

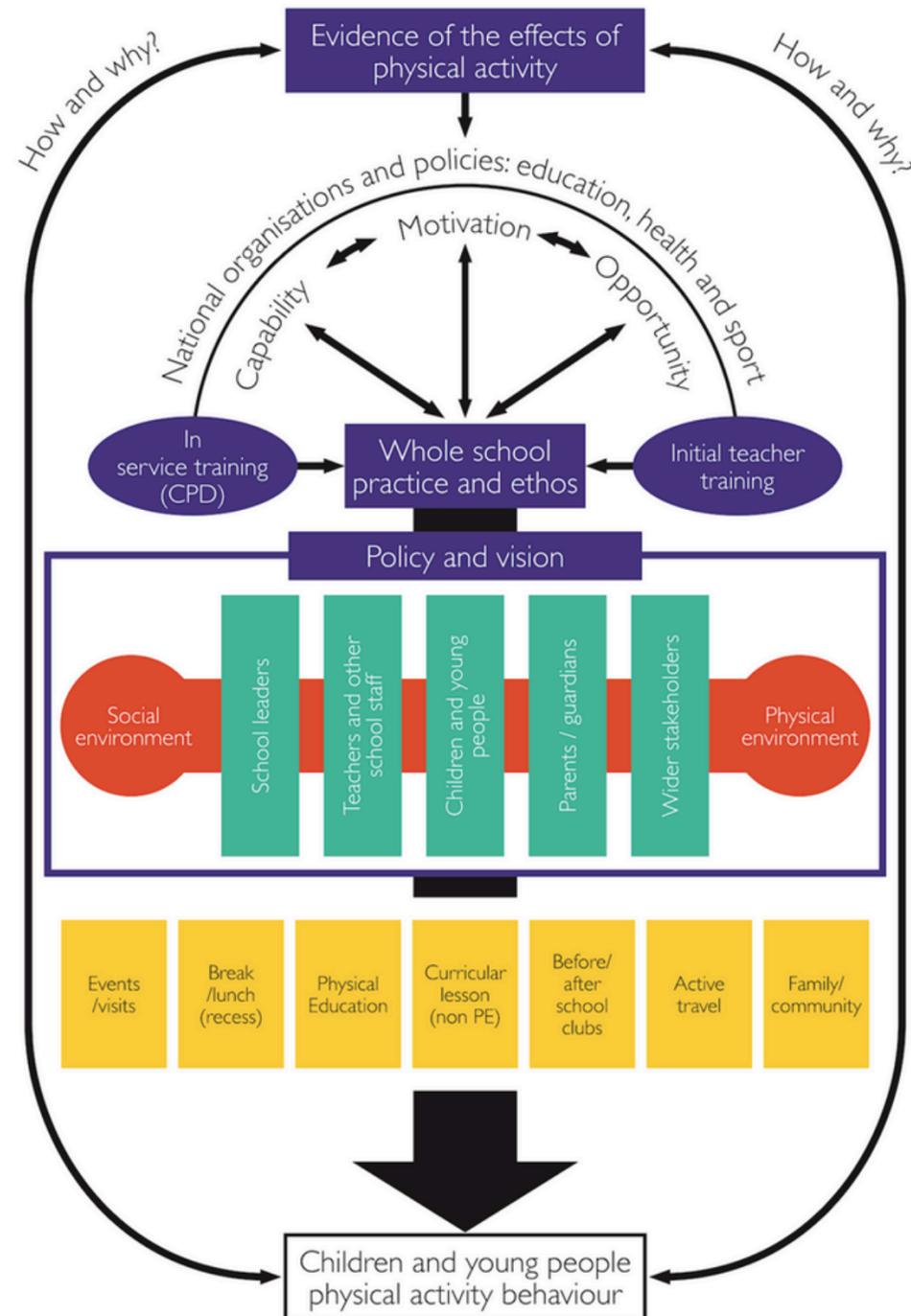
Creating Active Schools

Tackling physical inactivity across Greater
Manchester for Children and
Young People in Education



Greater Manchester
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CAS Principles

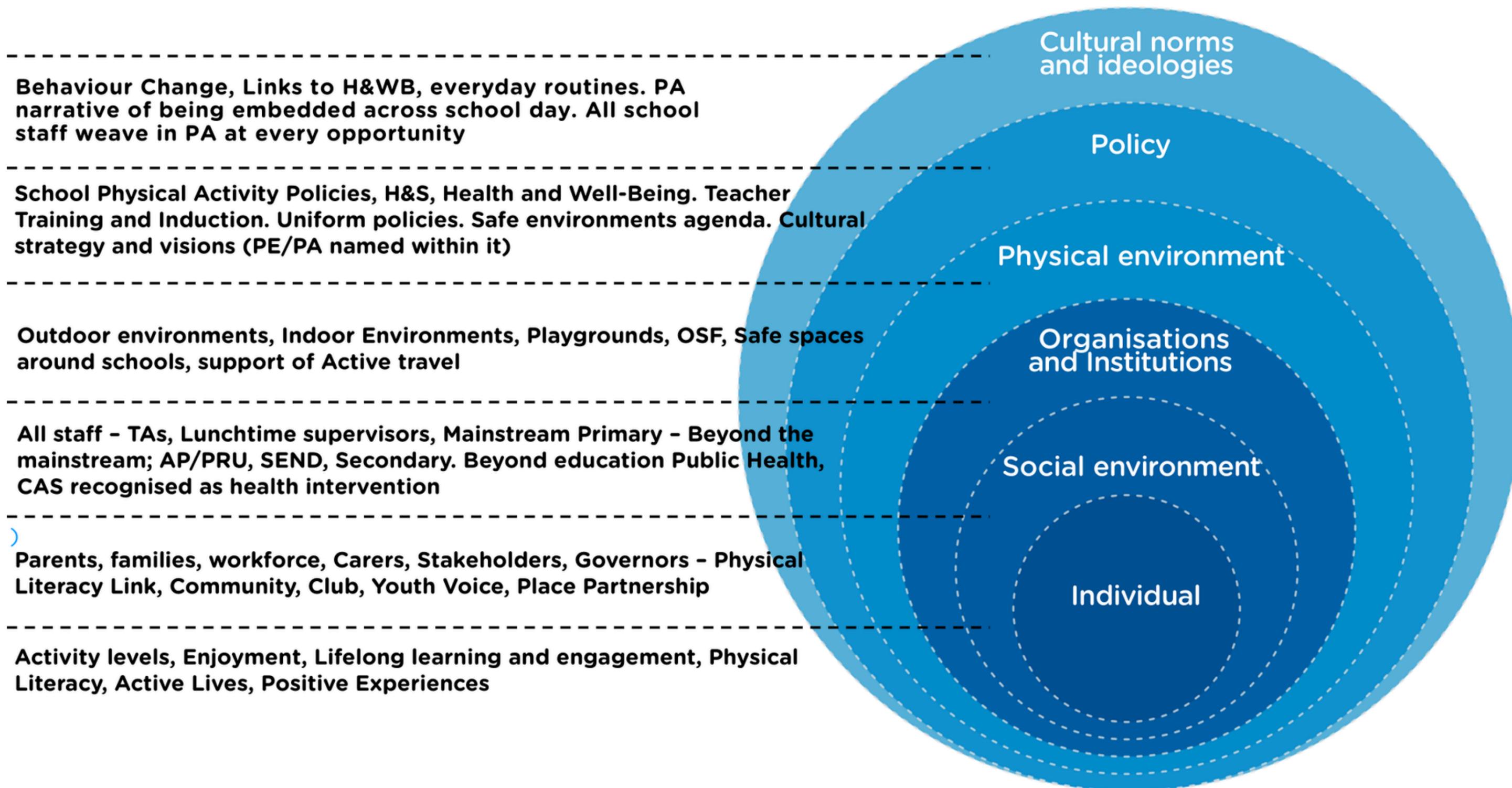
The Creating Active Schools (CAS) Framework was developed to promote a whole systems approach to embedding physical activity at the heart of primary school policy and behaviours. The framework shows the 4 areas that change must effect in order to impact against to create culture and behaviour change-Policy, Environment, Stakeholders and Opportunities.

CAS helps schools to create impactful and sustainable change for physical activity.

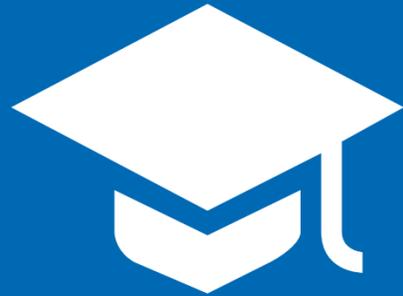
The foundation of the CAS framework revolves around cultivating a comprehensive school-wide culture and commitment to physical activity

Policy **Environment** **Stakeholders** **Opportunities**

CAS System Within a System



Who



22

CAS Schools in
Greater
Manchester



29%

Average number
of children on
FSM



312

Average Pupil
population

Active Lives Children and Young People, 2024

Greater Manchester CAS Schools

Bolton - St. James (Daisy Hill) CE Primary, Gaskell Community Primary School, St Andrews, The Forwards Centre | **Bury** - St Marys (Radcliffe), | **Manchester** - St Johns RCPS, Rolls Crescent | **Oldham** - Willow Park, Higher Failsworth*, St Edwards | **Rochdale** -Broadfield, Holy trinity, Stansfield* | **Salford** -Light Oaks Juniors, St Andrew's CE (Boothstown) | **Stockport**- All Saints (Stockport), St Joseph's (reddish), Nevil road* | **Tameside**- Greenside Primary, Yew Tree Primary | **Trafford**- Acre Hall, Pictor School | **Wigan** - St Ambrose Barlow, Christ Church*

*schools new on board academic year 24.25.

Why



1/3

Children in GM
are inactive

48.7%
Active

29.8%
Less Active

21%
Fairly Active

In the last 12 months, activity levels have increased in GM, up 4.7%, which is above National average.

Tackling inequalities

Many young people face barriers to being active outside of school, including family responsibilities, cost, safety and access to facilities. Therefore, ensuring all young people are active within school is absolutely essential, including children who are disabled or receiving free school meals

Building Positive experiences

Positive experiences at an early age help build the foundations for an active life. Every child or young person has the right to be active and benefit from doing so in a safe, positive and trusted environment, and to have an equal chance to achieve their potential.

Why?

Supporting Physical Literacy

If children and young people have experiences that give them enjoyment meaning and value they are more likely to build a positive relationship with movement and want to be active in the future.

Supports Childrens Well Being

Provision of access to free physical activity in both primary and secondary schools is worth at least £4.5bn each year in improved life satisfaction, happiness and wellbeing amongst young people - Youth Sport Trust - May 2024

The journey so far



CAS- What have we inputted?

22

Schools have had whole school training delivered



Over 3000
Active lessons accessed

19

Schools received Teach Active Licenses

Over 250

Teachers received whole school training on CAS

Over 300

Teachers received Teach Active training

22

Completed the CAS profiling process



What changes are we seeing in GM schools ?

CAS is an agenda item on staff meetings and linked to performance management reviews

Governors support policy changes that help to embed activity across the schools

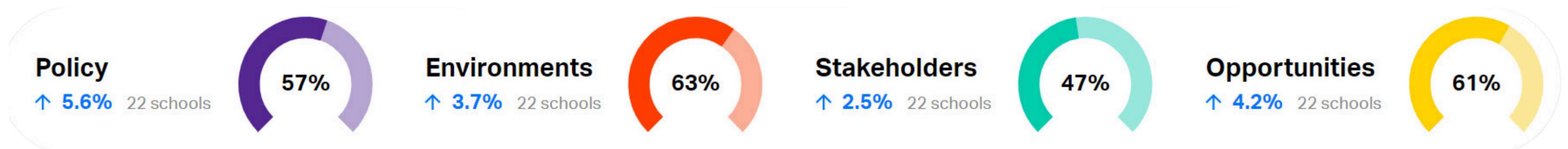
Creating a social environment which promotes physical activity and is positively impacting on our school culture

The impact of our PESH council as stakeholders influencing policy, creating opportunities and enhancing our environment

Embedding activity in other areas of the curriculum.

Active Travel plans developed

Growth in all aspects of CAS framework within schools with the biggest progress in policy activities across engaged schools



Key CAS Impacts



5800
Impacted by active lessons

CAS is an recurring agenda item at every governor meeting.

Specialised governor engagement in linking community initiatives for all pupils

Substantial increase in organised and structured activities during break times and lunchtimes.

Mindset shift from considering physical activity as solely the responsibility of PE leads.

Collective awareness from staff for the need to incorporate physical activity into daily routines.

70%
Schools feel the culture for movement is improving

Schools look to design physical activity into their spaces outside of playgrounds and halls.



St James C of E Daisy Hill -Bolton

Our CAS journey so far...

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Something we want to shout about is...

Implementing the Living Streets Programme – “WOW walk to school.”

This supported us implementing...

A whole school approach to active travel.

Who did it involve and how many did it affect?

What impact/ difference did you see?

Whole School. Pupils, teachers and families are now more aware of the benefits of active travel

Significant increase of children walking to school and being more active during the day. This programme has changed the culture within the school, encouraging more families to choose walking rather than using the car

A top tip to other CAS schools who may want to do something similar...

How do you see this becoming embedded and sustained?

Give anything a go because you will find more staff will implement it and make more positive changes.

Continue to embed WOW, introduce more school challenges and include pupil voice to shape these opportunities. The travel tracker also includes biking and scootering, so we will be looking at promoting other ways for pupils to travel healthily and celebrating this throughout the school year

St Mary's RC Primary School - Bury

Our CAS journey so far...

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Something we want to shout about is...

This supported us implementing...

Who did it involve and how many did it affect?

Involved:- pupil/ teacher/ parent/

Big difference in participation in physical activity at lunchtimes and in creativity, organisation and management of playground leaders throughout the year. Exercise survey is more difficult (in terms of time) to manage.

A top tip to other CAS schools who may want to do something similar...

Get staff onboard by selling the ethos and benefits of whole school approach in terms of impact not only on childrens' health but on behaviour and well-being too.

Involving around 48% of our SEN and PPG children in some form of competitive sport this year and our weekly 'Exercise Survey' in each class to identify and target our least active pupils.

Opportunities to support our whole school approach to physical activity

What impact/ difference did you see on?

Big difference in participation in physical activity at lunchtimes and in creativity, organisation and management of playground leaders throughout the year. Exercise survey is more difficult (in terms of time) to manage.

How do you see this becoming embedded and sustained?

The next steps would be to have an electronic version of the 'Exercise Survey' to enable us to collate whole school results more easily and direct us towards the least active children to support.

Rolls Crescent Primary School- Manchester

Our CAS journey so far...

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Something we want to shout about is...

Children's enjoyment when involved in active learning

This supported us implementing/impacted on

Creating a social environment which promotes physical activity and is positively impacting on our school culture

Who did it involve and how many did it affect?

What impact/ difference did you see?

As active learning has been implemented into the school action plan, this is a whole school approach. Staff and children see the value of moving and push for it in their everyday routines.

The children have a more positive approach to learning and have a stronger retention of thought skills. Learning through physical activity, means there is both an academic and social benefit.

A top tip to other CAS schools who may want to do something similar...

How do you see this becoming embedded and sustained?

Go for it. Don't shy away from concerns that physical activity may hinder academic achievement

Ensure that Senior Leaders continue to build physical activity into the school action plan and forward planning of the mental health and well-being of our children.

St John's RC Primary, Manchester

Our CAS journey so far...

Something we want to shout about is...

This supported us implementing/impacted on

Who did it involve and how many did it affect?

The PESH council (PE sport health and well-being) have influenced policy change within the school including the creation of an active break.

Classes now have an active break from lessons to walk, run, skip, scooter This impacted over 250 children and influenced increased PA. The PESH council have also influenced the lunchtime timetable, sports week timetable and sports day activities

Over 500 children and included the families have been impacted.

A top tip to other CAS schools who may want to do something similar...

Elect a PESH council to influence and direct change within school and be the voice of PESSPA in your school.

The impact of our PESH council as stakeholders on policy, opportunities and environment

Policy, opportunities and environment

What impact/ difference did you see?

All KS2 staff and parents are now engaged in the active movement break in the afternoon. This has impacted the engagement in the last lesson of the day following this movement. The sports week impacted the children, parents/carers, governors and staff by ensuring the focus on "Play for Fun, Play for 60." This encouraged the parents to continue with activity at the weekend and even included an overnight camping experience for Y3. The PESH council have impacted the environment by ensuring that the lunchtime staff are utilising the space effectively for PA.

How do you see this becoming embedded and sustained?

The PESH council will be re-elected in the Autumn term and their work will be built on. They will revisit the curriculum design and development, along with debating any further policy change. This year's changes and impacts will be sustained by next year's council and there will be a refocus on SEN involvement, the PESH will have a more direct link with the governors.



Creating Active Schools in Greater Manchester



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ACTIVE
SCHOOLS**

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What we are learning

Challenge's of implementing CAS

Time Constraints

Schools faced significant time constraints, making it challenging to fully implement all aspects of the framework. Balancing the CAS activities with the regular curriculum was a common barrier.

Staffing Capacity

Some schools experienced staffing challenges, including a lack of dedicated staff to lead and manage the CAS activities. Changes in staffing affected the continuity and consistency of the implementation.

Communication

Effective communication between schools and the CAS coordinators was sometimes lacking, leading to misunderstandings and delays. Ensuring all staff members were on the same page regarding the framework's goals and activities was a recurring challenge and negatively impacted whole school approach.

PA Knowledge

Limited knowledge of how to incorporate physical activity including active learning across the school.

What we are learning

Common contributions to success

Commitment by Schools

Schools showed a strong commitment to the CAS framework, actively participating in sessions and implementing the suggested activities.

Collaboration among schools was evident, with several schools working together to share best practices and resources.

Engagement and Participation

High levels of engagement from both staff and students help to advocate whole school approach to physical activity

Schools organized various activities and events to promote physical activity, which were well-received by students.

Positive Feedback

Participants provided positive feedback on the sessions, noting that the framework helped in creating a more active and engaging school environment.

The framework's flexibility allowed schools to adapt it to their specific needs and contexts.

What we are learning

Common contributions to success

Active Travel Plans

Schools have started creating active travel plans to encourage students to walk or cycle to school. This initiative aims to increase daily physical activity and reduce traffic congestion around school areas.

Non-Sports Playtime Activities

There is a focus on creating a bank of non-sports playtime activities. This approach ensures that all students, regardless of their interest in traditional sports, have opportunities to be active during breaks.

Community Engagement

Schools are increasingly involving the community in their activities. This includes organizing events that bring together students, parents, and local organizations to promote physical activity and healthy lifestyles.

Use of Technology

Some schools are integrating technology to track and promote physical activity. This includes using apps and devices to monitor students' activity levels and provide feedback.

What we are learning

Top tips for implementing CAS

Start Small and Build Gradually

Schools recommended starting with simple, manageable initiatives and gradually expanding them based on what works well. This method ensures sustainability without overwhelming staff.

Make Use of Available Resources

Utilise existing school environments creatively and ensure resources are maintained well. Schools successfully leveraged public transport, adapted playground spaces, and used local opportunities.

Gain Whole-School Support

Schools emphasised the importance of gaining support from senior leadership teams and making CAS a part of the school's ethos. Engaging key staff and involving them in planning and executing activities was critical for success.



What we are learning

Top tips for implementing CAS



Tailor Activities to Suit All Students

Tailoring activities to meet the needs of different student groups, including SEN and less active pupils, was identified as crucial. Some schools used exercise surveys to identify and engage the least active students.

Encourage Pupil Voice and Ownership

Empowering pupils to have a voice in activities, such as forming councils or leadership teams to influence active policy decisions, proved successful in embedding the program into school culture.



Creating Active Schools

Thankyou for reading, if you have any questions in regards to any of the information presented in the report please feel free to contact;

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