



8.45-9.05 Registration: Teas & Coffees, Networking

9.05-10.45 Opening Address: A brief welcome and updates

10.45-10.55 Break

10.55-11.35 Completion and guidance for your Active School Planner and School Games Mark (Please have laptop/device per school to complete)

11.35-11.45 Break

11.45-12.35 Guest Speaker: We will hear from our Andy Grant, including a Q&A session

12.35-1.15 LUNCH

1.15 - 3.45 Active Literacy Training including brand new national resources and active story books! (Theory Practical sessions)

3.45-4.00 Sum up & depart

Welcome to the Lancaster & Heysham SSN Conference 2018-19



Highlights of 2018



The annual PE Conference with Bryan Ashton and some fantastic workshops

A continuation of some great work & the addition of new offers

10 CPD courses offered as part of your SSN buy-in with much more offered 'in-school'

Over 200 Leaders & 120 Students trained to support PE & School Sport- leading to County Recognition

Over 60 different primary school competition dates, including more 'participation' and KS1 activities, together with hundreds of individual fixtures

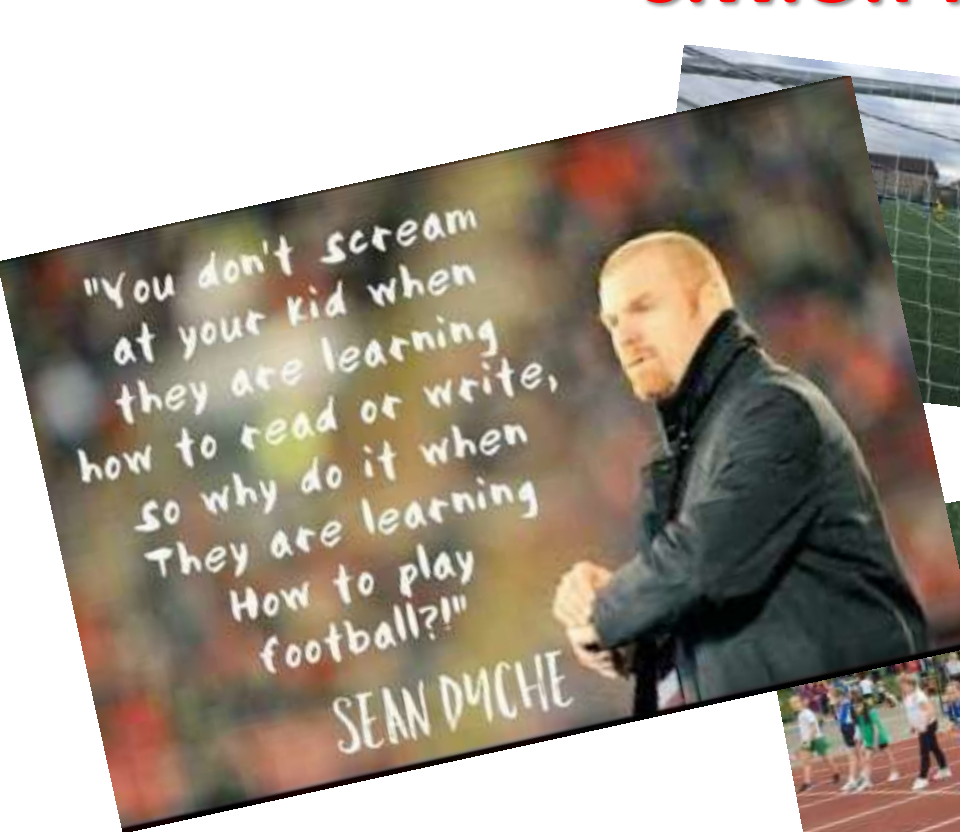
Some fantastic performances with local winners going on to County success!

Our Multi Sports Festival's continued success with over 112 teams, across 14 sports
& Salt Ayre Cup!



A Local Picture...

S.W.O.T Analysis



Primary Funding & PE

Have you implemented these points following last year's conference messages?

OFSTED will be inspecting 5% of schools per area on how it's spent & schools must publish on their website (**new deadline 31st July '19**- see handouts and remember last year's training)

Schools are encouraged to plan their PE Curriculum delivery & conduct Self Reviews (e.g. **School Games Mark**)

Involve all pupils– Participation! E.g. C4L/Participation clubs including all pupils (use **inclusive health check & principles of competition**) including having a School Games Organising Committee and Leadership offer.

Hold a L1 School Games Day (record on yourschoolgames.com) as well as a series of L1 'intra school' C4L/participation celebration mini festivals.

Improve the activity levels in school to ensure an average of 30 minutes per day over the school week of moderate/vigorous activity (**active school planner** & todays **active literacy** training).

Have a School Games Noticeboard &.... Promote all of your fantastic work!

Primary Funding & PE



How have you addressed these key challenges in your school?
Any successes, problems, or creative solutions?

- 1) **Evidencing & reviewing** your PE spending and importantly the impact its having in your school? Is it sustainable?
- 2) **Involving all pupils** & participation in clubs & competitions. Have you truly included all pupils? Have you used the inclusive health check & principles of competition?
- 3) **Held a L1 School Games Day** as well as a **series of L1 'intra school'** C4L/participation celebration mini festivals? Do you feel you've used the 'principles of competition'?
- 4) **Do you have sports leadership** in your school &/or a **school games organising committee**? How has this worked and what have been the successes/issues?
- 5) **Improved pupil activity levels** in school to ensure an **average of 30 minutes per day** over the school week of moderate/vigorous activity?

5 minutes discussion on tables...

No-why? Yes- How?



Double the Premium

How to use the PE and sport premium

Schools must use the funding to make **additional** and **sustainable improvements** to the quality of PE and sport you offer.

This means that you should use the premium to:

- 1) **Develop or add** to the PE and sport activities that your school already offers
- 2) **Build capacity** and **capability** within the school to ensure that improvements made now will benefit pupils joining the school in future years

5 key indicators that schools should expect to see improvement across:

- 1) **Engagement of all pupils** in regular physical activity - the Chief Medical Officer guidelines recommend that all children aged 5-18 engage in at least **60 minutes** of physical activity a day, of which **30 minutes should be in school**
- 2) The **profile** of PE and sport is raised across the school as a **tool for whole-school improvement**
- 3) **Increased confidence, knowledge and skills of all staff** in teaching PE and sport
- 4) **broader experience** of a range of sports and activities offered to all pupils
- 5) **Increased participation in competitive sport**

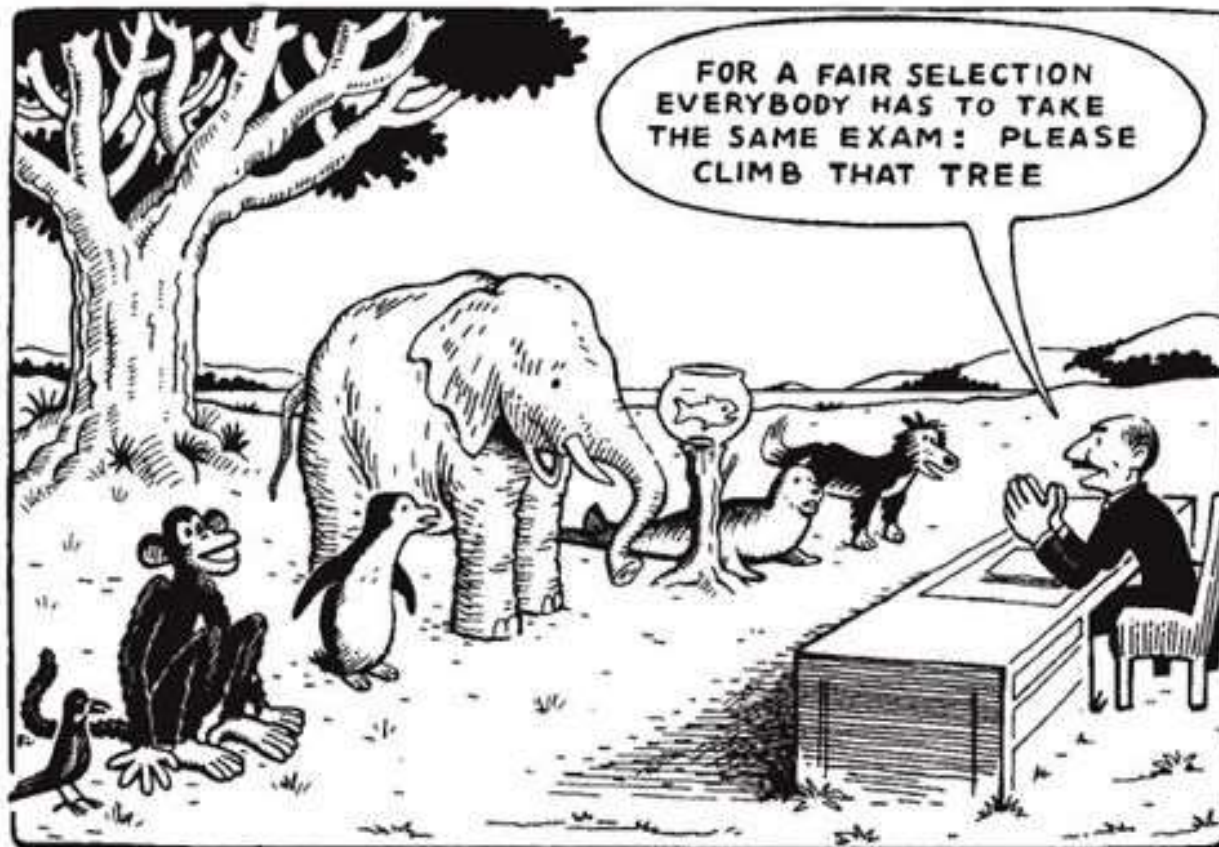
Double the Premium

You should not use your funding to:

Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets.

Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Double the Premium



Get Active?

Rock, Paper, Scissor fans!



Health & The Premium...

60/30 Active Minutes- in schools doesn't have to mean 'bolting on new 30m' but instead find more existing opportunities to be active, eg Standing & moving in classes, Active Travel, etc

An increased expectation to deliver '**Healthy Lifestyle**' messages to pupils not just focusing on PE lessons; For instance:

- Completing an audit of your Physical Activity offer
- Engaging least active in after school activities (eg Change4Life)
- Thinking about travel to school arrangements
- Training and payment for mid day supervisors
- Involving members of the community
- Providing outdoor and adventurous activities
- Purchasing equipment and resources to develop non-traditional activities

Schools Should complete **Inclusive Health Check** on yourschoolgames.com and **register on Activeschoolplanner.org** self review (completing here today)

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10 quick wins for an Active School

How do we begin to create an Active School approach? Below we have provided 10 top tips for creating an active culture and getting children moving:

1

Give children breaks

Children learn better for 30-60 minutes following an active break in lessons.

2

Get their heart rates up

Cardio fitness is essential for improved learning so when children stand, move them more.

3

Encourage basic movement skills

Movements such as agility, balance and co-ordination (ABCs) are the building blocks of cognitive and social development.

4

Encourage free play during break time

Children have a natural instinct for play that keeps them active for longer.

5

Make sure everyone is included

Notice which children are not moving and support them to take part.

6

Mix it up

Give children choice and variety, otherwise they will get bored easily.

7

Celebrate great delivery

For children to stay engaged they need adults to be fun, engaging and inspiring.

8

Take a whole school approach

Allow for physical activity to be a natural part of the school day.

9

Challenge misconceptions

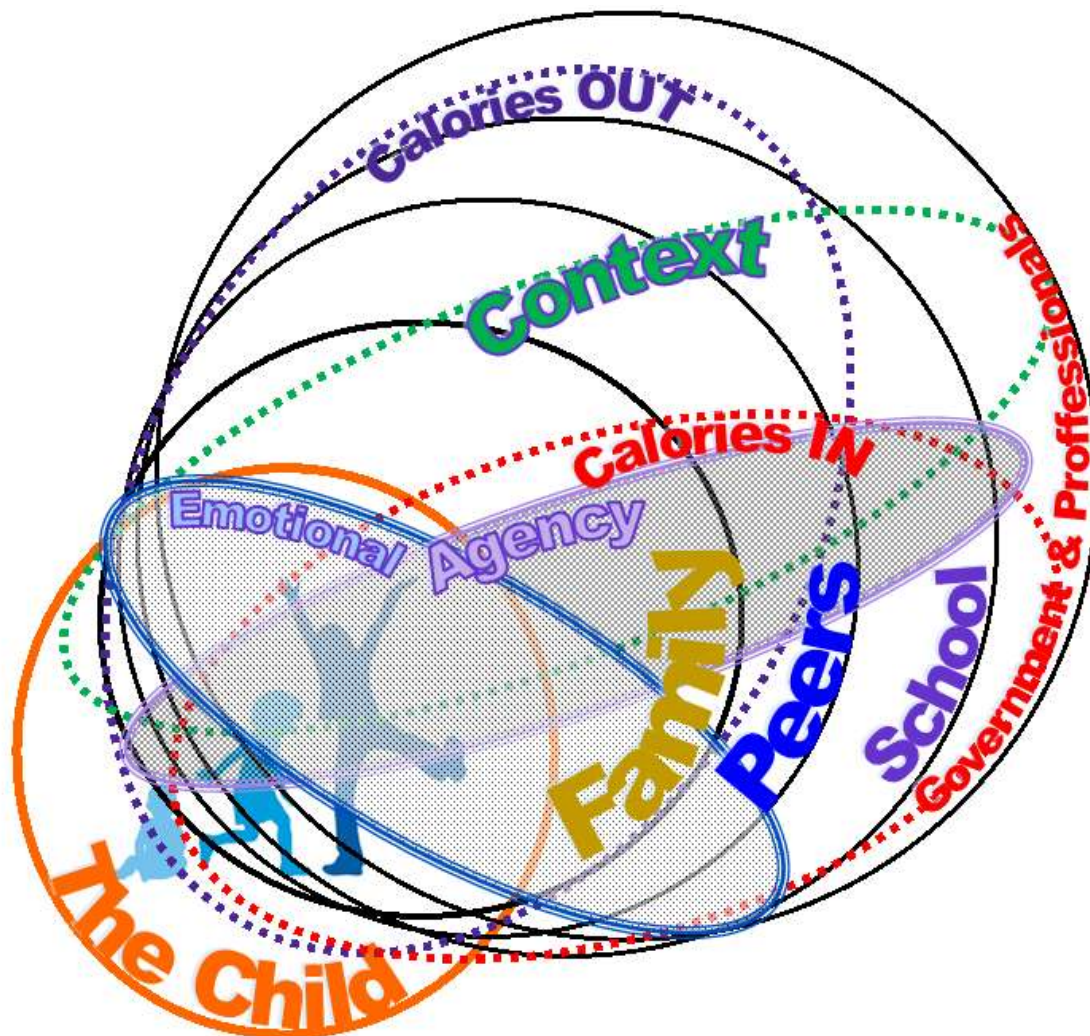
There is no evidence that increasing physical activity at school reduces achievement.

10

Lead by example

Take every opportunity to move with your children.

Pupil Voice & Health



Premium- Inspections

Ofsted inspections

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its **impact** on pupil **outcomes**, and how effectively **governors** hold school leaders to account for this.

Online reporting

You **must** publish details of how you spend your PE and sport premium funding (**was by April each year- now 31st July '19**).

This must include:

- The **amount** of premium received
- A **full breakdown** of how it has been spent (or will be spent)
- The **impact** the school has seen on pupils' PE and sport participation and attainment
- How the improvements will be **sustainable** in the future
- From 2017/18- How many year 6 pupils are meeting National Curriculum requirements to **swim** competently, confidently and proficiently over at least **25 metres**, using a range of strokes effectively and perform safe self-rescue in different water-based situations.

Guidance on reporting: New framework- head start?

AfPE shared how they are positioning the PE and Sports Premium with school leaders ahead of the introduction of the new Ofsted framework.

They gained some insight from a meeting with Amanda Spielman resulting in them advising schools to add an extra row to the reporting template with the headings:

'Intention, Implementation, Impact'.

This is highly likely to be the methodology for how school interventions will be assessed from September. Sue commentated that if this was implemented early on for the PPESP, other subjects would benefit by replicating the process, putting PE at the forefront of school development.

New OFSTED Framework 2019

Why?

- Ofsted's *"current model is driving too much workload and much of it falls on the shoulders of classroom teachers."*
- Ofsted inspections focus too much on outcomes which places *"too much weight on test and exam results"*
- Ofsted inspections haven't *"placed enough emphasis on the curriculum."*
- Ms. Spielman believes that Ofsted's current working practices have increased the pressure *"on school leaders, teachers and indirectly on pupils to deliver perfect data above all else"* and that they have led *"schools to put overall results ahead of individual children's needs."*

New OFSTED Framework 2019

Possible Result?

Shifting focus from results onto “*what is being taught and how schools are achieving a good education*”. However, outcomes will still be taken into consideration.

- The playing field **should** be made more even for schools situated in areas of high disadvantage where the quality of provision is of a good standard.
- Schools should feel empowered to “*put the child first*” and will be rewarded “*for doing the right thing by their pupils.*” This in contrast to attempting to achieve good results at the cost of personal development and the delivery of a broad and balanced curriculum. “*Those who are bold and ambitious and run their schools with integrity will be rewarded as a result.*”
- Workload should decrease amongst teachers as currently “*schools inevitably feel they must do a ton of recording and collating of information to present during the inspection.*” The intention is that “*a focus on substance will help to tackle excessive workload.*”
- Schools should feel supported by Ofsted, rather than judged by them

New OFSTED Framework 2019

- Spend more time on site *“having those professional conversations with leaders and teachers...”*. This could mean that less time will be spent before inspections looking at school data before visits are made to schools.
- Look much more at what the curriculum is like and how it is taught.
- Be looking for signs of an imbalance of curriculum and a focus on exam results: Ms. Spielman said that *“Ofsted will challenge those schools where too much time is spent on preparation for tests at the expense of teaching.”*
- Look for practices based on evidence from research and previous inspections: *“We will be intelligent by basing the framework on research from inspection and other wider research.”*
- Focus on what will *“genuinely assess quality of education”*.

New OFSTED Framework 2019

An opportunity for PE?

Things to note on the proposed new framework:

- Outcomes no longer a standalone judgement.
- Existing quality of teaching, learning & assessment judgement will be broadened to include a quality of education judgement based on the curriculum and outcomes.
- A new judgement isolating behaviour and attitudes.
- A new judgement isolating personal development.
- Leadership and management to remain as a key judgement.
- To clarify the changes to the existing quality of teaching, learning and assessment judgement, Ms. Spielman stated:

*“Under quality of education, we intend to look at 3 distinct aspects. First the intent – **what is it that schools want for all their children?** Then the implementation – how is teaching and assessment fulfilling the intent? Finally, the impact – that is the results and **wider outcomes** that children achieve and the destinations that they go on to.”*



Recent Ofsted – Questions asked

- How has the Primary PE and Sport Premium funding impacted on attainment in national curriculum physical education?
- Has there been an impact on whole school improvement as a result of the Primary PE and Sport Premium funding? If so, how do you know and what evidence do you have to support this?
- What specific outcomes does the school aim to achieve with the Primary PE and Sport Premium? For example: improving progress and skills, better attendance, increasing opportunities and activities.
- Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long-term impact?
- Impact of funding on disadvantaged children - What new opportunities are there for disadvantaged children?
- What % of disadvantaged children are meeting PE KS attainment targets?
- How will any improvements be sustainable in the future?

Evidencing

Evidence & Impact

Where possible use facts and figures e.g:

85% of children in Y5/6 have taken part in after school sports clubs

90% of our least active children now take part in after-school activity

6 teachers have attended at least one professional learning opportunity or have worked alongside a coach or PE specialist

Statements and quotes are acceptable e.g:

Mrs Griffiths (Y2 teacher) 'I have been working with our SS Co and had training from the SSN, they have supported me with multiskills. I now feel much more confident in delivering this and have developed new ideas'

All KS2 children take part in 15 minutes of daily activity. Children report feeling healthier, happier and more confident Toby (Y3) 'I enjoy doing go noodle in the mornings, it makes me feel awake and it helps me concentrate, I have got better at some of the activities and that makes me happy'.

Evidencing

Consider the wider impact – related to whole school e.g:

Behaviour at playtime and lunchtime as improved as a result of structured active playtimes

Standards achieved in PE have improved over 95% of children are attaining KS targets
Attitudes to learning have improved

Contributing to improving behaviour – whole school policy, self-discipline through sport

Raising expectations - exemplar behaviour on and off-site

Developing positive attitudes – PE kit / equipment, appearance, punctuality, nonparticipation

Contributing to raising attendance, re-engage, include, target priority groups

Positive views of pupils, pride in their achievements, young leaders

Positive messages and actions about healthy eating & lifestyle

Overweight pupils / pupils with additional needs – impact?

Get Active: Olympic Sports



DISCUSSION: PE Premium

How have you met the key indicators in your school?

You should use the premium to:

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5 key indicators where schools should see improvement:

- 1) **Engagement of all pupils** in regular physical activity - the Chief Medical Officer guidelines recommend that all children aged 5-18 engage in at least **60 minutes** of physical activity a day, of which **30 minutes** should be in school
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'Intention, Implementation, Impact'.

DISCUSSION: PE Premium

Now what will you do?

(YST tool in your pack)

Use the ideas & discussions you've had & take 5 minutes to
note down things you'll **start, stop, or keep doing.**

Anything you'd now do differently?

Or, solutions you've heard?

'Intention, Implementation, Impact'.

What have **you** done
with the money?

Who knows about it?

Can you evidence it?

Many Websites are out of date and have poor info- OFSTED will certainly check these schools first.

Some great spending and work but money isn't being used appropriately in all cases

Evidence and promote as you go along-

shouldn't mean more work, just keep registers- use templates see packs. Promote-newsletters, twitter...!

With great power comes great responsibility!

School Games Mark- Roll of Honour

Platinum -

- BLS

Gold –

- St Bernadette's
- Slyne with Hest
- Trumacar
- Bowerham
- Skerton St Luke's
- Moorside
- Our Lady of Lourdes
- Halton St Wilfrid's

Silver –

- Scotforth
- Dolphinhholme
- Leck St Peter's
- Ryelands
- Ridge
- St Mary's
- Lancaster Christ Church
- Sandylands
- Overton
- St Peter's
- Caton St Paul's
- Carnforth Christ Church
- St Patrick's

Bronze –

- Akholme
- Over Kellet
- Westend
- Mossgate
- Thurnam
- Cockerham
- Westgate
- Morecambe Road
- Poulton le Sands
- Hornby St Margaret's

Updates

Lancashire Level...

Glenn Swindlehurst

Lancashire County Council

Dom Holroyd

Active Lancashire (Lancashire Sport)



Does your school look like this?

Could this be used as an audit of provision?

Ofsted expectations in 140 words!

'PE is expertly led & managed. The formal curriculum & programme of study is well designed, relevant & purposeful & supplemented effectively with an outstanding extra-curricular offer. This guarantees breadth & balance & progression; thus ensuring every pupil makes progress from their starting points in their skills, knowledge & understanding. The pupils participate willingly & respond positively to the sporting, creative & cultural opportunities provided. Pupils are engaged & motivated & can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. Pupils understand how PESS can make a difference to their confidence, self-esteem, behaviour and attitude across the school. Leaders use the Primary PE and Sport Premium well; measuring its impact on outcomes for pupils effectively & governors rigorously hold them to account.'

Mike Crichton, afPE Chair

As a Subject Leader remember:

- *"While the quest for **physical activity** is important, it **must not** and cannot be at the expense of developing physically competent young people."*

Things to think about

- Ensure your curriculum is fit for purpose – **you** are in control
- Ensure extra curricular activities and competitions are on track
- Embed additionality by challenging other staff
- Pilot with the most challenging class additional physical activity
- **Ensure** that the Primary PE and Sport Premium is spent on the areas for development – self review (*buy yourself some time*)
- Check and challenge the **sustainability** and the **impact**
- Check break time and lunch time activity
- Have a clear evidence base demonstrating progress
- Ensure SLT members and Governors are on board

Childhood Obesity Plan – Part 2

Schools

- “Schools have a **fundamental role to play in helping equip children with the knowledge they need** to make healthy choices for **themselves, and in creating a healthy environment** for children to learn and play.”
- “The 2016 plan which set out our commitment to supporting all children with high quality nutrition and **at least 30 minutes of physical activity per day while at school**. We have already seen the money raised by the Soft Drinks Industry Levy flowing into schools, funding breakfast clubs for the most disadvantaged children and being **invested in PE and school sport**.”

Childhood Obesity Plan – Part 2

To further support schools in their role we will:

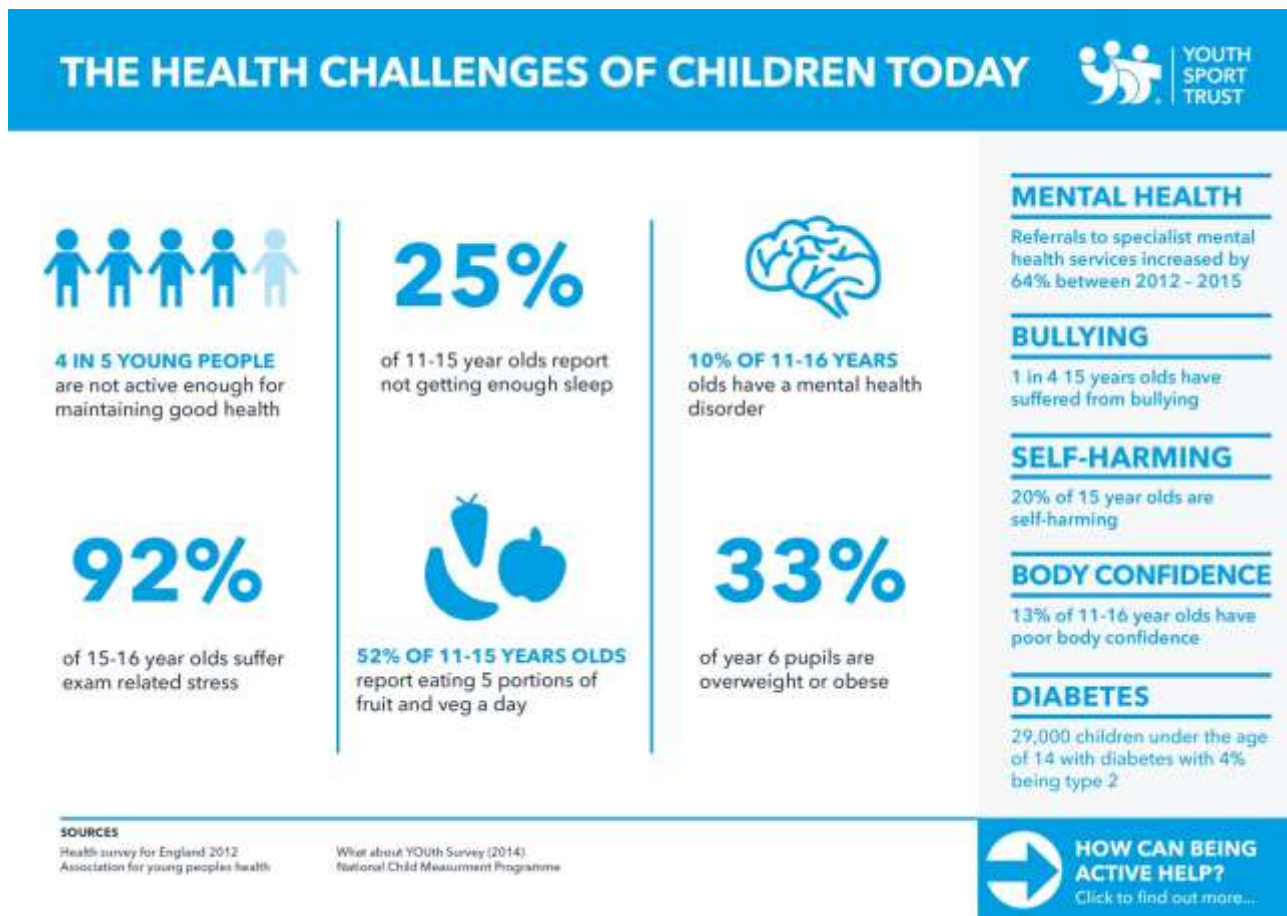
- Review how the least active children are being engaged in physical activity in and around the school day.
- Promote a national ambition for every primary school to adopt an **active mile** initiative, such as the Daily Mile.
- Invest over £1.6million during 2018/19 to support cycling and walking to school.

Thirty Active Minutes for Every Child, Every Day, Every School



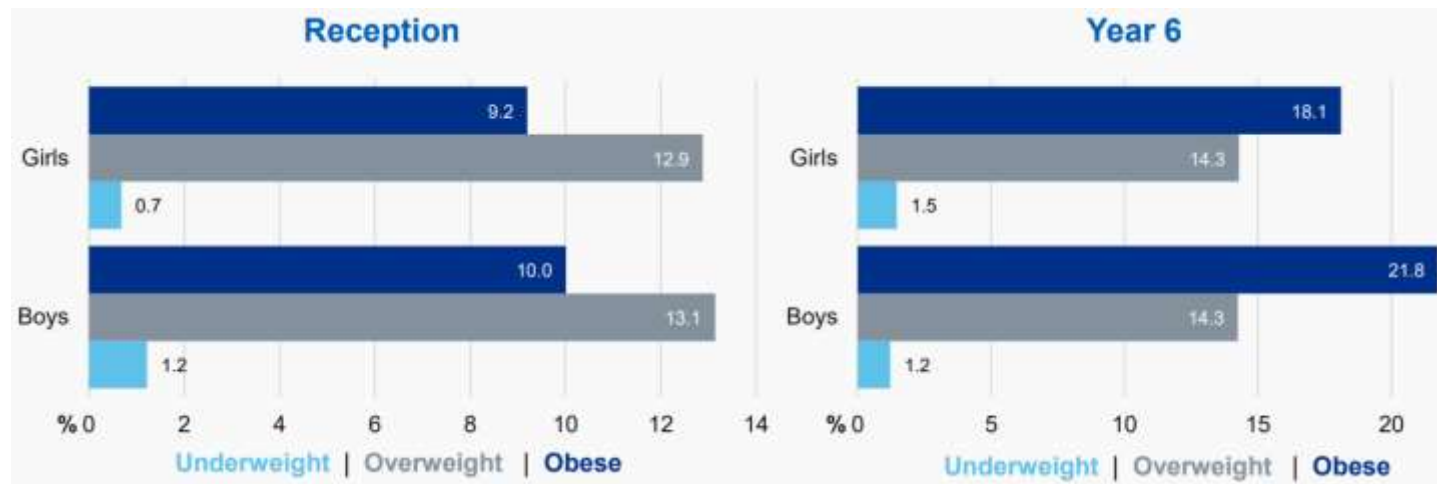
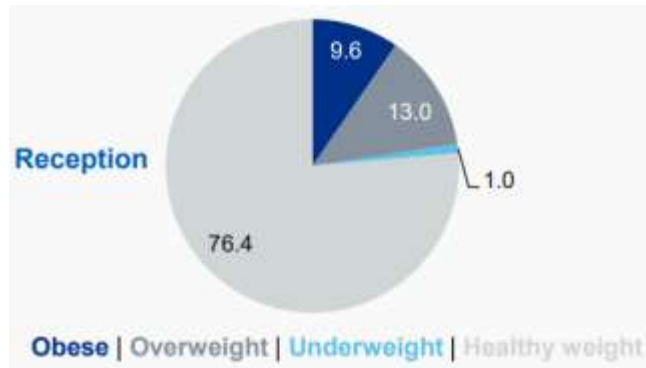
Gemma Stokes
Lancashire Development Coach

The Challenge



Available at www.activeschoolplanner.org

The Challenge



National Child Measurement Programme, England, 2016/17 school year

CHILDREN ARE NOT ACTIVE ENOUGH



CHILDREN ARE NOT ACTIVE ENOUGH

as only 19% achieve recommended levels



ACTIVITY LEVELS DECLINE

as children age, especially in girls where by ages 13-15 only 8% are active enough



Disabled people are half as likely as non-disabled people to be active



Sitting time is increasing and risking children's health



21%

16%

Girls are less active than boys, with only 16% achieving activity guidelines



Active play declines with age

CHILDREN WALKING TO SCHOOL
has declined since 1995



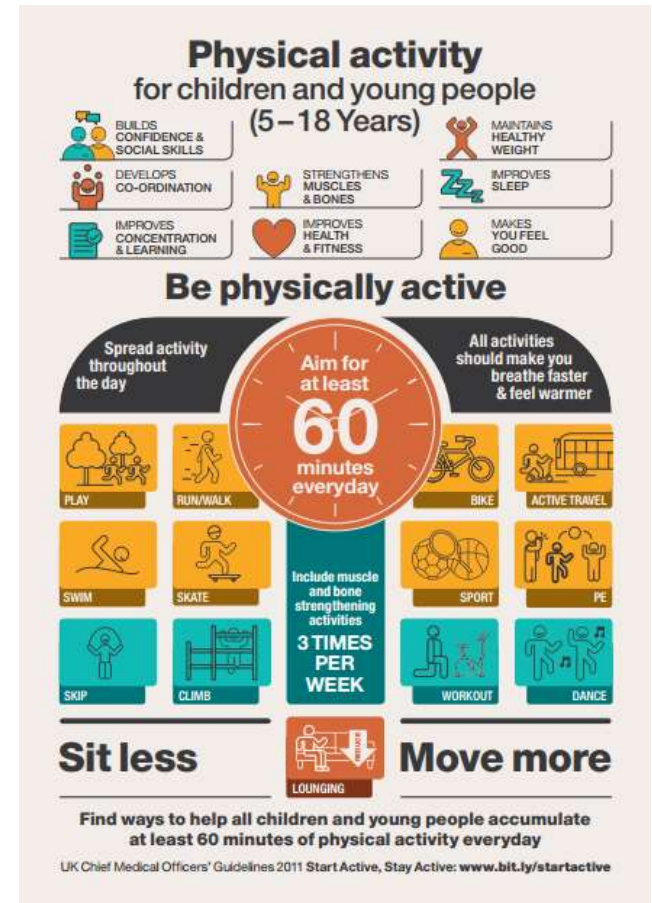
Children from low income families are more likely to be inactive

Available at www.activeschoolplanner.org

The Role of Schools

Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day

At least 30 minutes should be delivered in school every day



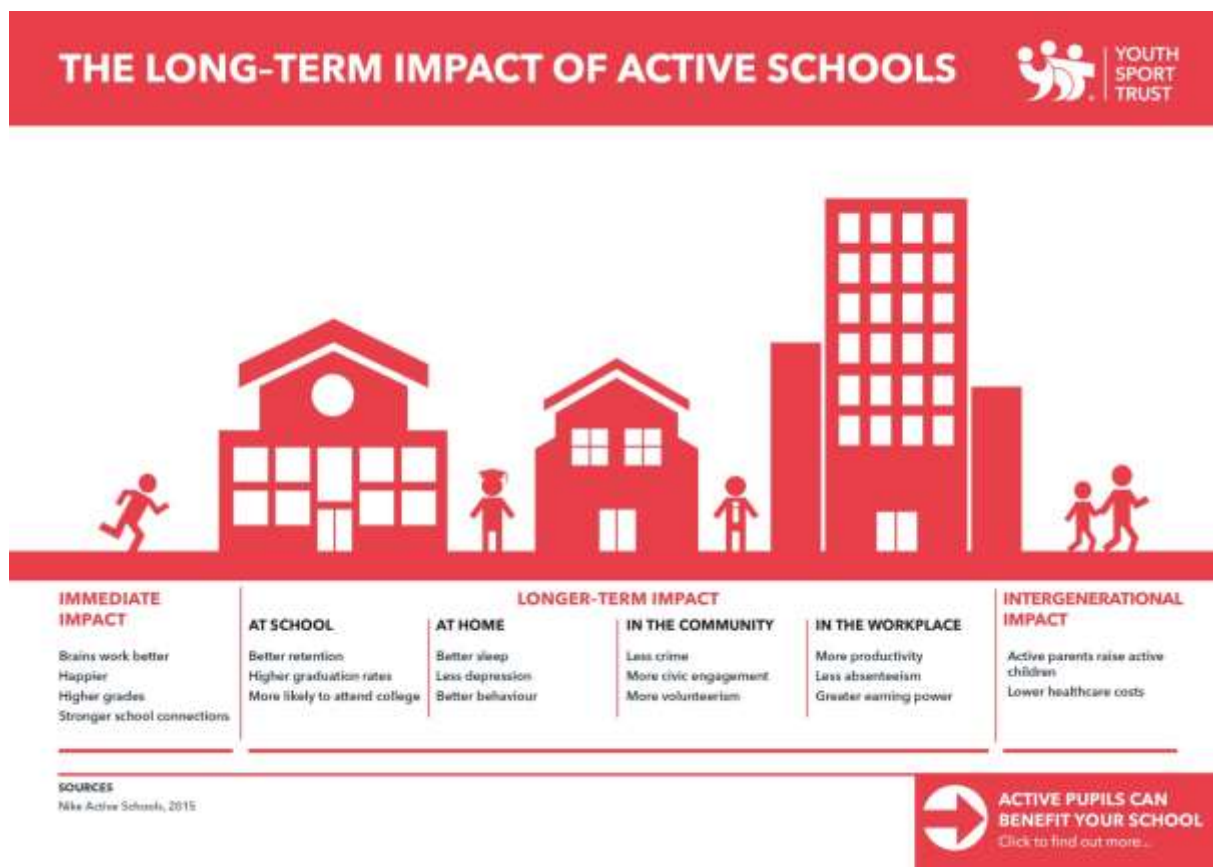
www.gov.uk/government/uploads/system/uploads/attachment_data/file/541231/CYP_infographic.pdf

Monitoring the Impact

Ofsted assess how school leaders use the Primary PE and Sport Premium and its impact

Ofsted will conduct a thematic review on obesity, healthy eating and physical activity, with examples of good practice and recommendations on what more schools can do

Benefits of a more active school



Available at www.activeschoolplanner.org

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

www.gov.uk/government/publications/what-works-in-schools-to-increase-physical-activity-briefing

EXECUTIVE SUMMARY

DESIGNED TO MOVE

ACTIVE SCHOOLS

A Guide for UK Head Teachers

www.designedtomove.org

Building a more active school

ACTIVE SCHOOL PLANNER



[Login](#) | [Sign Up](#) | [Acknowledgements](#)



www.activeschoolplanner.org



www.activeschoolplanner.org

Inactive

All, or almost all, of the time is spent sitting down

Little activity

Sitting down might be broken up with short bursts of activity. Pupils will spend some working time standing up and moving around the teaching space

Some activity

There will be some deliberate, planned movement and physical activity built into the session

High activity

There will be significant periods of physical activity that are planned and built into the session for all pupils

Open Heatmap

Copy Heatmap

ACTIVITY	TIMINGS	MON	TUE	WED	THU	FRI
Travel	08:00 - 08:15					
Before School	08:15 - 08:35	Playground play	Playground play	Playground play	Playground play	Playground play
Lesson	08:35 - 09:25	Active maths	maths	Active maths	maths	maths
Lesson	09:25 - 10:15	literacy	literacy	literacy	literacy	literacy
Break	10:15 - 10:30	Play	Play Leaders	Play	Play Leaders	Play
Lesson	10:30 - 11:20	Spelling / Arit...	Spelling / Arit...	Spelling / Arit...	Spelling / Arit...	Spelling / Arit...
Lesson	11:20 - 12:10	PE	RE	Handwriting	French	Music
Lunchtime	12:10 - 13:10	Play Leaders	Play Leaders	Play Leaders	Play	Play Leaders
Lesson	13:10 - 14:00	Science	PSHE	Science	Topic	Topic
Break	14:00 - 14:15	Play	Play	Play	Play	Play
Lesson	14:15 - 15:05	ICT	PE	Topic	French	Golden time

#YSTActiveSchool



YOUTH
SPORT
TRUST

Action Planning

Travel to and from School



Your school appears to be making some progress towards more active travel to school. You could try the following ideas to support your further development:

Suggestions:

- ☐ Develop a Walking Bus. It is a line of children, walking in pairs to school along a set route with an adult 'driver' at the front and 'conductor' at the back. There's nothing new about parents walking each other's children to school, but the walking bus creates a more formal system which allows volunteers to walk larger numbers of children to school
- ☐ Support Road Safety Week: Thousands of schools, nurseries, colleges, community groups and organisations work together during the UK's biggest road safety event, raising awareness about road safety and helping save lives. Road Safety Week is the ideal time to run road safety lessons and assemblies or launch a campaign for safer local streets
- ☐ Consider opportunities and challenges to motivate the school community to travel more actively, whether it be a Small Step, Big Stride or Giant Leap in how pupils make the school journey.
- ☐ You may already provide [Bikeability](#) training in school, but consider providing Scooter proficiency training for pupils too, particularly at Key Stage 1
- ☐ Run 'Bling your Bike' days to encourage pupils to bring their bikes (and scooters) to school. You could even link with your Community Policing to see if they can support
- ☐ Could you introduce a year-round walk to school challenge with a simple 'travel tracker' to record journeys to school in the class on a day to day basis
- ☐ Celebrate active travel achievements and inter-class challenges in school assemblies

Set Action

Activities Before School



At the moment, some pupils are benefiting from your before school activities programme. Here are some suggestions to increase the impact of that offer.

Suggestions:

- ☐ Have you tried running a breakfast club that combines good nutrition with fun physical activity? There are a number of national organisations that might be able to help with funding and ideas, or you may have a local provider who can help you!
- ☐ Why not try a 10 Minute Shake Up from Change4Life with Disney before school to get your pupils moving? Take a look at the [School Zone](#) for a range of fun games.

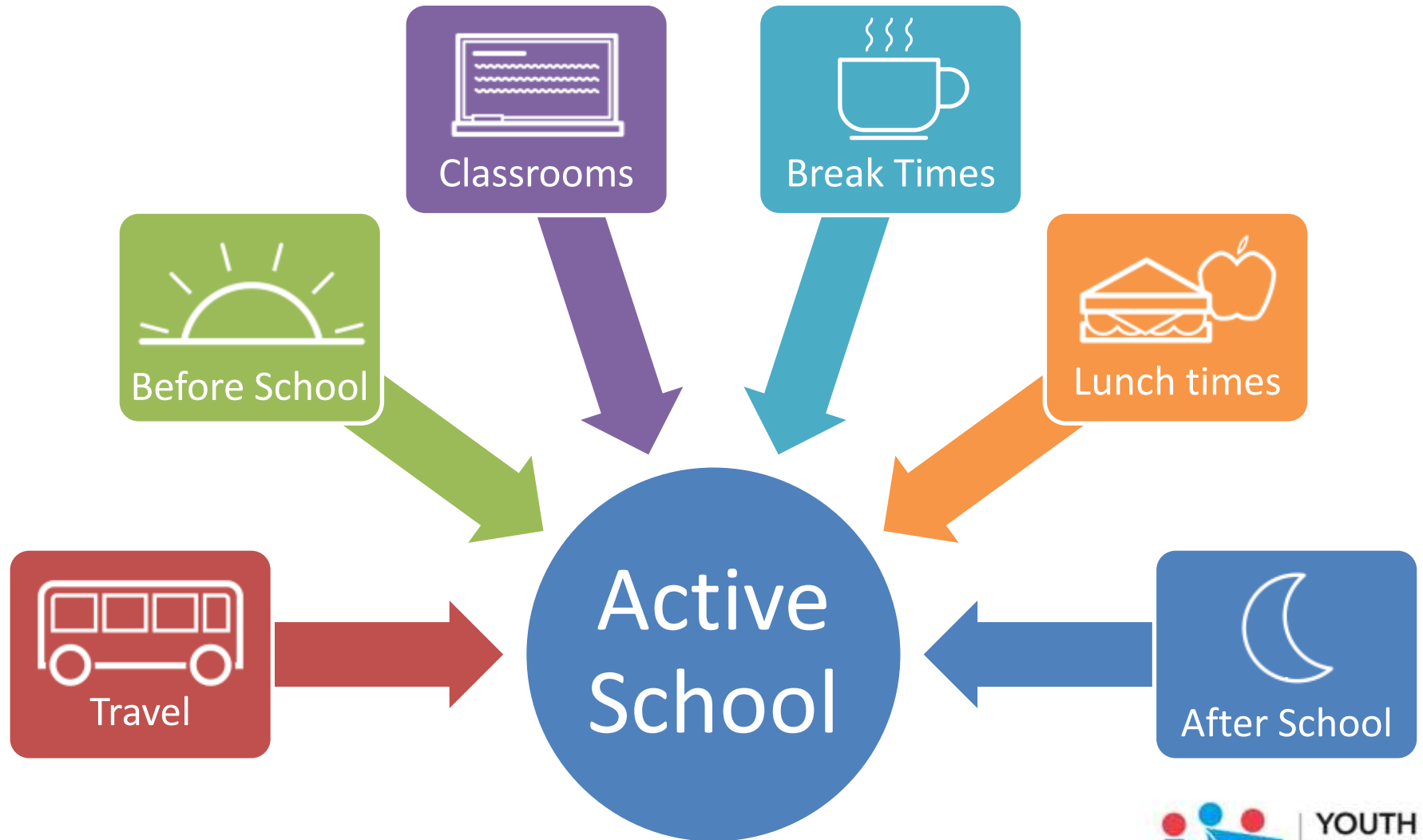
Set Action

www.activeschoolplanner.org



**YOUTH
SPORT
TRUST**

Activity across the school day



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Challenge misconceptions

There is no evidence that increasing physical activity at school reduces achievement.

10

Lead by example

Take every opportunity to move with your children.

School Games Mark



Pre-requisites:

- Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
- Have registered on www.activeschoolplanner.org
- Added School Games Day
- Completed inclusive health check
- CPD – Principles of Competition





Silver

Complete the self review tool (Activity Heatmap) on www.activeschoolplanner.org and submit Heatmap via the active school planner to their SGO



GOLD

Demonstrate some of the principles of an active school to submit Heatmaps showing progress made and demonstrate they are implementing some of the principles of an active school



MISSION

Keeping competitive sport at the heart of schools and provide **more young people** with the opportunity to compete and achieve their personal best.



VISION

By 2020 the School Games will be continuing to make a clear and **meaningful difference** to the lives of even more children and young people.



Thanks!!!

To our fantastic **guest speaker, Andy Grant,**
and now lunch & **The School of the Year awards!**

Schools of the Year!

Heysham School of The Year!

Arkholme!

Runner up: **West End**

Highly Commended: **Trumacar**

Lancaster School of The Year!



Bowerham!

Runner up: **Our Lady of Lourdes**

Highly Commended: **Moorside**

**A few notes & slides relating to Active Schools for
your information...**

Thanks to all of our member schools for making our work possible!



Childhood Obesity Policy

Nearly a third of children aged 2-15 are overweight or obese, tackling childhood obesity requires us all to take action!

Every primary child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

During inspections, Ofsted assess 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.

Physical activity will be a key part of the new voluntary healthy schools rating scheme from September 2017, for primary schools to recognise and encourage their contribution to preventing obesity by helping children to eat better and move more. This scheme will be taken into account during Ofsted inspections.

Health & The Premium...

Not only should we be looking at giving children those 5 years back but active healthy pupils can improve their lives and their schools in so many ways...

Power of an active school

Key Points for Schools



Pupils with better health and wellbeing are likely to achieve better academically

The link between pupil health and wellbeing and attainment
A briefing for head teachers, governors and staff in education settings

Public Health England, 2014

Key Points for Schools



Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement

The link between pupil health and wellbeing and attainment
A briefing for head teachers, governors and staff in education settings
Public Health England, 2014

Key Points for Schools



The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn

The link between pupil health and wellbeing and attainment

A briefing for head teachers, governors and staff in education settings

Public Health England, 2014



Key Points for Schools



A positive association exists
between academic attainment
and physical activity levels of
pupils

The link between pupil health and wellbeing and attainment
A briefing for head teachers, governors and staff in education settings

Public Health England, 2014



Components of a more active school

- Active travel to and from school
- Active break times and lunch times
- Activities targeted at the least active young people
- An inclusive, comprehensive school sport offer
- Active approaches to teaching and learning
- Active engagement of parents and families
- Working with other agencies to promote sport and physical activity