



HM Government



What Works in Schools and Colleges to Increase Physical Activity?

A briefing for head teachers, college principals, staff working in education settings, directors of public health and wider partners

October 2015

Prepared by Public Health England, the Youth Sport Trust and the Association of Colleges Sport and supported by the Department of Health; the Department for Transport; the Department for Culture, Media & Sport; and the Department for Education

About Public Health England

Public Health England exists to protect and improve the nation's health and wellbeing, and reduce health inequalities. It does this through world-class science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. PHE is an operationally autonomous executive agency of the Department of Health.

About this resource

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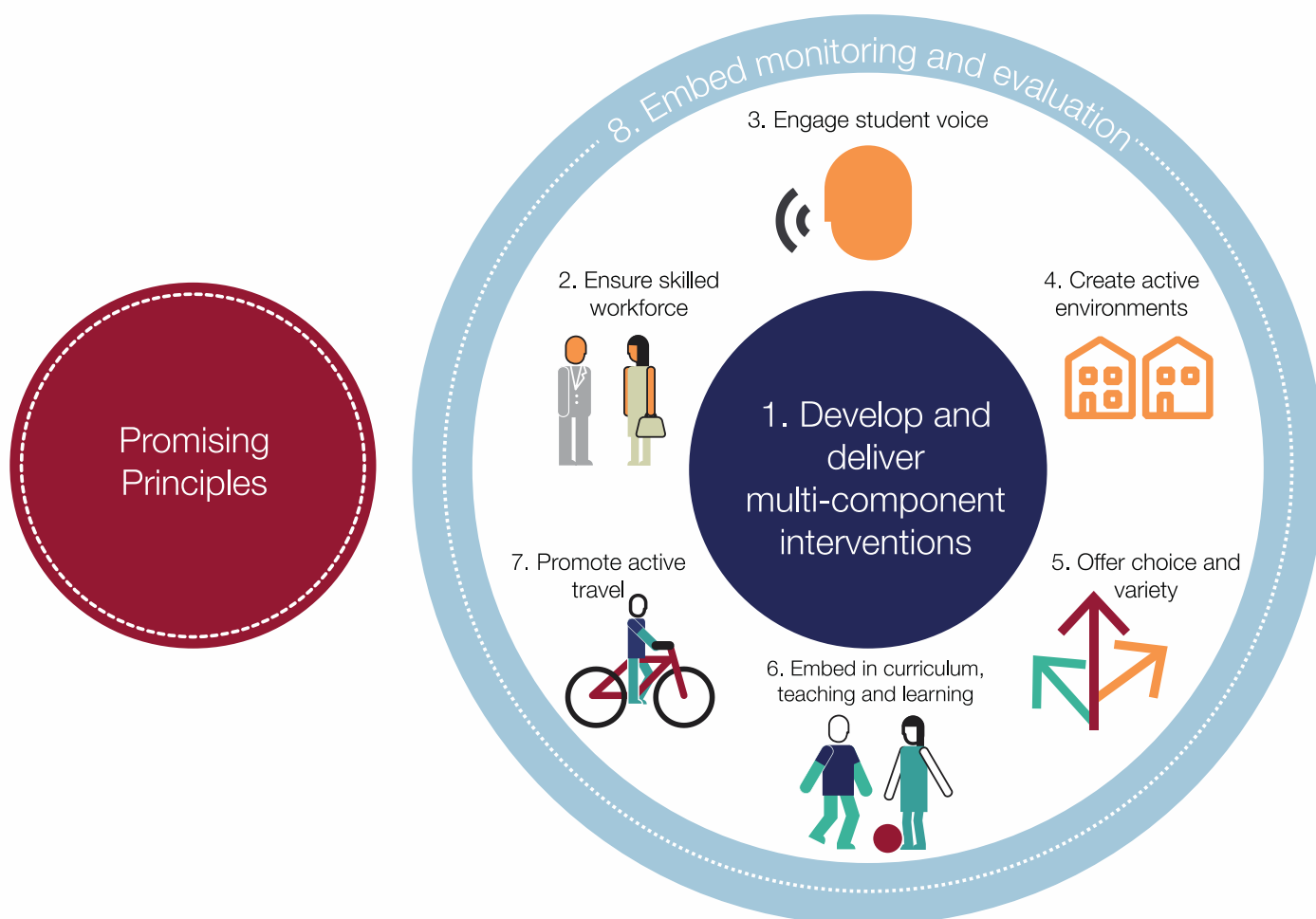
Introduction

Emerging evidence suggests an association between being physically active and academic attainment and attention.¹ Being physically active also helps to promote physical and emotional health and wellbeing^{2,3} and children and young people who are physically active are more likely to continue the habit into adult life.⁴

This briefing provides an overview from the evidence about what works in schools and colleges to increase levels of physical activity among children and young people. It aims to inspire the reader through practice examples. It also highlights links to Ofsted inspection criteria and signposts to useful sources of support. It will be of interest to head teachers and college principals, directors of public health and others working with schools and colleges.

The evidence has been distilled into eight promising principles for practice, which have been tested with children and young people and practitioners (see Figure 1).

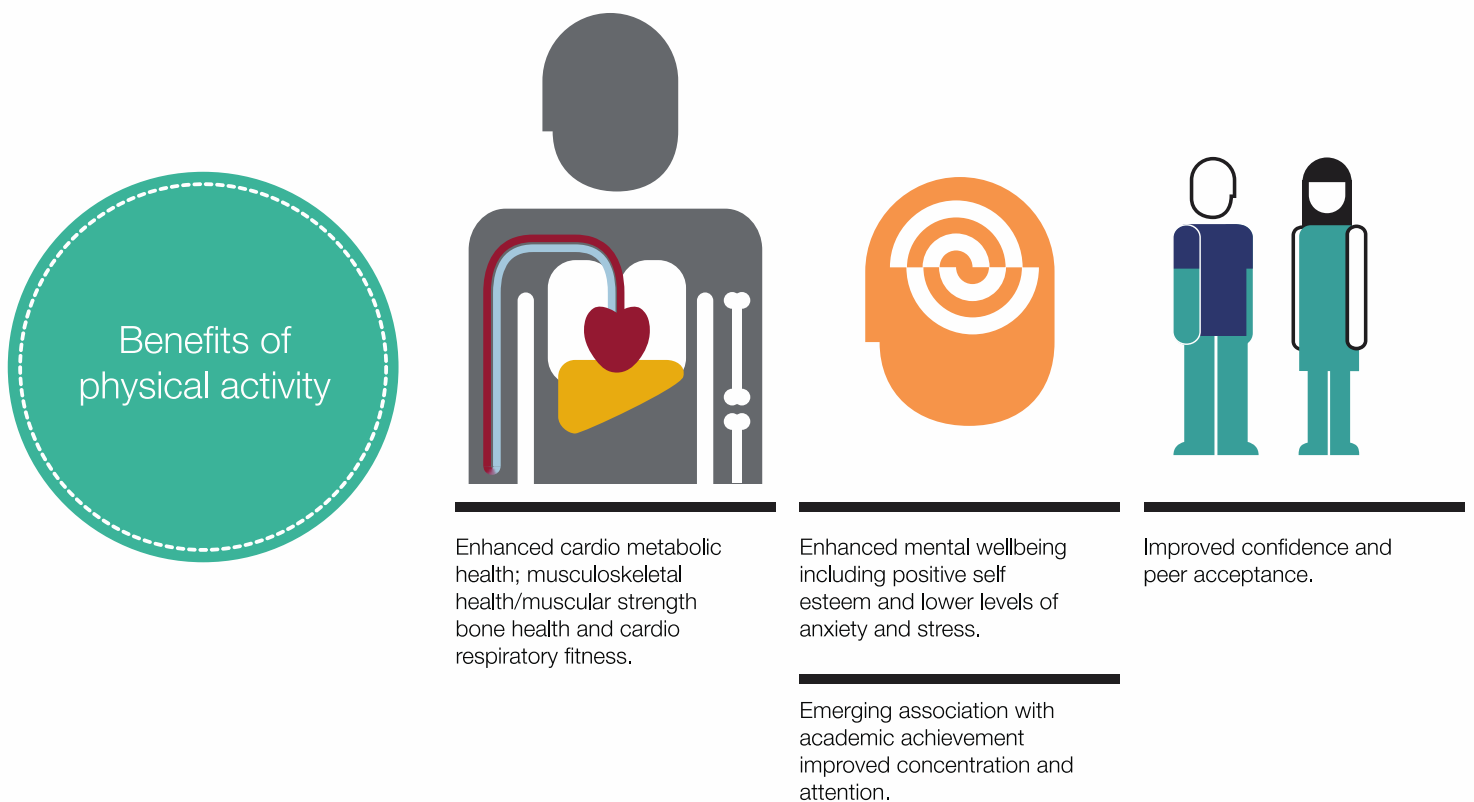
Figure 1: Promising principles for practice: what works in schools and colleges to increase physical activity



Overview of the benefits for children and young people of physical activity

A review¹ on the effect of physical activity participation among children aged 5-11 years identified the following benefits:

Figure 2: Benefits of physical activity for children and young people



Chalkley A, Milton K, Foster C (2015) Change4Life Evidence Review: Rapid evidence review on the effect of physical activity participation among children aged 5 – 11 years. London: Public Health England

The link between physical activity and academic attainment

A prospective cohort study⁸ which looked at associations between physical activity/sedentary behaviour and General Certificate of Secondary Education (GCSE) results in British adolescents found an inverse relationship between time spent being sedentary at age 14 years and GCSE results by age 17.

There are studies that support associations between single bouts of exercise on academic performance⁹ and a positive long term association with moderate to vigorous physical activity on academic attainment in some subjects¹⁰.

A report¹¹ prepared for the Youth Sport Trust found that between 2007 and 2010 the proportion of students achieving 5 A*-Cs at specialist sports schools improved by 7.8%, compared to the national average of just 4%.

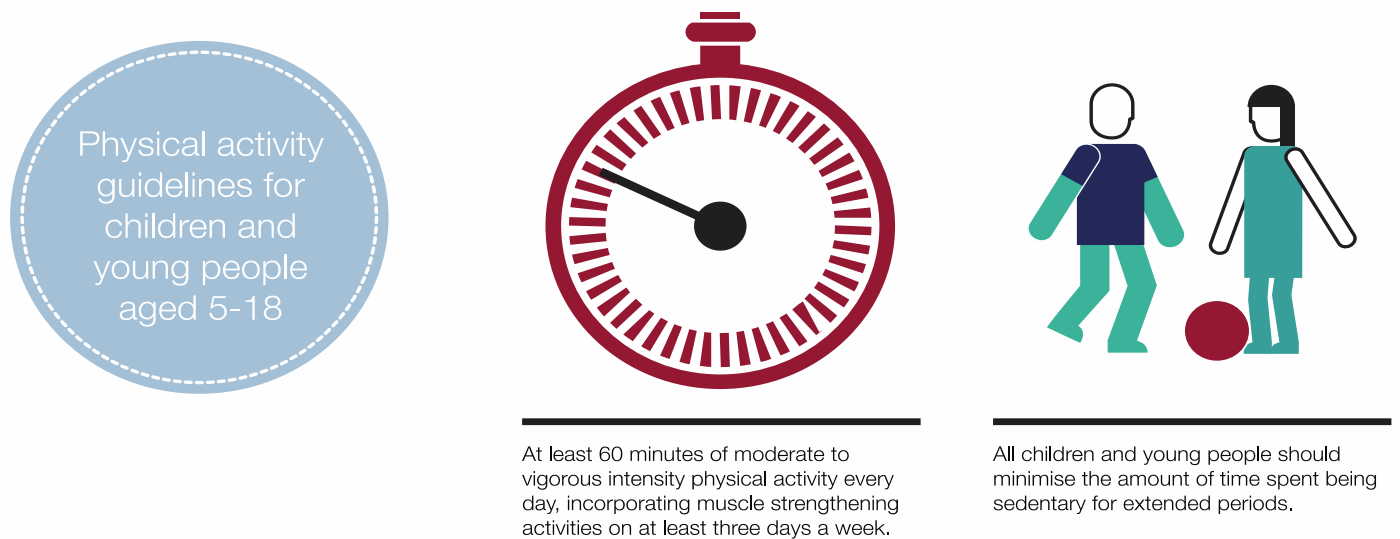
Research has shown physical activity provides cognitive benefits for children with disabilities by turning on the attention system including sequencing, working memory, the ability to prioritise, increased inhibition and attention span making them more primed to learn.^{12,13}

National physical activity guidelines and current participation levels of children and young people

The Chief Medical Officer's guidelines¹⁴ for children and young people aged five to 18 years are:

- all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day
- vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week
- all children and young people should minimise the amount of time spent being sedentary for extended periods.

Figure 3: Physical activity guidelines for children and young people age 5-18

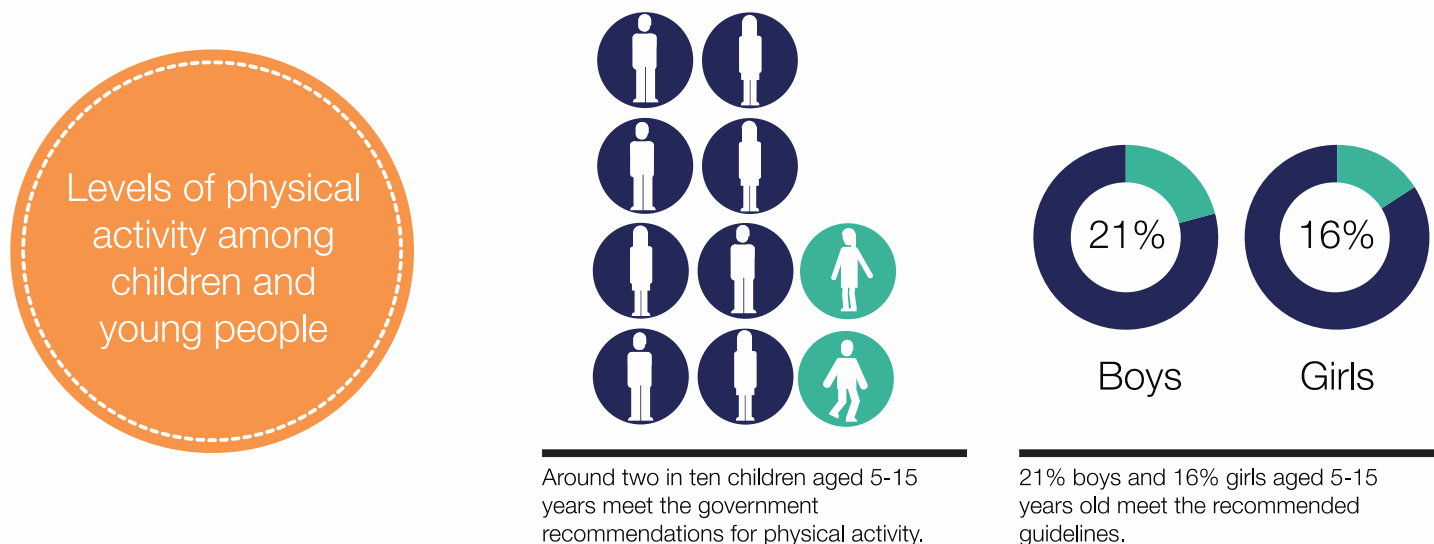


Department of Health (2011) Physical activity guidelines for children and young people (5-18 years)

While applicable to all children, the guidelines need to be adapted to each young person's needs and abilities (see glossary for definitions and the British Heart Foundation's National centre resource Interpreting the UK physical activity guidelines for children).¹⁵

On the whole, children and young people are not active enough with only around one in ten 2-4 year olds and two out of ten 5-15 year olds achieving the recommended UK Chief Medical Officers' recommendations for physical activity. Comparison between 2012 and 2008 figures suggest that physical activity is decreasing in children and young people.¹⁶

Figure 4: Participation levels among children and young people



Health and Social Care Information Centre (2013) Health Survey for England 2012

Data also shows that over half of young people aged 14-19 take part in sport less than once a week.¹⁷ Levels of activity decline with age in 4-10 year olds while obesity rates double between reception and Year 6.¹⁸ Beyond primary age, levels of physical activity continue to fall with age and are worse for girls.¹⁹ Insight indicates that 51% of girls say PE and school sport experience puts them off engaging in physical activity²⁰ and that girls are more prone to low self-esteem and body confidence issues. Levels of activity are also poorer for particular population groups, including those with a limiting illness or disability and those from certain ethnic populations.²¹ There is also a socioeconomic gradient with 47% boys and 49% girls in the lowest economic group being 'inactive' compared to 26% boys and 35% girls in the highest economic group¹⁶.

Sedentary behaviour is any waking activity spent in a seated or reclining position that requires little energy output, for example sitting at a desk or computer.²² It is possible for individuals to participate in the recommended amount of physical activity and also engage in high levels of sedentary behaviour.²³ The Health Survey for England found 40% of children aged 2-15 years reported being sedentary (not including TV viewing or sedentary time at school) for more than two hours per day on weekdays and 53% on weekend days¹⁶.

The contribution of schools and colleges to increasing physical activity among children and young people

Schools and colleges have an important contribution to make in encouraging, and providing opportunities for, children and young people to take part in physical activity. Their sphere of influence spans the lifecourse: from early years through school-age and adolescence and throughout the day from before school to during and after school hours.

Many schools and colleges are successfully integrating whole school and college approaches to improving levels of physical activity. The Primary PE and Sport Premium²⁴ is being used to extend and enhance the range of PE, sport and physical activity experiences and is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils.

Ofsted inspects ‘how effectively leaders use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this’.²⁵ A review by Ofsted²⁴ found that from 2012/13 to 2013/14 time spent on curricular PE at primary level has increased by 13 minutes from 109 to 122 minutes and 91% of schools report an increase in the quality of PE teaching. From September 2015 personal development, behaviour and welfare is a key judgement area within Ofsted’s common inspection process.²⁶ The grade descriptors for an outstanding judgement include:

“pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing...” (ref 17 p52).

In championing a physically active culture and ethos schools and college leaders will want to consider:

- the capacity and capability of staff to lead and promote activities
- the suitability of outdoor and indoor space
- the availability of financial and other resources
- ideas on how to integrate physical activity into the wider school or college day
- the differing needs/preferences of children and young people
- the evidence of how physical activity enables learning and achievement across the curriculum, particularly among more disadvantaged children and young people
- what is appropriate for age and stage of physical development
- taking a whole school or college approach to increasing levels of physical activity

Research conducted by the Youth Sport Trust²⁷ and the Association of Colleges²⁸ highlighted the following to be important:

- **universality:** schools and colleges serve every local community and engage children young people from all backgrounds
- **access and time:** children and young people can access schools and colleges easily and spend over 195 days per year attending – a significant influence in forming habits for later life
- **developing physical literacy:** children and young people's confidence and competence to take part in PE, sport and physical activity is developed in the broadest sense to include physical and psycho-social aspects that relate to the development of the whole child
- **reducing sedentary behaviour:** children and young people spend up to eight hours at school each day and many classroom learning environments encourage prolonged periods of sedentary behaviour, ie sitting. Schools and colleges have an opportunity to reduce sedentary behaviour both within the classroom and across the school day and increase awareness on the potential impact of prolonged sitting on health
- **community links:** schools and colleges are embedded within communities and exist as community facilities. On average, colleges build links with eight community clubs per year and schools have five links with community sports clubs. In addition, 90% of college sports halls are open to the public. Many establishments already offer excellent access outside of teaching hours, and the potential to extend this and have further impact on young people and their families is highlighted in Sport England's resource 'Use Our School'²⁹
- **range of activity:** physical education is included in the school curriculum and 97% of primary schools and 85% of secondary schools actively encourage physical activity as part of the school day. Colleges organise an average of 546 opportunities per year, across 55 different clubs, teams and activities, and 20 different sports
- **structured volunteering and employment opportunities:** over 46% of colleges organise and train student sports volunteers, often into formal student management teams with identified roles and responsibilities. Colleges also provide sport qualifications for over 75,000 students annually, resulting in an increase in the number of coaches, leaders, administrators and officials for sport.

“Sport matters in a college and to students because it improves behaviours and interactions with other people and personal growth. Without sport it would be incredibly difficult to role model the values of the college in such a clear way.”

(Jeanette Dawson, Principal,
Bishop Burton College)

“Schools are influential places to create good habits, develop skills and help young people to sustain these in the future – they are the starting blocks.”

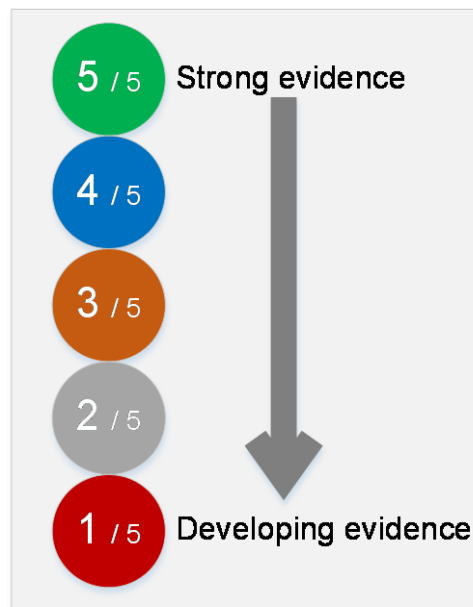
(Ben Goodall,
YST Youth Board Member)

“PE and sport contribute greatly to our whole school ethos... we know that children who are active and enjoy PE and sport are going to achieve academically.”

(Billie Downie, Head Teacher,
The Streetly Academy)

Evidence of what works in schools and colleges to increase levels of physical activity and decrease levels of inactivity

Eight principles for practice have been drawn from an appraisal of the evidence about what works in schools and colleges to increase levels of physical activity among children and young people. This briefing takes each principle in turn and summarises the quality of the evidence underpinning it. A scale has been used to colour code the strength of the evidence as follows:



(Note: Ratings have been based on NESTA standards of evidence – see Appendix 1 for more information)

Each principle is then illustrated with a practice example and Table 2 identifies sources of support that are available to schools and colleges to help translate these principles into practice. Appendix 1 outlines the methodology used to assess the evidence. The principles are summarised in Figure 1.

The fact that this review found few examples meeting the criteria for NESTA standards of evidence above level 2 (other than Start2Move³⁰ and Girls Active³¹, which have been referenced as practice examples), corroborates findings from wider evidence reviews³² and indicates a systematic issue concerning a lack of robust monitoring and evaluation appropriate to the scale and focus of the intervention. In light of this the principles are advocated as 'promising' and of value in informing practice.

When interpreting the strength of the available evidence about what works in schools and colleges to increase physical activity among children and young people the following limitations should be noted:

- evidence is based on self reported increases in physical activity, which can be less reliable than objective measures
- while discrete interventions may demonstrate some increases in physical activity this does not always manifest in *overall* increases in daily levels of physical activity
- an increase in physical activity within a particular setting as a result of a particular intervention may not necessarily be sustained beyond the duration of the targeted intervention/outside of the setting
- there is a lack of evidence that use control groups to demonstrate that the intervention is causing positive change in physical activity levels across a sufficiently large sample
- there is a lack of evidence that captures both a positive change in overall physical activity levels *and* identifies the key processes that bring about this change
- there is a lack of evidence that identifies ways to encourage and support children and young people who are the least active (including those with disabilities) to become more physically active

Principle 1: Deliver multi-component interventions

Evidence

3 / 5

Interventions that are multi-component or adopt a ‘whole of community (school/college) approach’ appear to be most effective.^{33,34,35} Multi-component interventions are likely to include actions relating to:

- *curricular learning* (eg teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum) **and**
- *culture, ethos and environment* (eg ensuring a supportive school or college culture and physical environment) **and**
- *engagement of the wider community and families* (for colleges, links to employers and placement providers are particularly important)

‘Whole of community’ approaches have been identified internationally as being among one of seven best investments that work for increasing physical activity.³⁶ This principle is considered to be overarching; successful implementation will require the delivery of a combination of all (or at least some) of the other seven principles.

“We are all in this business to develop well-rounded individuals and we need to take a holistic approach to the wellbeing and education of each of our students. Sports and healthy lifestyles are integral to this holistic approach.”

(Cathy Walsh OBE, Principal and CEO (to 31 August 2015), Barking & Dagenham)

Link to Ofsted

The ‘outstanding’ grade descriptors for ‘overall effectiveness’ within the school inspection handbook²⁵ includes the following:

“the school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical wellbeing enables pupils to thrive” (p.37).

Effectiveness of leadership and management is a key judgement within the Ofsted evaluation schedule. In making this judgement, inspectors will consider the culture within the school. They will also consider the design, implementation and evaluation of the curriculum and its impact on pupils' personal development, health and welfare as well as how well the school supports the formal curriculum with extra-curricular opportunities, specifically:

“opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities” (p38).

Ofsted will also consider how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils.

The further education and skills inspection handbook states that in relation to leadership and management, inspectors will evaluate the extent to which leaders, managers and governors:

“provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community”

In relation to teaching, learning and assessment, inspectors will consider whether teaching promotes learners' spiritual, moral, social and cultural development.³⁷

Link to NICE guidance

NICE guidance recommends multi-component physical activity programmes that include education about the benefits of physical activity, creating a more supportive school environment and engagement of the family and local community.³⁸

Practice examples

School: How a Change4Life sports club has been the catalyst in delivering a multi-component approach to physical activity	
Name of school and location	Featherstone Primary School, Birmingham, West Midlands (Inner City, 4-11, Mixed Gender, 278 students)
Description of activity	<p>Featherstone used the Change4Life Sports Club programme³⁹ to develop its “Activ8” concept that is targeted at the least active children and their parents. By developing a unique and inspiring club environment it has been able to provide engaging and fun activities that build the confidence and competence of children to be more physically active.</p> <p>The club promotes physical literacy and the ability to move more and move better, incorporating messages from the broader Change4Life campaign into activities and learning. Children use their personal logbook to track their progress against levels of physical activity, health behaviours and club values.</p> <p>The club has helped engender a positive partnership with families, helping them to understand the wider benefits of physical activity and the links with learning. This has led to opportunities for parents and young people to be leaders in the club. The club is seen as an integral part of the wider curriculum offer for pupils, alongside the school food and PE curriculum and the school is now evaluating the impact on pupil achievement and attainment.</p> <p>Positive reported outcomes include improvements in pupil attendance and behaviour, as well as greater levels of parental engagement and support for their children’s learning. The children are increasing their levels of physical activity and self-esteem/resilience, they are making more progress in writing and reading, and are engaging more proactively with PE and after school clubs. Some children are also putting themselves forward for school council roles. The school is now developing the concept of its club to include celebration events and award ceremonies and is planning to expand the reach of the club to more year groups.</p>

College: Ensuring the quality of the sport and physical activity offer	
Name of college and location	Hugh Baird College, Liverpool, Merseyside (Urban, Age 16+, Mixed gender, 8000 students)
Description of activity	<p>Hugh Baird College used the 'Towards Outstanding Framework', a national standards guidance and self-review tool for college sport, and a subsequent quality improvement visit to examine their sport and physical activity offer across the college. The quality improvement visit focused on five areas the college had identified using the self-assessment framework. These areas were: leadership and management, sport study programmes, leadership and volunteering, enrichment and extra-curricular, talent identification, development and support, community sport and facilities.</p> <p>The visit produced an action plan, which the college is now implementing to increase the number of students taking part in sport and physical activity across the college. This action plan is linked to both the Ofsted framework and also priorities that the Principal had identified, eg student recruitment to the college.</p>

Principle 2: Ensure a skilled workforce

Evidence

2 / 5

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school/college day can contribute towards higher levels of physical activity by children and young people.⁴⁰

“Teachers are role models. They can inspire children to participate in sport and enjoy it, encouraging them to continue playing into adulthood.”

(Young person)

Link to Ofsted

The quality of continuing professional development for teachers is considered by Ofsted when making a judgement about the effectiveness of leadership and management ²⁵. The grade descriptors for an outstanding judgement for effectiveness of leadership and management in the FE and skills inspection handbook includes:

“Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to take risks and innovate in ways that are right for their learners.”³⁷ (p40).

Furthermore, inspectors will consider the extent to which:

“staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers’ needs.”

Link to NICE guidance

NICE guidance recommends that all staff and volunteers should have the necessary experience and skills to design, plan and deliver physical activity sessions that meet children and young people’s needs and abilities. Staff and volunteers should also inspire children and young people.³⁸

Practice examples

School: Up-skilling teachers to develop pupils in and through PE	
Name of school and location	Easington Church of England Primary School, Durham (Rural, Age 4-11, Mixed Gender, 205 on roll)
Description of activity	<p>The subject co-ordinator for PE was involved in Start to Move³⁰, a Youth Sport Trust⁴¹ programme that supports teachers deliver quality physical literacy and school sport and unlock the potential of pupils as a means for increasing physical activity.</p> <p>The subject co-ordinator has used his training, skills and the resources as part of his team-teaching with other staff. The resources have helped teachers to support the development of pupils' social skills in and through PE at Key Stage 1. Teachers have reported that pupils are now keener to participate in physical activity and are doing so through extra-curricular provision.</p> <p>The school has been praised by Ofsted, with a recommendation that the school records the impact for pupils. The school has since initiated a survey to track pupil's participation in PE through school sport and into community participation to ensure that pupils are being supported to lead a healthy lifestyle beyond school.</p>

College: Using skilled sport development professionals in colleges	
Name of college and location	Truro and Penwith College, Cornwall
Description of activity	<p>Truro and Penwith College has employed an experienced sport development professional as a college sport maker (CSM). This person can not only motivate and inspire students directly, but can facilitate partnerships to bring other skilled coaches into the college to support further activity and increase participation. The CSM has developed links with 15 clubs.</p> <p>Employer links also lead to experts from industry training the student volunteer activators, who gain their National Governing Body, safeguarding and first aid qualifications so that they can also deliver sessions. The increasing workforce as a result of community links and internal training leads to an ongoing increase in participation.</p>

College: Funding an inclusion coach	
Name of college and location	Wiltshire College, Wiltshire (Rural, Age 16+, Mixed Gender, 10500 students)
Description of activity	<p>Wiltshire County Sport Partnership (WASP) allocated funding for SEN/disabled learners, which involved an inclusion coach delivering six weekly multi-sport sessions at Wiltshire College. This enabled tutors and support workers to be educated and upskilled on sport delivery so that they feel confident to run sessions themselves. It proved successful on all campuses as sport is now timetabled within their curriculum with staff delivering or supervising the sessions.</p> <p>This has provided a sustainable physical activity for the students and confidence of teaching staff to deliver high-quality sessions regularly.</p>

Principle 3: Engage student voice

Evidence

2 / 5

Giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation.⁴² In addition, encouraging young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path to their elders.^{43,44}

“Peers and friends are there [at school] and they are very influential – you interact with them the most at schools and colleges.”

(Young person)

Link to Ofsted

Leaders and governors are expected to take pupils’ views into consideration when assessing school effectiveness, and inspectors will consider pupils’ views in relation to the quality of teaching, learning and assessment. One of the outstanding grade descriptors for personal development, behaviour and welfare includes:

“Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view” (p52)

These expectations are also mirrored in the FE and skills inspection framework.

Link to NICE guidance

NICE guidance recommends that children and young people should be actively involved in planning physical activities.³⁸

Practice examples

School: Encouraging students to design and deliver activities	
Name of school and location	Highfields School, Derbyshire (Rural, Age 11-18, Mixed Gender, 1337 on roll)
Description of activity	<p>Highfields developed the Youth Sport Trust's Girls Active³¹ approach across its school by developing a group of disengaged girls aged 11-14 as a girls leading and marketing team (GLAMs).</p> <p>The girls received specific training, guidance and support in developing and leading their plans to increase physical activity with their peers.</p> <p>The power of peer leadership is shown in that 71% of girls that were part of GLAMs group and those that were engaged by the new and diverse activity reported they now looked forward to PE and 73% reported they liked the way they felt when taking part in physical activity.</p> <p>This approach has now had an impact on the culture of girls participation across the school, reviewed and refined the girls' physical activity offer and led to a number of campaigns to engage a wider audience.</p>

School: Responding to pupil voice	
Name of school and location	Trinity School and Sport College, Durham (Urban, Mixed Gender Special School, Age 2-19, 188 on roll)
Description of activity	<p>Pupil voice and pupil needs are central to the planning in this school. The school recently undertook a survey with pupils who attend after school clubs to review their current provision. From this consultation they found that pupils would like the school to run a karate club.</p> <p>In response, the school worked in partnership with a local club, gained short breaks funding from Durham County Council and completed a ten week block of work where pupils achieved a karate belt and could join with a local club if they wished. Pupils kept their karate suit and this allowed them to have a seamless transition and continue with their karate.</p> <p>The club promoted the pupils' independence and resilience to their learning and a target setting approach to their success as a learner. Pupils thoroughly enjoyed the experience and at a recent Sports</p>

	<p>Council meeting one pupil made a comment regarding their involvement and as a result, another ten week block of work has been organised in partnership with Durham University. Effective partnerships are key to the work progressing.</p>
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College: Developing a student management team	
<p>Name of college and location</p>	<p>Queen Elizabeth Sixth Form College, Darlington (Urban, 16-18, Mixed Gender, 1900 students)</p>
<p>Description of activity</p>	<p>The leadership and volunteering programme is an integral part of all sport at Queen Elizabeth College. Each year the college identifies new volunteers, using second year students to mentor and develop them into a Student Management Team.</p> <p>Mark Scott, head of sport at Queen Elizabeth College said: “It is really important that we allow the students to have some empowerment of the sport they are taking part in and offer our learners leadership opportunities to develop their skills. With the right environment and support, the students can be very professional and gain experience – it is an ever increasing competitive world out there now, not only at university but particularly in employment.”</p> <p>The student management team takes part in a variety of events and training activities throughout the year.</p>

Principle 4: Create active environments

Evidence¹

3 / 5

+

2 / 5

Access to, and integration in the school/college day of, open space⁴⁵, forests⁴⁶, parks⁴⁷ and playgrounds⁴⁸ are positively associated with physical activity levels. Access to loose and fixed equipment^{49,50}, along with non-traditional play materials (for example, car tyres or milk crates)⁵¹ also support physical activity among children and young people.

Link to Ofsted

“Providing learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet... the needs and interests of children, learners and employers, nationally and in the local community” is an area that inspectors will evaluate as part of the common inspection framework for education, skills and early years.²⁶

Link to NICE guidance

NICE guidance recommends that safe opportunities, facilities and equipment should be made available to encourage all children and young people to take part in physical activity. Schools and colleges are also encouraged to make their facilities available at different times (including early morning, late afternoon, evenings, and in the holidays)³⁸.

¹ The sources of evidence underpinning this principle are of different levels of quality so two ratings have been assigned. See Appendix 1 for more information on the ratings.

Practice examples

School: Developing a mountain bike and activity trail with multiple uses	
Name of school and location	St. Breock Primary School, Wadebridge Cornwall (Coastal, Age 3-11, Mixed Gender, 192 on roll)
Description of activity	<p>Mountain biking was introduced into the primary curriculum and as an after-school cycling club, in order to ensure that children are capable cyclists who enjoy cycling as a means of travel but also as a chosen leisure activity.</p> <p>The school developed an activity and mountain bike trail in the school grounds using the PE and sports premium, and invested in 30 mountain bikes, helmets and a large secure shed for storage.</p> <p>The mountain bike trail will also be used as a cross-country track, an orienteering course, a nature trail, and an adventure and challenge walk for early years children. The trail will start to be used in the summer of 2015 so the impacts on participation levels are yet to emerge.</p>

School: Making the best of small spaces with creative playground design	
Name of school and location	Soho Parish Primary School, Westminster. (Inner-city, Age 4-11, Mixed Gender, 170 on roll)
Description of activity	<p>With the help of OPAL Outdoor Play and Learning CIC, the school has raised funding to commission the design and building of a unique three-dimensional play and PE structural environment in the confines of a tiny playground. It is completely surrounded by tall residential and commercial buildings in the heart of London and sits in shade for most of the year.</p> <p>The school involved parents, governors, the local community and especially pupils in the selection of the winning design. The playground is open before and after school (and during holidays when safe to access) for use by the children who live in the buildings surrounding the school and who have no other outside space for play.</p> <p>Play now sits equally alongside formal sports coaching and PE lessons as ways of promoting physical activity, development, learning and wellbeing. The children enjoy the richness and variety of the opportunities now on offer, they have greater freedom to choose how they play, they enjoy the increased confidence of previously risk-</p>

	<p>averse adults, and they have a much wider range of artificial and natural loose-parts resources to learn and interact with.</p> <p>This school improvement process has impacted on behaviour and activity levels during playtimes. It has increased confidence among teachers to adapt and change their lessons to suit the participants and make learning through play an integral part of school life.</p>
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School: Creative playground design

Name of school and location	Woodhill Primary School, London (Inner City, Age 3-11, Mixed Gender, 473 on roll)
Description of activity	<p>Woodhill took a radical approach to changing the look and feel of its outdoor space and playground by applying and accessing the Primary Spaces Fund.⁵² This involved the design and development of an inspiring and engaging space for children at the school and within the local community to be more physically active and improve the quality of their PE provision.</p> <p>This approach has led to the redesigning of the playground, new logos and PE kit for the school, a change to the activity offer for the community, funding being made available for the training of young leaders and adult deliverers and the implementation of a 'play before lessons' culture. This has led to a 20% increase in community activity on site, 36% increase in physical activity levels across the school and the engagement of early years and community (such as brownies and scout groups) providers to use the space.</p>

College: Making the best of small spaces

Name of college and location	Amersham and Wycombe College, Buckinghamshire (Rural, Age 16+, Mixed Gender, 1,732 students)
Description of activity	Amersham and Wycombe College had limited sport specific facilities. Hard standing areas on both campuses have been converted into a multi-use area by adding multi-use posts that can be used for netball, short tennis, badminton and volleyball. Moveable Samba goals are placed on a green space at both campuses, enabling students to also play hockey or football. The popularity of the area has led the college to explore building purpose-built facilities and it has now received planning permission for a 3G pitch.

Principle 5: Offer choice and variety

Evidence

2 / 5

Offering a variety of physical activity opportunities for young people to take part in⁵³, including free play can increase participation in physical activity^{54,55}. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children and young people.⁵⁶

“If you put on football or something like that, you’ll have people who are already quite good at it, versus Tchoukball which is new and won’t put off any of the more disengaged pupils because everyone’s on the same playing field; no one’s done it before.”

(School teacher)

Link to Ofsted

The Ofsted framework encourages the wide-ranging promotion of students’ spiritual, moral, social and cultural development and their physical wellbeing. It also encourages the design, implementation and evaluation of the curriculum in a way that ensures breadth and balance and the supplementation of the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.²⁶

Link to NICE guidance

NICE guidance recommends that children and young people should have the opportunity to explore a range of physical activities to help them identify those they can enjoy and that provision should be varied in order to maintain children and young people’s interest and motivation³⁸.

Practice examples

School: Offering a diverse range of activities to encourage active playtimes	
Name of school and location	Bolsover Junior School (Rural, Age 7-11, Mixed Gender, 279 on roll)
Description of activity	<p>With the help of pupil premium money and some investment from Bolsover Wellness, the school recruited a specialist lunch time assistant and established an inclusive activity zone concept at break times. The school also engaged the help of young playground leaders to offer a variety of physical activities and sports to engage every child in active play between lessons. Activities range from creative dance, throwing and catching games, self led orienteering, circus skills and tag and chase games as well as a traditional mix of school sports.</p> <p>As a result of the five times a week programme more young people are physically active on a regular basis. There is improved behaviour at lunchtimes with fewer incidents for staff to deal with after lunchtime which impacts on learning and better concentration and behaviour in the afternoon. The school decided to deliver literacy in the afternoon rather than during the morning because the children were more focused in the afternoon, after they had been active at lunchtime.</p>

School: Using Fitness Fridays to offer new physical activity experiences	
Name of school and location	Flixton Girls School, Manchester (Urban, Age 11-16, Girls Only, 772 on roll)
Description of activity	<p>On the last Friday of every month all staff and students come into school in PE kits and through a partnership with MAD Fitness⁵⁷, which offers school based fitness programmes. The day begins with a combined staff/student fitness class before the start of school, which is a different theme each time. Throughout the day whole classes have the opportunity to take part, before finishing the day with another staff/student after school class.</p> <p>The variety of activities, wide range of new experiences, fun equipment, positive branding and bubbly personality of the fitness instructor have encouraged all girls to take part. Since the introduction of Fitness Fridays, the school has seen better levels of concentration following pupils' participation and an increase in uptake of after school clubs.</p>

College: Developing a varied enrichment timetable

Name of college and location	Peter Symonds College, Winchester (Rural, Age 16-18, Mixed Gender, 3800 on roll)
Description of activity	<p>The college sport maker (CSM) at Peter Symonds College has developed a varied enrichment timetable to suit all types of learners at the college.</p> <p>While at the college students are encouraged to take part in at least an hour a week of extra-curricular activity. This activity can be selected from an extensive choice of over 100 activities, including over 60 additional sport and physical activities.</p> <p>The CSM regularly has students take part in research and feedback. Popular responses highlighted in the CSM'S initial market research in 2013 included requests for Zumba, yoga, archery and dry slope skiing. In the following year, all of these activities were provided. This has continued year on year.</p> <p>With over 3,800 students at the college, where there is a lot going on, 'marketing the activity' is the main challenge. To overcome this, activities use the college intranet, social media, word of mouth, posters on the back of lavatory doors, cross campus noticeboards, as well as email and tutor notices. In addition, there is a TV monitor outside the Activities Office, which is being used to further promote upcoming events and activities.</p>

College: Offering a varied range of activities	
Name of college and location	Queen Alexandra College, Birmingham (Urban, Age 16-25 SEND pupils, mixed gender, 170 students)
Description of activity	<p>Queen Alexandra College in Birmingham is a specialist college for people with disabilities, offering a range of courses for those aged 16-25.</p> <p>Students are offered the choice of a varied range of activities, including regular cross-college events such as the Summer Games and other opportunities offered in partnership with organisations including British Judo and the Albion Foundation.</p> <p>The college staff team use sport as a teaching tool to embed skills such as literacy and numeracy with students. The sport offer has helped to improve the communication, confidence and independence of students, and is a valuable tool to develop self-awareness and leadership qualities.</p> <p>The college uses a model of offering sport sessions to students across college, delivered by external coaches who then train up the sports students to continue delivery. Links are made with external providers for some sessions to be delivered at their facility.</p> <p><i>“Being here taught me that disability is not a barrier. It has limitations but I can work around these to take part in many activities and achieve” (Suraj , 20)</i></p>

Principle 6: Embed in curriculum, teaching and learning

Evidence

2 / 5

Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development.^{58,59}

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.⁶⁰

“Schools have the most important role. Sport is in the curriculum for schools so they can have a direct impact by introducing existing and new sports to young people.”

(Young person)

Link to Ofsted

In assessing the effectiveness of a school’s leadership and management practices, inspectors will consider the design, implementation and evaluation of the curriculum. This includes ensuring breadth and balance, its impact on pupils’ outcomes, their personal development, behaviour and welfare.

The outstanding grade descriptor for personal development, behaviour and welfare states:

“Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing” (p52).

The FE and skills inspection framework states that in judging personal development, behaviour and welfare, inspectors will consider how well learners know how to keep themselves fit and healthy, both physically and emotionally (p45).

Link to NICE guidance

NICE guidance recommends that physical activity programmes should offer education and advice to increase awareness of the benefits of physical activity³⁸.

Practice examples

School: Using Forest Schools to embed physical activity in learning	
Name of school and location	North Wingfield Primary School, Chesterfield (Urban, Age 3-11, Mixed Gender, 231 on roll)
Description of activity	<p>The school wanted to introduce the Forest School⁶¹ concept to impact on the curiosity, communication and co-operation skills, teamwork, special awareness and motor skill development and achievement of year 5 and 6 pupils and ultimately increase physical activity with their parents.</p> <p>The 14-week programme was a mixture of delivery in school and a local forest. The school used pupil premium funding to pay for transport costs and support the professional development of the school workforce.</p> <p>This encouraged young people to be active while learning. Teachers have also remarked on improvements in the classroom relating to increased compliance and improved behaviour, greater concentration in written tasks and a greater motivation across other curriculum subjects.</p>

Encouraging physically active lessons through the Change4Life campaign

Change4Life is the Government's flagship childhood obesity campaign, helping families to eat well, move more and live longer. Change4Life has a substantial package of support running in primary schools across England, reaching 4.4 million 5-11 year olds and their families via 16,500 primary schools.

In 2014 Change4Life partnered with Disney to create the 10 Minute Shake Up campaign, which encouraged children to take part in physical activity inspired by Disney characters. A total of 104 million additional minutes of physical activity was recorded among those taking part in the campaign.

The campaign returned in 2015 with a recording by Ricky Wilson from popular TV programme *The Voice* encouraging children to take part in a 10 Minute Shake Up exercise routine.

"The children at our school loved taking part in the 10 Minute Shake Up routine, it was great to see them getting engaged in the Change4Life activity and to see them having fun doing exercise." (Pauline Woods, Headteacher, Brookfield Infant School, Aylesford).

"Many children spend time playing on computers rather than playing outside, so it's important to encourage them to get up and get moving for at least 60 minutes a day. Breaking this down into manageable chunks like this is really helpful and having the Disney-themed teams makes it fun rather than being a chore, and something the whole family can take part in." (Gill Naylor, Earlsdon Primary Headteacher, West Midlands)

College: Creating an integrated sports offer through upskilling students	
Name of college and location	Portland College, Mansfield (Rural, Age 16-25 SEND, Mixed Gender, 256 students)
Description of activity	<p>Sport is an integral part of the teaching and learning programme at Portland College, a national specialist college that aims to maximise the ability and minimise the disability of students through the provision of a range of opportunities.</p> <p>The sport offer consists of leadership opportunities, recreational clubs, and performance sport. The aim is to build learners' confidence and empower them enough to enable them to take on major roles in the sessions, such as leading a series of stretching exercises or officiating. Learners have the opportunity to compete in local, regional and national events and lead activities in college time.</p> <p>The life-skills and learning taken from taking part and leading these activities has seen a marked change in classroom behaviour and attitudes to learning and how physical activity can create a greater confidence in those pupils that are disengaged from their learning.</p>

Principle 7: Promote active travel

Evidence²

3 / 5

+

2 / 5

Interventions to encourage active travel can play a key role in contributing to children and young people's physical activity levels.^{62,63} Travel plans, which include a range of active travel options⁶⁴, have all been found to increase physical activity levels among children and young people.^{65,66}

"Walking to school is a really good way to help them stay fit and healthy."

(Parent)

Quote from www.livingstreets.org.uk

Link to NICE guidance

NICE guidance recommends that schools should encourage a culture of physically active travel; developing a school travel plan and aligning it with other local authority plans is encouraged.

² The sources of evidence underpinning this principle are of different levels of quality so two ratings have been assigned. See Appendix 1 for more information on the ratings.

Practice examples

School: Adopting safer routes to school	
Name of school and location	Burnwood Community School, Stoke on Trent (Urban, Age 4-11, Mixed Gender, 411 on roll)
Description of activity	<p>Since 2005 the school has introduced a number of initiatives that were instigated by Modeshift's⁶⁷ Safer Routes to School programme. Modeshift STARS is a national scheme that rewards schools who encourage children to walk and cycle to school (the scheme was introduced in November 2014). The Modeshift STARS programme awards schools bronze, silver or gold stars according to how effective they are at persuading pupils to choose greener and healthier ways of getting to and from school.</p> <p>Interventions at Burnwood have included cycle proficiency training, pedestrian training, cycle tracks and storage for scooters, installation of a BMX track, SKY GO Ride⁶⁸ training for families and teachers and a walking bus.</p> <p>Car use is down from 19.3% to 14.7% since 2008 and 14% of pupils cycle to school. In 2013 Burnwood Community School still had the highest number of children within the city cycling to school, and with regular cycling clubs and PE lessons hope to continue to hold this accolade.</p>

School: Enhancing cycle skills among young people and parents

Name of school and location	Wallsend Jubilee Primary School, North Tyneside (Urban, Age 3-11, Mixed Gender, 367 on roll)
Description of activity	<p>FEAT 1st was a project designed and delivered by Sustrans⁶⁹ in partnership with North Tyneside Council and North Tyne NHS and delivered at Wallsend Jubilee school. Over a 12 week period, a Sustrans' FEAT 1st officer, North Tyneside Council staff and other Sustrans staff and volunteers delivered activities in the school one afternoon a week including bike skills and maintenance sessions, on-road Bikeability cycling training and education to raise awareness of the need for physical activity.</p> <p>The FEAT 1st officer and school travel advisor also led family-orientated walks and bike rides on weekends and evenings.</p> <p>The project had a positive impact on the number of pupils cycling and walking to school, as well as increasing levels of physical activity among pupils. Wider benefits also include an increased sense of wellbeing, freedom and independence⁷⁰.</p>

School: Facilitating inclusive cycling training

Name of school and location	Callington Community College, Cornwall (Rural, Age 11-18, Mixed Gender, 1402 on roll)
Description of activity	<p>The school had access to the Bikeability⁷¹ programme (the Department for Transport's national cycling training programme). Part of the funding for this programme was used to put on an inclusive cycling training course for instructors. Twelve Bikeability instructors were trained to deliver inclusive sessions in the county.</p> <p>One student had hydrocephalus, which impacted on her ability to ride a bike as her core strength was weak and her balance and coordination were limited. After assessing her needs, a local supplier of adaptive bikes was approached and they agreed to loan an adaptive bike and deliver it to the school on the days of the Bikeability training. The student has now learnt basic riding skills and was able to join her friends for the on-road sessions of the training.</p>

Principle 8: Embed monitoring and evaluation

Evidence

3 / 5

Self monitoring, for example through use of pedometers deployed with personal goal setting, has been found to support an increase in physical activity; particularly among children and young people who are likely to be the least active.⁷²

Effective evaluation of physical activity interventions is considered to be a cross cutting principle that requires the identification of appropriate baseline information, interim outputs/milestones and appropriate outcomes linked to the physical activity interventions. Tools to support schools and colleges to strengthen their efforts to monitor and evaluate are listed in Table 1.

Link to the Ofsted framework

In making judgement in schools about the effectiveness of leadership and management, Ofsted will consider how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this (p38). Ofsted will also evaluate the quality of the provision and outcomes through robust self assessment, taking account of users' views, and use the findings to develop capacity for sustained improvement.

Link to NICE guidance

NICE guidance recommends that physical activity initiatives aimed at children and young people are regularly evaluated. Evaluations should measure uptake among different groups (for example, among those with disabilities or from different ethnic backgrounds). Any changes in physical activity, physical skills and health outcomes should also be recorded.

Practice examples

School: Using a travel tracker to record daily journeys	
Name of school and location	St Godric's Roman Catholic Primary School, Durham (Urban, Age 5-11, Mixed Gender, 208 on roll)
Description of activity	<p>Living Streets⁷³ aims to make streets safe, attractive and enjoyable spaces. The school has taken part in Living Streets' Walk once a Week scheme. This has included using Living Streets' Travel Tracker, which is a digital alternative to wall charts. The Travel Tracker makes it easier for the school, and fun for the students, to record pupils' daily journeys. They also have Walk Once a Week badges that effectively drip feed messages around walking to school all through the school year, plus a 'class of the month' trophy.</p> <p>As part of Walk Once a Week, the school has also established two Park and Stride sites with local businesses who offer their car parks for parents to use during the school term. This has reduced congestion at the school gates, which has made it a safer place for pupils.</p> <p>In an eight week period, the school saw an increase in its walk to school rate from 34% to 62%. A year later, this had increased to 70%.</p>

College: Using a barcode monitoring system to track participation	
Name of college and location	Newham Sixth Form College, London (Inner City, Age 16-18, Mixed Gender, 700 on roll)
Description of activity	<p>The college has developed an innovative barcode monitoring system to track learner participation, volunteering, coaching and officiating. Sheets of paper containing lists of activities, each with a barcode, are placed on the walls around the college's sports facilities. As a student arrives, the activity barcode and student's ID card are scanned. The student then scans out when they have finished. At the end of each day the data is uploaded to a common website and logged on a personal tracking system, recording the activity, date and amount of time spent taking part. The information can then be broken down and analysed by activity, gender, tutor group and ethnic group.</p>

School: Tracking SATS results against physical activity club	
Name of school and location	Our Lady of Lourdes Catholic Primary School, Southend-on-Sea (Urban, Age 5-11, Mixed Gender, 422 on roll)
Description of activity	<p>A targeted approach was taken to pilot offering support for a small group of pupils to be more physically active and to track whether this impacted on their SATs (Standard Assessment Tests).</p> <p>The pupils were invited to join a before school club held over three mornings, from late February to early May in the run up to SATs. To accommodate parents dropping their children off at school it was decided that the club would run just 10 minutes before school and use five minutes of registration time. As a result of their engagement in the club some of the pupils now participate in wider school sports activities.</p> <p>Feedback from teachers suggests the pupils' participation in physical activity has led to them being more alert in class with improved listening skills. The pilot found improved SATs results for the targeted pupils compared to the results that were expected before the pilot ran.</p>

The following documents and resources can help schools and colleges to evaluate the impact of their efforts to increase physical activity among children and young people.

Table 1: Resources to guide the process of evaluating the impact of physical activity interventions

Title	Synopsis
Standard Evaluation Framework for physical activity interventions ⁷⁴	The SEF for physical activity interventions was published by PHE. It describes and explains the information that should be collected in any evaluation of an intervention that aims to increase participation in physical activity.
National Physical Literacy Framework ⁷⁵	This framework has been designed to support those working in schools to consider how best they can structure their PE and school sport provision to ensure maximum opportunity is provided to develop the physical literacy of all their pupils and increase physical activity.
Evaluating Sport and Physical Activity Interventions: A guide for practitioners ⁷⁶	This guide provides a concise overview of how to evaluate a sport or physical activity intervention. It discusses principles of good practice for designing evaluations and suggests tools that might be used.
Process Evaluations of Complex Interventions ⁷⁷	This guidance was published by the UK Medical Research Council and is designed to inform users how to conduct a process evaluation (ie provide a detailed understanding of how an intervention functions). It provides guidance to plan, design, conduct and appraise an intervention.
NESTA Standards of Evidence ⁷⁸	This paper provides an overview of the Nesta standards of evidence, which is a scale used to rank the quality of evidence.
Community Schools Evaluation Toolkit ⁷⁹	The toolkit is designed to help community schools evaluate their efforts so that they learn from their successes, identify current challenges, and plan future efforts. It provides a step-by-step process for planning and conducting an evaluation and offers a menu of data collection tools (ie surveys, public databases) for evaluating whether and how your school is achieving results.

Signposting

There are a wide range of resources and support available to schools and colleges to help them put into practice the principles advocated in this document. Table 2 signposts to some of these sources that are available from organisations that operate at a national level. The list is not exhaustive and is intended to provide a quick reference point.

All of the information was correct at the time of publication. At a local level, local authorities and county sport partnerships can help to signpost schools and colleges to local sources of support.

The table highlights which of the principles the organisations can support. As a reminder, they are listed below:

1. Develop and deliver multi-component interventions
2. Ensure skilled workforce
3. Engage student voice
4. Create active environments
5. Offer choice and variety
6. Embed in curriculum, teaching and learning
7. Promote active travel
8. Embed monitoring and evaluation

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
AoC Sport	www.aocsport.co.uk	Lead agency for college sport and physical activity. Promotes and supports college sport and physical activity, championing the economic and health benefits, and providing advice that meets the needs of students, member colleges and external agencies.	✓	✓	✓	✓	✓	✓	✓	✓
Association of National Specialist Colleges	www.natspec.org.uk	Natspec is the membership association for Specialist Colleges. Natspec believes that a place at a specialist college should always be an option that is available to young people and their parents.		✓	✓	✓	✓	✓		✓
Association for PE	www.afpe.org.uk	The representative body supporting the delivery of physical education in schools. Offer quality assured services and resources, including AfPE Quality Mark and valuable professional support for members through a range of accredited professional development opportunities, employment support, representation and dedicated helplines.		✓	✓	✓	✓	✓		✓

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Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
The Be Your Best Foundation	www.rockchallenge.co.uk	The programme produces a national performing arts event called The Rock Challenge and is aimed at 11-18 year olds. This involves children engaging in building sets, costume design, choreography and performing in dance festivals.			✓	✓	✓			
Beat the Street	www.beatthestreet.me	Beat the Street is a community initiative to get children, adults, schools and communities walking for health.			✓	✓			✓	✓
British Heart Foundation National Centre for Physical Activity and Health	www.bhfactive.org.uk	Offer evidence based resources, training and programmes which inform and develop practice to make sure physical activity is kept high on the agenda.	✓	✓	✓	✓	✓	✓	✓	✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Chance to Shine	www.chancetoshine.org	Charity that aims to spread the power of cricket through schools and communities. Offer coaching sessions in schools and training for teachers, help to build links with local clubs, and provide resources.			✓	✓	✓			
Change4life Campaign	www.nhs.uk/change4life	A social marketing campaign aimed at primary aged children and their families to live a healthy active lifestyle building on Chief Medical Officer recommendations for diet and exercise.	✓		✓					✓
County Sport Partnership Network	www.cspnnetwork.org	The governing body for all 45 County Sport Partnerships across the country that individually offer support, guidance and resources relating to National Governing Bodies of Sport (NGBs) and local sport and physical activity projects.			✓	✓	✓			✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Design Council Cabe	www.designcouncil.org.uk/active	Design Council Cabe's Active by Design programme champions the creation of buildings, streets, public spaces and neighbourhoods that are highly conducive to health and physical activity. The programme helps schools, local authorities and communities put health at the heart of new-build projects and schemes to transform existing environments				✓				
English Federation of Disability Sport	www.efds.co.uk	Charity dedicated to disabled people in sport and physical activity. Supports a wide range of organisations to include disabled people more effectively. Support includes insight and research to inform practice, connectivity to community networks, inclusive health-check tool, training (eg Sainsbury's inclusive PE training), inclusive club resources, access guides, and an events programme.	✓	✓		✓	✓			

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Forest Schools	www.forestschools.com	Charity offering an educational approach to outdoor play and learning. Provide professional development opportunities and events to develop trained, motivated and passionate facilitators of Forest School provision.		✓	✓	✓	✓	✓		✓
Learning through Landscapes	www.ltl.org.uk	A UK wide charity that helps schools to make the best use of their outdoor spaces for education, play and recreation including physical activity.		✓	✓	✓		✓		
Living Streets	www.livingstreets.org.uk	A charity that works to make the streets safe, attractive and enjoyable spaces. Offer support for walk to school schemes and local safety projects.		✓	✓				✓	
SPORTA	www.sporta.org	Membership association representing cultural and leisure trusts throughout the UK. Offers courses and events, along with support for impact measurement.		✓	✓		✓			✓
Sports LeadersUK	www.sportsleaders.org	Provide courses and accreditation for the development of leaders and volunteers.		✓		✓				

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross-referenced to the principles for practice										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Sustrans	www.sustrans.org.uk	Works with families, communities, policy makers and partner organisations so that people are able to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in. Offer education and resource packs, officers to provide information, and award and recognition schemes for schools and pupils.		✓	✓	✓	✓		✓	
ModeShift	www.modeshift.org.uk	National membership organisation that specialises in active and sustainable travel and provides behaviour change. Modeshift STARS is a national scheme that rewards schools who encourage children to walk and cycle to school (the scheme was introduced in November 2014).		✓	✓	✓	✓		✓	
National Institute of Adult Continuing Learning	www.niace.org.uk	The national voice for lifelong learning, which campaigns for the personal, social and economic benefits from lifelong learning. Manages the Healthy FE programme for colleges and other learning providers.		✓		✓	✓			✓

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Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
OPAL – Outdoor Play and Learning CIC	www.outdoorplayandlearning.org.uk	A registered Community Interest Company dedicated to improving the quality of children's play opportunities especially in primary schools. Support includes programmes to help schools improve the quality of play times, plus resources		✓	✓	✓	✓	✓		✓
Youth Dance England	www.ydeorg.uk	Membership body for local dance organisations. Offer support to deliver dance in schools		✓	✓	✓	✓			
Youth Sport Trust	www.youthsporttrust.org	National charity driving improvements in PE and school sport and inspiring young people to participate, compete, volunteer and officiate in sport. Offer a range of programmes and initiatives, sport and education resources, events, quality marks, and continuing professional development opportunities.	✓	✓	✓	✓	✓	✓		✓

Appendix 1: Methodology

Review of evidence to inform principles

To examine the evidence, academic literature, intervention reports and case studies were used. The review focused on evidence from 2005 onwards that met the following criteria:

1. Related to children and young people aged 5-19
2. Demonstrated a positive change in physical activity

Wherever possible, evidence focused on schools and colleges, however in some circumstances evidence from community settings was also applicable.

Studies from outside of the UK were not excluded due to the paucity of UK studies. Consideration of cultural differences was made when using these studies to distil the principles.

Key practice principles were identified on the basis of common themes emerging in the literature and the quality of the evidence. The principles were consulted on through a variety of means outlined below.

Practitioner workshop

On 2 March 2015, a joint PHE, Youth Sport Trust and Association of Colleges workshop was held to provide an opportunity for practitioners to:

- consider what we know from the evidence about what works to promote physically active learners
- consult and seek broad ownership and consensus concerning key principles for informing effective practice
- collaborate in defining a collective offer of resources and support available to help schools and colleges promote the 'wider' physical activity agenda

A total of 40 people attended the workshop, included representatives from:

- key government departments, including the Department of Health, Department for Education, Department for Transport, Department for Education, and Department for Culture, Media and Sport
- PHE, including representatives from the regional centres
- Youth Sport Trust
- Association of Colleges
- local authorities
- schools and colleges
- third sector organisations
- associations and membership organisations

Project Advisory Group

A project advisory group was established to help guide the development of the briefing document. The group was managed and chaired by PHE and convened four times. A full list of members of the project advisory group is available from PHE.

Feedback from young people

On 17 March 2015, the Youth Sport Trust's Youth Board was asked for its views on the draft findings of the research. Nine young members of the Youth Board contributed to the discussion.

During April 2015, the AoC Sport national student management team was asked for its views on the principles and draft findings. A total of 18 young people on the national Board contributed to the consultation.

A total of 27 children in year 6 at St Breock Primary School were also consulted.

Appendix 2 summarises the feedback.

Assessing the quality of the evidence

Each principle was assigned a score out of five according to the strength of the quality of evidence underpinning it, as follows:

5 / 5

Evidence that the intervention can be scaled up through multiple replication evaluations, future scenario analysis or fidelity evaluation.

4 / 5

Independent validation of the impact and ability to scale the intervention up. Endorsement through recognised standards and standardisation of delivery and processes and documented standardisation of delivery and processes.

3 / 5

Independent evidence (or evidence that has been peer reviewed) that demonstrates that the intervention is causing positive change in physical activity levels across a sufficiently large sample through the use of a control or comparison group.

2 / 5

Qualitative or quantitative data that demonstrates a positive change in physical activity levels among those involved. Utilised pre and post survey evaluation or regular interval surveying.

1 / 5

Logical description of impact. Used existing data and research from other sources.

These scores have been informed by the NESTA standards of evidence.⁸⁰ In some cases, the sources of evidence underpinning a principle were of different levels of quality and in these cases, two ratings were assigned.

Appendix 2: Feedback from young people

The Youth Sport Trust's Youth Board

On 17 March 2015, the Youth Sport Trust's Youth Board was asked for their views on the draft findings of this research. Nine young members of the Youth Board contributed to the discussion. The profile of the young people was as follows:

- five were male and four were female
- age range was 16 to 21 years old
- eight were White and 1 was Black Caribbean
- three were currently at school, four at university and two in employment
- wide geographical spread from Inverness to Exeter

The findings from this discussion are summarised below.

Views on the role of schools and colleges

Each member of the Youth Board was asked to rate how important, if at all, they think the role of schools and colleges is in helping to increase physical activity among children and young people. The results are highlighted below:

Importance of schools and colleges in helping to increase physical activity	Number of individuals
Very important	7
Important	2
Neither important nor unimportant	0
Unimportant	0
Very unimportant	0

Each member was then asked to highlight why they thought schools and colleges had an important role to play in increasing physical activity among children and young people. Their feedback is summarised as follows:

Schools and colleges....	Quotes
...are in regular, close contact with young people	<ul style="list-style-type: none"> ● “Close contact with young people” ● “If your target is a wide range of young people, why wouldn’t you use school?” ● “Every child goes to school – social leveller”
... are influential places	<ul style="list-style-type: none"> ● “Influential time for young people” ● “Schools are influential places to create good habits, develop skills and help young people to sustain these in the future – they are the starting blocks” ● “Chance to develop culture – young and impressionable”
... can have individuals that are role models for young people, and can inspire and motivate young people	<ul style="list-style-type: none"> ● “Role models within schools” ● “Able to inspire” ● “Especially at a younger age, teachers are role models. They can inspire children to participate in sport and enjoy it – continue playing into adulthood”
...can offer a range of opportunities for young people to take part in physical activity	<ul style="list-style-type: none"> ● “Only way to get into sport” ● “Schools do have an important part to play in terms of physical activity within young people as they have the ability to encourage it through extra-curricular activities, clubs etc.” ● “Colleges and Universities can continue to increase participation – drop off rates, new sports and continual opportunities to compete” ● “Have the most important role! Sport is in the curriculum for schools so direct impact to introduce existing and new sports to young people” ● “Allow young people to continue their involvement in sport and not just through competing, eg as a volunteer or official” ● “Important to try / get good at something when you are younger – more likely to continue to lead an active lifestyle as you get older. Many people are reluctant to learn something new after school”
... can use physical activity as part of a wider approach to develop young people	<ul style="list-style-type: none"> ● “Teach and develop skills through sport for later life – transferable skills, CPD, physical and psychological benefits” ● “Schools should aim to develop individuals as a whole – not just academics” ● “Chance to develop”
... can maximise the role of young people’s peers in helping to increase physical activity	<ul style="list-style-type: none"> ● “Go five time a week – peers and friends are there and they are very influential – interact with them the most at schools and colleges” ● “If people don’t like school so unlikely to be influenced by what they provide - needs to be peer-led”

Several individuals also highlighted that along with the important role that schools and colleges play, parents and peers also have a critical role to play in encouraging physical activity among young people.

They also highlighted that the responsibility of increasing physical activity levels among children and young people does not always fall to the teachers; schools represent important sites, which are at the centre of communities. They would encourage schools and colleges to act as hub sites and work with other providers, such as coaches, to offer physical activity opportunities to young people at school and college sites.

Views on the draft principles

Each member of the Youth Board was asked to identify three of the draft principles that they thought were most important for schools and colleges to implement to help increase physical activity among children and young people. The results are highlighted below:

Draft principle	Number of individuals
Offer choice and variety of physical activities	9
Ensure that physical activity is delivered by high quality and appropriately skilled staff	6
Deliver multi-component interventions	5
Promote active travel	3
Ensure access to high quality environments and space	3
Embed monitoring and evaluation in delivery	0
Engage students in design and delivery	0
Ensure physical activity is an integral component in teaching and learning	0

Note: One individual only identified two principles that they thought were important.

Each member of the Youth Board was asked if there were any principles that they felt were not important for schools and colleges. One young person felt that embedding monitoring and evaluation in delivery was not important and another young person felt that ensuring physical activity is an integral component in teaching and learning was not important.

The Youth Board was asked if they thought any principles were missing. Key feedback was as follows:

- alongside games and fun elements, it is important to ensure that competitive sports opportunities are also available to young people
- it is important to ensure that schools and colleges are fully implementing their statutory requirements for the delivery of PE
- it is important to highlight ways to encourage young people who are disengaged from school and/or sport to take part in physical activity. Offering a range of alternative physical activity opportunities and ensuring that teachers have the necessary skills to inspire these young people were identified as key ways to address this

AoC Sport's National Student Management Team

A total of 18 members of the AoC Sport national student management team contributed to the consultation.

They were asked how important colleges are in helping to increase physical activity among young people. Their responses were as follows:

Importance of colleges in helping to increase physical activity	Number of individuals
Very important	11
Important	7
Neither important nor unimportant	0
Unimportant	0
Very unimportant	0

When asked for reasons regarding their rating, the following responses were given:

- “Increasing physical activity within college sets people up for carrying on sport after college whether being recreational or competitive. Increasing participation within college also allows students to have a break from their studies, like a stress reliever”
- “Colleges can have links with sports clubs/teams outside of education. Also the time at college is linked with the post 16 gap, (drop in participation) and if college improve sport this will help increase physical activity among young people”
- “Colleges provide facilities for people to get involved and offer discount rates for students”
- “It gives people opportunities to participate in new things and to socialise with new people and to enjoy different things”
- “Because colleges should encourage their students to live a healthier lifestyle”

The young people were then asked what their own college has done to increase levels of physical activity. The most popular ideas are below:

- “Because colleges should encourage their students to live a healthier lifestyle.”
- “Introducing recreational sports for everyone. Students had the opportunity to pick what activities they would like to be a part of.”
- “Free gym membership and many lunchtime clubs”
- “The college has produced lots of different sports and activities for people who don't take part in sport to participate in new things. The college has also given the chance for different groups to socialise with different people and to meet new people and make new friends”
- “Around the clock activities during main breaks and after college activities provided giving a wider range of opportunities to people who may or may not usually participate in activities out side or inside of college”
- “Personally my college has given young people and others the opportunity to play sports and activities in times that don't clash with academic and other priorities”
- “My college put in place the sports leaders academy which runs sports every lunch time and some after college”
- “They have introduced a Health, Wellbeing and Sport Programme which is free to all students and staff. It offers more than 26 sports and activities a week which is spread out during each day in order to attract people around the college”
- “A huge range of teams to represent in whether it be friendlies, league matches or cup competitions. Along with fundraisers such as the Hills Road 4.5km run”

The group was asked which of the principles were the most important, and which two were the least important. The responses were:

Draft principle	Number saying most important	Number saying very important	Number saying quite important	Number saying not important
Offer choice and variety of physical activities	7	8	2	0
Ensure that physical activity is delivered by high quality and appropriately skilled staff	2	14	2	0
Deliver multi-component interventions	1	4	12	1
Promote active travel	3	5	9	1
Ensure access to high quality environments and space	1	10	7	0
Embed monitoring and evaluation in delivery	4	10	4	0
Engage students in design and delivery	8	7	2	1
Ensure physical activity is an integral component in teaching and learning	4	9	4	1

The results indicate the most important factors appear to be:

- offer choice and variety of physical activities
- engage students in design and delivery
- embed monitoring and evaluation in delivery
- ensure physical activity is an integral component in teaching and learning

The least important factors according to the students were:

- deliver multi-component interventions
- promote active travel

St Breock Primary School Feedback

A total of 27 young people in year 6 at St Breock Primary School were asked what they would do as Prime minister to make children more active. The suggestions closely align with the eight principles identified in this report; these are summarised as follows:

- **offer choice and variety:** This was most commonly highlighted by the young people. They suggested there should be more after school clubs, which offer new physical activity opportunities and a variety of activities so young people can choose the physical activity they would like to do. Some young people also suggested that there should be more opportunities for young people to take part in competitive sport
- **ensure high quality environments and space:** Access to more equipment was commonly cited by the young people. They also suggested creating more space, such as football pitches, for physical activity
- **active travel:** Encourage children to walk to school or go on bike rides
- **engage students:** Young people teach others, for example year 6 pupils could teach children from the local playgroup or young people from year 11 or 12 could teach the year 6 pupils
- **embed physical activity in teaching and learning:** Suggestions included doing more sport in PE, having longer PE lessons and having longer breaks during the school day
- **deliver multi-component interventions:** Young people suggested hosting events such as family sports days or dedicating one day a week to keeping active
- **embed monitoring and evaluation:** One young person suggested having a competition between schools to see which is more active and another suggested having sports challenge cards with associated rewards
- **ensuring skilled staff:** One young person mentioned that teachers should teach children about the importance of being active

The other key theme to emerge, which is not covered by the principles outlined in this report, was ensuring that physical activity opportunities are affordable.

A total of 26 young people in year 6 at St Breock Primary School were also asked to identify the three things that their school does to keep young people active. Most commonly, young people cited: sport for all (an opportunity for all pupils to take part in a range of physical activity opportunities on a Friday afternoon); after school clubs; and PE.

When asked what three things could help them to be more active at school and at home, the most common responses were: more sports equipment; more sports clubs; more affordable/free sports clubs; and longer breaks.

Appendix 3: national policy and local public health delivery context

National policy drivers

Government has made a long term commitment, along with the Mayor of London, to reduce physical inactivity as part of the legacy from the London 2012 Games - cross-sector areas for action are summarised in the document Moving More, Living More.⁸¹ The following key policy drivers collectively provide a supportive context for increasing levels of physical activity among children and young people:

- **Ofsted** – The common inspection framework: education, skills and early years applies to all education providers from early years to post 16. The framework includes a judgement on personal development, behaviour and welfare. Inspectors will look at the extent to which schools, colleges and other providers are successfully supporting pupils to gain “knowledge of how to keep them healthy, including through exercising and healthy eating”. They are also inspecting how effectively leaders use the Primary PE and Sport Premium and measure its impact on pupils outcomes for pupils, and how effectively governors hold them to account for this
- the **National Institute of Health and Care Excellence (NICE)** has developed a series of guidance documents that aim to promote physical activity for children and young people. NICE guidance is aimed at schools and colleges among other stakeholders, and outlines evidence of effective and cost effective approaches to enable children and young people to become more physically active. Key questions covered by NICE Guidance are: what are the barriers and facilitators to children’s participation in physical activity? And which approaches are effective and cost effective in reducing health inequalities? The most relevant document is: Promoting physical activity for children and young people: PH17. In addition, the following guidance documents may also be of relevance: Physical activity and the environment: PH8; Walking and cycling – PH41; Prevention of unintentional injuries: PH29; and Community engagement: PH9
- **Department for Education** – Our education system must ensure that every child leaves school well-rounded, confident, resilient and happy – in other words, prepared for adult life. PE and sport can play a key role in this – and in promoting pupils’ physical and mental wellbeing. The Department for Education is seeking to improve PE and sport in primary schools through the PE and sport premium, which aims to ensure that all pupils leaving primary school are physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and

lifelong participation in physical activity and sport. The decision to focus on primary schools was based on the evidenced importance of establishing healthy habits at a young age. The next challenge is to ensure that the legacy of this investment is sustained – both within the primary schools receiving the funding and the secondary sector to which their pupils are progressing

- the **Department of Health** is seeking to improve the physical and emotional health of children and young people and physical activity has a vital role to play. Change4Life Sports Clubs, School Games and the PE and Sport Premium have a contribution to make in engaging and retaining children's involvement in healthy active lifestyles
- the **Department for Culture Media and Sport** is seeking to improve participation in sport across all ages, including for children and young people. It funds Sport England to help people and the communities across the country to create sporting habits for life. This means investing in organisations and projects that will get more people playing sport and creating opportunities for people to excel at their chosen sport. This includes their work to provide the right facilities in the right places for the population to take part. DCMS leads on policy for the School Games, which enables school children to participate in competitive sport regardless of their background or ability. DCMS has also contributed towards the PE and Sport Premium and works closely with DfE and DH both at ministerial and officials level on school sport. DCMS has recently published a consultation on a new government strategy for sport which includes a section relating to the promotion of sport and physical activity in schools
- the **Department of Transport** is committed to increasing the number of walking and cycling trips undertaken to school. It supports a range of programmes to increase walking and cycling to school including Living Streets "walk to school programme" and the national Bikeability cycle training programme. It is committed to delivering the Cycling and Walking Investment Strategy and has introduced secondary legislation to support its development.
- **Public Health England** – Tackling childhood obesity and giving every child a healthy start in life are two of PHE's corporate priorities. PHE published *Everybody Active, Everyday* – a national framework to engage and direct local, regional and national stakeholders to take action against physical inactivity across England. Schools and colleges are recognised as having a key contribution to make to helping implement this strategy with a particular focus on Change4Life⁸² and the national ambition to get people to 'eat well, move more, live longer'

Local public health delivery context

- under the strategic direction of the local director of public health, upper tier local authorities have statutory responsibility under The Health and Social Care Act 2012 to improve the health of the local population and reduce health inequalities
- local authorities must take actions they feel are appropriate to improve the health of their local population. However, these actions should be informed by reliable sources of public health intelligence, information, evidence and expertise. Local sources include
 - the annual report on the health of the local population, written by the director of public health and published by the council
 - public health surveillance eg local authority health profiles, Public Health Outcomes Framework (PHOF) indicators
 - local assessments of need, eg the joint strategic needs assessment (JSNA), which is a statutory function of the council
- the public health function includes responsibility for commissioning health improvement services. From October 2015 this includes commissioning public health services for 0-19 year olds including school health nursing and health visiting
- the 2012 Act also established health and wellbeing boards as a forum where key leaders from the health and care system work together to improve the health and wellbeing of their local population and reduce health inequalities. Health and wellbeing boards lead the development of a joint health and wellbeing strategy for the local area, informed by the JSNA and agreeing shared priorities for all partner agencies

Appendix 4: Glossary

Active play is described as 'what children and young people do when they follow their own ideas and interests, in their own way, and for their own reasons.'⁸³

Physical activity any force exerted by skeletal muscle that results in energy expenditure above resting level. It includes the full range of human movement and can encompass everything from competitive sport and active hobbies to walking, cycling and the general activities involved in daily living (such as housework).

Physical literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations.

Physical education is planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both "learning to move" (ie becoming more physically competent) and "moving to learn" (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

Sedentary behaviour Sedentary behaviour is any waking activity spent in a seated or reclining position that requires little energy output, for example sitting at a desk or computer.

Whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including:

- culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment
- learning and teaching: using the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing
- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing

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