOCOG, Get Set and North West Regional Development Agency. As such CE council asked the school to be involved with the local Pre-Games Training Camps for London 2012.</p>	<p>canteen/facilities for students to meet, large area to display pupils' work, gym open to the community, staff and pupils, area for sporting activities, IT area.</p>	<p>types of Olympic and Paralympic activities the school created/was involved in.</p>
	<p>How it started- Asked to attend a competition with NW Sport in which they won a trip to London and the Olympic site, from here they found Get Set and their journey progressed from there.</p>	<p>5 year development plan from June 2009- June 2014</p>
	<p>All subject areas to try and incorporate Olympic and Paralympic values and ideals into lessons from Sep 2009.</p>	<p>Student leadership event, based on the Olympics, ran by the pupils.</p>
	<p>Healthy Schools day.</p>	<p>Numerous athlete visits to the school.</p>
	<p>Pupils were given the opportunity to visit the Olympic site during its build phase on two occasions</p>	<p>Link with a local special school.</p>
	<p>Multiple enrichment days three times per year for two year groups at a time, based on the Olympics, Paralympics, Cultural Olympiad. All year groups experienced at least one enrichment day and had an element of choice over the types of activities they took part in for example; sports, problem solving, culture/arts. These activities were often led by pupils – minimal teacher involvement.</p>	<p>Strong links with local primary schools. The school's Sports Ambassadors and Olympic committee ran Olympic days for the Primary schools. Sports leaders taught year 5 leaders how to do Olympic sessions in their own school.</p>
	<p>International link with a school from Vanuatu was set up through their Olympic team attending a PGTC in CE. A pen pal scheme was set up where pupils were matched and letters sent.</p>	<p>An enrichment team of three members of staff was created to make sure every year group experienced an enrichment day and to try and use London 2012 and the Olympic and Paralympic values to inspire all the pupils. Motto 'Don't have a legacy, become one!'</p>
	<p>Took many pupils to attend the Olympic torch relay as it passed through the area.</p>	<p>Paralympic enrichment day in 2012 provided opportunities for pupils to try Paralympic sports, create pieces of art based on the values and take part in problem solving/entrepreneurial activities. All sporting and physical activities were led by pupils.</p>
<p>Olympic and Paralympic values pledge board displayed in the entrance to the school. All pupils, teachers and visitors were invited to pledge that they will try and use the Olympic and Paralympic values in everyday life. The board was full of signatures.</p>	<p>A large Olympic banner was created by students and a local artist, they were asked to come up with inspiring slogans and words that they felt related to their views on London 2012 and the Olympic and Paralympic values. This was then created in art and the banner was hung in the sports hall, as inspiration for students taking exams.</p>	
<p>C – Started engaging with London 2012 in early 2010. At the forefront of schools involved in Olympic and Paralympic activities in their SSP.</p>	<p>Olympic themed posters created by the pupils displayed throughout the school.</p>	<p>Many athlete visits including an Olympic torch bearer and Dame Kelly Holmes</p>
	<p>Olympic committee – pupil lead, but guided by the Olympic lead teacher, are the driving force behind the schools Olympic and Paralympic based activities.</p>	<p>Change for life committee tasked with making PE more enjoyable and accessible for all pupils. Using the Olympics to encourage the less sporty pupils.</p>
	<p>Annual Olympic themed sports days started in 2010 – the main Olympic event for the school.</p>	<p>Legacy wall created at the 2010 Olympic sports day where pupils and teachers were asked to write down what sport meant to them and something they didn't want to lose when they lost the title of specialist sports college. This went down really well and all the posts were moved inside and a prominent legacy tree created out of them.</p>

	Carried out an Olympic showcase where each form was given an Olympic country to be. The researched their countries food and culture and presented this at the Olympic showcase.	The school carried out Olympic and Paralympic based milestone events on 200,150,100 and 50 days to go until London 2012, these included quizzes and gymnastics competitions.
	Games maker roles were used to try and engage the less sporty pupils for example; commentating, reporting on and photographing sports fixtures.	Olympic and Paralympic reward system – If pupils displayed the use of an Olympic or Paralympic value then they were rewarded with a London 2012 themed postcard or merit sticker.
	Link with a local special school, pupils helped at the special school's swimming gala, and then pupils from the special school returned the visit judging school C's gymnastics competition.	Olympic and Paralympic activities and values used across the curriculum.
D – Primary school Started engaging in London 2012 in 2011.	Olympic and Paralympic activities and values used across the curriculum.	Values pledge tree created – where all pupils and teachers made a pledge related to the values which became a leaf of the tree.
	Entered a 2012 dance competition at a large local theatre.	Had their own Olympic torch relay where all the pupils made their own torches and performed in a parade.
	Global international partnership with schools in other countries.	Involved in the town sports Olympic opening ceremony and world sports day.
	Year 5 carried out an enterprise project called Regenerate, where they used recycled materials to create an obstacle course. Money was then raised for charity by charging for goes on the course.	Numerous areas of the school were decorated in the theme of London 2012, including Olympic bunting and Paralympic posters.
	London 2012 and the Olympics incorporated as a topic throughout the whole school.	Link with creative minds dance club who provided Olympic themed sessions. Extra-curricular Olympic athletics club ran after school which was hugely popular in the year leading up to the Games.

Table 13 Future plans of the case study schools to sustain the legacy.

School	Future plans	
A	Plan to use the next Olympics (Rio 2016) and other sporting events in between as a driving force to continue to inspire their pupils.	Teachers realise that the pupils will not continue to be inspired if no one is trying to inspire them, they see that their role must continue.
	Teachers hope to have taught the pupils to use the values in everyday life.	Link set up with a Brazilian school to 'pass the baton on' for Rio 2016. Plan to show them what school A have done to create a legacy to give the Brazilian school ideas to inspire their own pupils with the Games.
	Lasting legacy scheme – planning to buy into a mentoring programme that looks at engaging pupils through the Olympics.	Olympic co-ordinator funding extended for 2013 – paid to try create a legacy from all that the school have done so far. Planning to link this in to the Glasgow Commonwealth Games and the Winter Olympics.
	Head teacher has bought into the legacy plan as she wants the legacy to have an impact on students for years to come.	Young Ambassador scheme to be kept – they are making a 2012 legacy plan around physical activity and the School Games, including festivals encouraging B and C teams.
	Mini Commonwealth Games planned for 2013.	
B	Keen to keep the Olympic and Paralympic values in the curriculum.	Re-writing the student planner around Olympic legacy.
	Many teachers feel that the pupils are the legacy.	Hard legacy – Olympic Boulevard.
	Previous pupils have been invited back to help deliver Olympic and Paralympic legacy activities.	Continuing to have multiple enrichment days – incorporating future sporting events such as; 2014 World Cup, Rio 2016, Commonwealth Games 2014, World Athletics.
	Plan to take the opportunity to invite athletes to visit after the Games are over.	Their Olympic committee will stay, the name might change, but there will still be a group of pupils pushing the legacy forward.
	Maintaining the link with the Central International School in Vanuatu.	School B's PDM hopes that the work they have done will have raised the profile of PE to have a big impact on the subject for years to come.
	Projects around the Winter Olympics and Brazil are in development.	Planning a celebration of everything they have done so far.
	The teachers have a real awareness of what the Olympic and Paralympic projects have brought to the school educationally, socially and culturally.	Pupils also thought that the use of the values should stay.
C	Continuing the Change PE project. Using the Olympics as a tool to help the pupils change PE, allowing them to have an input into how and what they want to be taught in PE.	Continuing the Olympic committee for at least 2012-2013, they are recruiting new members from the year 7 pupils who have just moved up to the school.
D (Primary School)	The teachers interviewed thought that the legacy would last around 6 months to year, but would not be sustained due to not enough grass roots funding and teachers not having enough time to try and carry the legacy on.	

Table 13 highlights that schools A and B had many more plans in place for the future continuation of their legacy than schools C and D, this forward planning shows that they are putting blueprints in place to create a successful, sustainable Olympic soft legacy.

Local impacts and legacy in communities outside of the hosting city

The local aspect of this study being undertaken in Cheshire East, an area remote from the host city, provided some interesting findings on an area where little previous research has taken place, as most previous work has focused on the impact on the host city only. This research has shown that it is possible to inspire young people in an area external to the host city, as has certainly been the case in the case study schools. It seems that young peoples' inspiration levels are not dependent on being in close proximity to the area staging the Games, or direct experience of them, but instead rely on enthusiastic people, whether this is in schools or community clubs, to provide opportunities for engagement and inspiration through Games related activities. In spite of this there was a feeling by a small selection of pupils that the Games were too far away for them to get overly involved with. The way for Cheshire East to have built a more sustainable legacy for their young people may have been to try and build better links between their schools and community sports clubs. Based on the albeit limited findings of the PESS in 2011, in Chapter 4, it could be assumed that local school club links were not strengthened by London 2012, and in fact were very badly affected by the disbanding of the SSPs. This is an area that the Government's new legacy plan, released in 2012, aims to change, stating that they want to improve links between schools and community sports clubs (DCMS 2012).

Although no systematic conclusion can be drawn for all schools in the UK, especially for primary schools, as data was only collected in one case study school, this research has indicated that soft legacies have been created on a local level, by schools who have chosen to put a lot of effort into engaging with London 2012. This provides some insight into the process of legacy creation in schools that were motivated to create their own soft legacy. Cheshire East can be seen as representing a fairly typical local authority context in England; the schools chosen as case studies were all state schools, and as such, these schools should not be untypical of other areas in the country. Caution is necessary in claiming any broader generalisation but the example case study schools illustrate a wealth of interesting techniques for legacy creation for young people.

The problems with measuring soft legacy

As was explored earlier in the literature review, soft legacies are often intangible and difficult to assess, along with being under researched. It is not clear how soft legacy is

created, how it is measured or how one can be sure it can be attributed to the phenomenon you are looking at e.g. the Olympic and Paralympic Games (Griffiths and Armour, 2012). Measuring the abstract concept of soft legacy creation from London 2012, within an interpretive approach during this study has been a difficult process. Timms (2013) agrees with the sentiment that soft legacy is hard to quantify, stating that, in terms of Get Set, it is difficult to measure exactly what young people have experienced and learnt from an educational network that has touched many schools. To investigate potential soft legacy creation from the London 2012 Olympic and Paralympic Games, in the case study schools in this research, a qualitative approach was needed. Qualitative data does not provide the certainty of conclusions that figures from quantitative data can offer; it has provided the interpretations of the staff and pupils interviewed at the case study schools, on what a soft legacy is and whether their school has created one. Qualitative methods have delivered rich data on the thoughts, experiences and opinions of those interviewed in this research, on their experiences of engaging with London 2012. However, there are many ways to interpret soft legacy, which made drawing conclusions on soft legacy creation and its possible impact on the case study schools difficult, as each person interviewed gave a different interpretation of their views on the legacy. It can never be definitively stated that any soft legacy created can be fully attributed to the Olympic and Paralympic Games, as it cannot be known what would have happened if the Games hadn't occurred in London, or if the schools had chosen to engage in a different activity. Timms (2013) concurs with this thought, suggesting the interesting idea that, if a school based project which provided a soft legacy could have happened without the Games, can the soft legacy gained be attributed to Get Set and London 2012? Nevertheless as stated earlier, soft legacy is an abstract concept that is interpreted differently by each individual, therefore if a person or group of people believe a soft legacy has been created in their school, who can say there hasn't been a soft legacy for those individuals?

Future research potential

To build on the findings of this research, follow up studies in the case study schools to assess the sustainability of any soft legacy created particularly in levels of sport activity, would provide an interesting addition and longitudinal dimension. To gain a fuller picture of the impact of London 2012 and the disbanding of the SSPs on Cheshire East schools, a new survey such as the School Sport and Participation survey, that was employed in this research but unfortunately received a very poor response level, should be used to gather further school sports participation data for Cheshire East-however the problem may remain of non-completion without some external incentive,

requirement or resource implication. The County-based School Games introduced in 2012 may provide a useful vehicle for this suggested work, especially with the Government's new legacy plan of building a lasting legacy for competitive sport in schools as referred to in the Sporting Habit for Life document (DCMS 2012). A suggestion for further investigation into future Olympic and Paralympic legacies, would be to carry out further research on the inspirational impact of the Paralympic Games specifically, as this research has suggested that the Paralympics have an equal if not greater power in inspiring young people, through their inclusive nature.

Final thoughts

Reflecting on the progress of the current study has shown that it has provided much needed research into the soft legacy impact of the Olympic and Paralympic Games, using the best practice mixed methods approach, as suggested in previous literature, which collected data over a time period of 2 years before the Games to the summer of 2012. The mixed methods approach has meant that the complex nature of soft legacy creation has been explored in case study schools, which is what the previous literature suggested. The research was unique at the time of conception as it investigated the concept of soft legacy creation in schools, in an area remote from the host city.

Although data gathered from case studies cannot be easily generalised to the wider population, due to the small sample, the strength of the mixed method approach has led to a large amount of interesting, rich data being gathered on the techniques used by schools to create their own Olympic and Paralympic inspired soft legacy. The findings from this research provide an interesting insight into the different approaches to, and the process of, soft legacy creation for young people. Key themes have emerged from this study as being important in creating a soft legacy for young people. This research suggests that the main points to be followed when aiming to create a school based legacy for young people are to focus on the Olympic and Paralympic values to allow for greater inclusion, the need for enthusiastic adults to drive the legacy and engage the pupils, and to involve the pupils in leading the legacy. These key points would be useful in informing legacy planning for future mega events.

Whilst no firm conclusions can be formed on the sustainability of any legacy created in the case study schools (as data was not gathered after 2012) the findings have highlighted that a legacy for young people can be created *prior* to the Games. The beliefs of the enthusiastic key players involved in legacy creation in the case study schools, that they had created a sustainable legacy for their school, along with the

future plans in place to maintain the values based activities and experiences whilst linking in to future sporting/mega events, and the data/feelings gathered through researcher observations, led to the conclusion that all the case study secondary schools had created a soft legacy that would be sustainable beyond the Games. Creating a soft legacy in advance of the Olympic and Paralympic Games seems to go against the definition of a legacy, which would normally occur after the event. However, this certainly appears to be the case in the schools involved in this study, and it could be an indicator that the process of soft legacy creation explored here is a successful way to create a soft legacy in schools in the future. The early focus on legacy creation in the case study schools agrees with the work of Coalter (2004) and Weed *et al.* (2008) that legacy planning should be started early for it to be sustainable, and not left as an afterthought. The aspect of the research being undertaken at schools in an area remote from the host city adds more knowledge to the current literature by illustrating that young people who do not live in and around the host city can be engaged and inspired by the Games. This demonstrates that a soft legacy can be created anywhere in the host country, providing that there are enthusiastic people to drive it forward, and to promote and sustain the engagement.

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Appendices**Youth Sport Survey**

Name _____ Year _____

Section A – School sports clubs











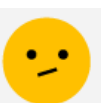


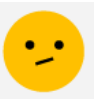




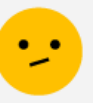





The school sports club I go to is:	The number of times I go to this club per week is:
1.	
2.	
3.	

The outside school sports club I go to is:	The number of times I go to this club per week is:
1.	
2.	
3.	

Section B – Outside School sports clubs**Outside School activity (e.g. cycling, running, game of tennis)**

The outside school activity I do is:	The number of times I do this per week is:
1.	
2.	
3.	

Section C – How you feel about yourself (please circle your answers)

	Always	Often	Sometimes	Never
1. I am proud of myself physically				
2. I don't feel very confident about myself physically				
3. I am very happy with myself physically				
4. I am unhappy with how I am and what I can do physically				
5. I have a good feeling about myself physically				
6. I wish that I could feel better about myself physically				

Section D – Olympic Inspiration (Please circle your answers)





1. Do you consider yourself to be an active person?

Yes





A bit

No

2. How excited are you for the London 2012 Olympic and Paralympic Games?

Very excited 	Quite excited 	Not very excited 	Not at all excited 
---	--	--	---

3. How much have you enjoyed the Olympic and Paralympic activities that you have taken part in at School?

Didn't like them 	Not much 	Quite a lot 	Very much 
---	---	---	--

4. What has been your favourite Olympic/Paralympic activity that you have been involved in?

5. Has the London 2012 inspired you to try any new activities or do more sport?

Yes

No

If yes, what?

6. Have you been inspired to use the Olympic and Paralympic values in everyday life?

Yes

No

Maybe

7. Will you watch London 2012 on the TV?

Olympics

Yes

No

Paralympics

Yes

No

Youth Sport Survey – primary school

Name _____ Year _____

Section A – School sports clubs

Which school sports club do you go to?	How many times a week do you go to this club?
1.	
2.	



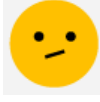






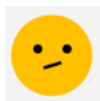

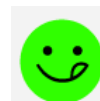
Section B – Outside School sports clubs

Which outside school sports club do you go to?	How many times a week do you go to this club?
1.	
2.	

Outside School activity (e.g. cycling, running, game of football in the garden, swimming)

Which outside school activity do you do?	How many times a week do you do this each week?
1.	
2.	

Section C – How you feel about yourself (please circle your answers)

	Always	Often	Sometimes	Never
7. I am good at sports				
8. I enjoy sports				
9. I get tired when paying sports				

Section D – Olympic Inspiration (Please circle your answers)





8. Do you think you are a sporty person?

Yes





A bit

No

9. How excited are you about the London 2012 Olympic and Paralympic Games?

Very excited 	Quite excited 	Not very excited 	Not at all excited 
---	--	--	---

10. How much have you enjoyed the Olympic activities that you have taken part in at School?

Didn't like them 	Not much 	Quite a lot 	Very much 
---	---	---	--

11. What has been your favourite Olympic/Paralympic activity that you have been involved in at school?

12. Will you try any new activities or do more sport because of the London Olympic Games?

Yes

No

If yes, what?

13. Will you watch London 2012 on the TV?

Olympics

Yes

No

Paralympics

Yes

No

Example Interview schedule – pupils (school C)

1. Are you all part of the Olympic Committee? How many of you? If so what made you want to be a part of it and how did you become involved? Are any of you YA's too?
2. Has being a member of the Olympic committee benefitted you? How?
3. How do you think the rest of the school view the Olympic committee? What do they think about it?
4. What sort of things have you done as an Olympic committee? Expand!
5. How much did you know about the Games before your school became so involved?
6. What do you think about London holding the Olympic and Paralympic Games? Is it a good opportunity in your opinion?
7. Has London 2012 inspired you? (e.g. to get healthier, try a new sport etc) If so how?
8. How important do you think PE and school sport is in pupil's levels of physical activity?
9. How well has your values based rewards system worked?
10. Do you think they have been inspired by the values?
11. So what do you think about your schools promoting the values across all subject areas not just PE?
12. Has this inspired the less sporty pupils to get involved?
13. I know during your last two sports days you have ran different sports to get everyone involved, did this work well?
14. How did your legacy wall go down?
15. What are your plans for this year leading up to the Games? (Olympic day, week, half term events)
16. Have you done any work on the Paralympics? I saw you had a link to a special school.
17. Do you think most people see the Paralympic Games as equally, more or less important than the Olympic Games?
18. As you know your school is registered on the Get Set Network, have you seen any benefits from this? Will you be going to the Games?
19. Is there anything you have done as a committee that you are particularly proud of/ enjoyed the most?

Example Interview schedule – adults (school B)

1. What is the atmosphere in the schools like in this last 30 odd days until the Games?
 - Are the pupils excited? Is there a buzz?
 - Are the teachers excited?
2. What Olympic and Paralympic activities have you implemented this year since last time I saw you?
 - Has this put a strain on your time?
 - Are you glad to have been involved?
 - Has it been hard without the funding? Has your head teacher been supportive?
3. Have you decided which pupils you are taking to the Games yet?
 - Are they excited?
 - Do you feel let down by LOCOG only giving you football tickets?
 - Do you think this could have had an impact on inspiration levels?
4. Do you think the pupils are more inspired by the Games now than last time I saw you?
5. What other activities is the school running this week?
6. Is it more lower school that are engaged?
 - Do you think year 11 are missing out because of exams?
7. Do you think you are inspiring all pupils now? Or are some still hard to reach?
8. Do you think your Olympic based work has had an impact on academic attainment levels?
 - If so why? Have you been able to show this?
9. Do you believe a legacy will be left in your school?
 - Do you think it will be a lasting legacy?
 - Are there any plans to carry on next year?
10. Are there local schools that are not engaging with the Games?
 - If so, do you have any opinion on why this might be?
11. Do you still have a Get Set Committee? What are they doing now?
12. Are you finding that all the pupils are engaging with the Olympic activities or just the sporty ones?
13. Do you think that London 2012 will meet it's goal of inspiring a generation of young people?
14. Have you been involved with the School Games? What do you think of it?
15. How much has the disbanding of the SSPs affected you this year?
 - Has it made your job harder?
 - Has it made it harder for the primary schools to engage with the Games?
16. Has anything changed for you with your PDM's role changing?

Youth Sport Trust PE and School Sport Survey

Partnership URN number:

Number of pupils in each year group

- TOTAL

Number of pupils in each year group

- BY GENDER

Q1. What is the total curriculum time in minutes that all pupils in each year group spend taking part in PE in a typical week?

- TOTAL

Q1. What is the total curriculum time in minutes that all pupils in each year group spend taking part in PE in a typical week?

- BY GENDER

Q1b. Where the total curriculum time at Q1 was less than 120 minutes, what is the total number of pupils in each year group who participate in at least 120 minutes of PE in a typical week?

- TOTAL

Q1b. Where the total curriculum time at Q1 was less than 120 minutes, what is the total number of pupils in each year group who participate in at least 120 minutes of PE in a typical week?

- BY GENDER

Q2. What is the total number of pupils in each year group who participate in at least three hours of high-quality PE and out-of-hours school sport in a typical week?

- TOTAL

Q2. What is the total number of pupils in each year group who participate in at least three hours of high-quality PE and out-of-hours school sport in a typical week?

- BY GENDER

Q3. What is the total number of pupils in each year group involved in intra-school competitive activities during this academic year?

- TOTAL

Q3. What is the total number of pupils in each year group involved in intra-school competitive activities during this academic year?

- BY GENDER

Q4. What is the total number of pupils in each year group that have regularly participated in competitive intra-school sporting opportunities during this academic year?- TOTAL

Q4. What is the total number of pupils in each year group that have regularly participated in competitive intra-school sporting opportunities during this academic year?

- BY GENDER

Q5. Did you hold at least one school sports day or equivalent event during this academic year?

- TOTAL

Q6. What is the total number of pupils in each year group who have taken part in inter-school competition during this academic year?

- TOTAL

Q6. What is the total number of pupils in each year group who have taken part in inter-school competition during this academic year?

- BY GENDER

Q7. What is the total number of pupils in each year group that have regularly participated in competitive inter-school sporting opportunities during this academic year?

- TOTAL

Q7. What is the total number of pupils in each year group that have regularly participated in competitive inter-school sporting opportunities during this academic year?

- BY GENDER

Q8. Which of the following sports or activities has your school provided this academic year?

- TOTAL

Q8. Which of the following sports or activities has your school provided this academic year?

- BY GENDER

Q9. For which sports or activities do you have links to clubs?

- TOTAL

Q10. What is the total number of pupils in each year group who have participated in one or more community sports, dance or multi-skill clubs with links to the school during this academic year?- TOTAL

Q11. What is the total number of pupils in each year group currently registered as gifted and talented because of their ability in PE and/or school sport?

- TOTAL

Q11. What is the total number of pupils in each year group currently registered as gifted and talented because of their ability in PE and/or school sport?

- BY GENDER

Q12. What is the total number of pupils in each year group actively involved in sports volunteering and leadership this academic year?

- TOTAL

Q12. What is the total number of pupils in each year group actively involved in sports volunteering and leadership this academic year?

- BY GENDER

Full list of interviewees

Greg – School Games Organiser and former Partnership Development Manager

School A

Dougal – PE teacher and Olympic project co-ordinator (interviewed twice)

Harriet – School Games Organiser and former Partnership Development Manager (interviewed twice)

Sam – PE teacher and School Sport Co-ordinator (interviewed twice)

Group of Young Ambassadors

School B

Fred – Assistant head teacher (interviewed twice)

Hannah – English teacher and Olympic enrichment co-ordinator

Olympic committee – pupils of various ages

Group interview with year 9 pupils

School C

Nicola – PE teacher and Olympic project co-ordinator

Olympic committee – pupils of various ages

School D

Elizabeth – Teacher and former Primary link teacher

Jane - Teacher and former Primary link teacher

Group interview with year 3 pupils

Letter to schools – invite to take part in the research

Dear _____,

Heading: Olympic Legacy research in Cheshire East

My name is Sarah Minshull; I am a postgraduate research student at Manchester Metropolitan University Cheshire (MMUC), studying for an MPhil/PhD. MMU Cheshire's Institute of Performance Research and Cheshire East Council are jointly funding my research into the soft legacy impacts of the London 2012 Olympic and Paralympic Games. One of the key soft legacy promises of 2012 was to increase participation and inspire a generation of young people; however, the evaluation of soft legacy impacts is under-researched. I am therefore writing to ask if you would consider the inclusion of your school in this research, which I outline briefly below.

I have decided to focus my research on young people (11-16yrs old), specifically the impact of the Games on young peoples' participation levels in sport and physical activity, and the networks and relationships they create and their experiences through sport. I hope to compare schools actively working to create an Olympic legacy with those that aren't, through a comparison of Schools involved with the London 2012 Get Set initiative or not?

The uniqueness of this study is the focus on an area away from London (Cheshire East), as previous work has investigated impacts on the host city only. I plan to contribute to knowledge in identifying and explaining the sporting and social legacy of the games outside of the host city. The study will be longitudinal to show the sustainability of any impacts after the Games. Baseline data (participation data gathered through the Youth Sport Trust's PE and School Sport Survey) was gathered in 2010 and impacts and changes will be measured by further surveys annually until 2013 and possibly beyond, in the case study schools.

I am enquiring if you would consider allowing your School's involvement in this research. If you were to agree, this would involve interviews with key players in creating your Olympic legacy, for example with Get Set programme co-ordinators, teachers, and School Sports Co-ordinators, and group interviews with your Young Ambassadors or pupils involved with Physical Education and school sport. These interviews will include questions on efforts to create a legacy, and attitudes and opinions on London 2012 inspiring young people and the Olympic and Paralympic values. The research would also involve a questionnaire being issued to a sample of pupils, which will look at Olympic inspiration, motivations to participate in physical activity and other measures of engagement in sport. Ideally this questionnaire would be completed within a classroom or form session to cause minimum disruption to the school and pupils. I hope to start the collection of schools-based interview and qualitative data before the end of the current academic year, and start collecting survey data in October 2011.

The findings of this research will contribute to the development of community sport and physical activity strategies in Cheshire East. Individual schools will not be identified in the reports and possible publications of results to external agencies, or academic publication, and no individual teachers or pupils will be identified within any case studies we may publish.

I understand your time is limited, but please do not hesitate to contact me, or my academic supervisors, noted below if you would like any more information. If you do agree to your school being one of the selected case studies, I would be happy to come along to the school to meet with yourself or a nominated member of your staff, to start to make the practical arrangements and seek specific consents and approval for the interviews and questionnaires. I look forward to hearing from you and thank you for your time in considering this request.

Yours sincerely,

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