



**CASHBACK
2025/26**



CASE STUDY

**Greenfield Rugby Ambassadors Programme
Claypotts Primary School**

GREENFIELD RUGBY AMBASSADORS PROGRAMME

Claypotts Primary School

In recent years, Braeview Academy and Craigie High School merged to form Greenfield Academy, creating a significantly larger secondary school serving an expanded cluster of primary schools across Dundee. While the new school brought fresh opportunities, investment and a growing rugby community, it also created new challenges around transition, connection and sustaining meaningful engagement across a much wider school network.

As the cluster continued to grow, maintaining consistent rugby delivery and strong relationships with younger pupils became increasingly difficult through traditional staffing models alone. In response, Greenfield Academy began developing a Rugby Ambassador model that placed senior pupils at the centre of transition activity, primary engagement and wider school rugby delivery.

What initially emerged as a practical response to a growing school community quickly became one of the programme's strongest examples of peer leadership in action.

Throughout the school year, Rugby Ambassadors supported weekly lunchtime sessions, primary festivals and transition activity across the Greenfield cluster. Younger pupils were introduced to rugby in environments that felt welcoming, energetic and increasingly familiar before they even arrived at secondary school.

The ambassadors themselves became a major part of that experience. As local young people who had progressed through the same school and rugby pathways, they provided younger pupils with relatable role models and visible examples of leadership within their own community. Staff reflected positively on the way primary-aged pupils responded to encouragement and support from older pupils who had recently experienced many of the same anxieties around transition themselves.

One of the programme's strengths was the consistency of the delivery. Rather than isolated events or one-off festivals, younger pupils regularly encountered the same ambassadors throughout the year, helping relationships and confidence develop gradually over time. Themed festivals and cluster activity also helped maintain enthusiasm and engagement while giving pupils clear goals to work towards collectively.

Importantly, the impact was not limited to the younger participants alone.

Through regular delivery, ambassadors increasingly developed confidence in communication, organisation and leadership while gaining experience working with younger age groups in practical settings. Responsibility within the programme became genuine and visible rather than tokenistic, with ambassadors regularly leading warm-ups, supporting activities, refereeing games and helping sessions run independently.

One ambassador reflected:

"I've gained confidence from coaching — how to talk in front of a bigger group and how to engage younger pupils better from when I first started." Rugby Ambassador

Another explained:

"I really enjoyed giving back to the younger boys and girls. It was great to see how much they improved through the year." Rugby Ambassador

As the programme developed, the ambassadors increasingly became recognised figures within the wider school community rather than simply participants within rugby activity. Their involvement helped strengthen continuity between primary schools, Greenfield Academy and local rugby pathways while also creating a stronger sense of ownership and community connection across the cluster as a whole.

The programme also created clearer progression opportunities for the ambassadors themselves. Through ongoing involvement in delivery, several young leaders completed coaching qualifications and continued supporting rugby activity beyond the initial programme period, helping sustain continuity and positive relationships across the local rugby environment.

Reflection and Learning

The Greenfield Rugby Ambassadors model demonstrated the value of leadership opportunities that feel genuine, visible and connected to the wider school community. Younger pupils benefited from familiar role models and supportive transition experiences, while ambassadors themselves developed confidence, communication and leadership skills through meaningful responsibility over time.

More broadly, the programme highlighted how peer leadership can help schools respond positively to the challenges that often emerge within larger school communities and expanding cluster networks. By placing young people at the centre of delivery, Greenfield Academy created stronger continuity between primary and secondary environments while strengthening wider engagement, belonging and community connection through rugby activity.