

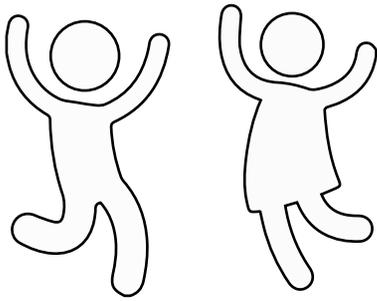
Evaluation of the Active School Programme “What difference did we make?”



DERBY COUNTY
Community Trust

Active Schools 2017/18

“What did we achieve?”



1891

children engaged



across **6** schools



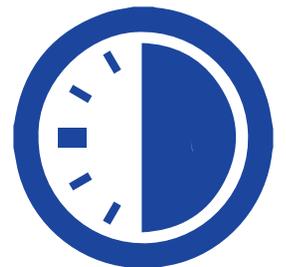
71%
increase in
pupil alertness
and readiness
to learn

63%
of children
increased their
fitness levels across
the 6 schools



68%
of staff increased
their confidence
in teaching
physical activity

26
minutes of
additional physical
activity added
to the school day



49%
of Year 5 pupils
recorded an
increase in
activity levels

76%
of targeted
children improved
their physical
development



TEACHERS

“There has been massive progress with the engagement of staff and pupils getting involved in physical activity.”

“The assessments and the data provided from them to review has really helped us to improve the outcomes for our children.”

“The kids love the Rammie’s Healthy Heroes club, and no stigma is felt about it. It’s inspired the children to be more active.”

“The programme has helped us to be more active as a whole school.”

PUPILS

“I enjoyed playing, exercising, having good teachers and doing fun things.”

“I’ve learnt to be more energetic, to get more fit and drink less fizz.”

“We have done exercise to keep healthy while we were on holiday.”

PARENTS

“I’ve been impressed with the level of support, advice and staff commitment.”

“The programme has had a really positive effect on not just my child but the whole family.”

RECOMMENDATIONS:

1. Continue with the Active School programme: The evaluation shows that an evidence based, whole school approach is an effective way to improve outcomes for children’s health and wellbeing.
2. Continue with whole school measurements: These are crucial to the early identification of pupils that need additional support of fitness or weight management.
3. Develop an Early Years programme: Findings from this year shows children are falling into an overweight or obese category earlier in their school career.
4. Extend the reach of the physical literacy programme and share good practise: Findings show children’s physical development continues to be poor in many schools.
5. Continue with training for staff: To ensure that the programme is sustainable and maintained, individual school reports have been produced to outline individual needs and requirements to benefit their pupils.

100%

of schools said they would recommend the Active School programme

Introduction

Derby County Community Trust, in partnership with Derby City Council developed an evidenced based, active school programme, to support schools with delivering a whole school approach to physical activity. The programme was piloted in 2016/2017 and is now at the end of its second year of delivery. The programme is currently supported by funding from public health, with a clear aim to reduce the levels of sedentary behaviour in all children, as well as lowering the levels of targeted children who are identified as overweight or obese.

The second year of the Active School programme ran from March 2017 to April 2018 with six schools across Derby City: Arboretum Primary, Ashcroft Primary, Cottons Farm Primary, Shelton Infant School, St Peter's C of E Junior School and St George's Catholic Primary.

What is a whole school approach to physical activity?

Put simply the Active School programme aims to: integrate health and wellbeing within the ethos, culture and routine life of the school setting. It involves addressing the needs of pupils, staff and the wider community. A whole school approach is an extremely effective, evidence-based school improvement mechanism that brings about and embeds cultural change in schools.

Key aims of the Active School programme are:

- To support schools with identifying the needs of their pupils through assessment of pupil's physical development, physical activity levels/fitness, emotional health and wellbeing and weight.
- To provide a bespoke package of support that includes: raising the awareness and adoption of healthy lifestyles amongst **all** pupils and parents, easy and fun ways to increase physical activity in and around the curriculum, training for both teaching and non-teaching staff to develop skills, knowledge and confidence to deliver physical activity as part of a whole school approach.
- To help physical activity to become a part of daily life in school and the community.
- To engage those pupils that do not enjoy being physically active or are not particularly sporty.
- To identify pupils within school that meet Livewell's child weight management criteria and/or are inactive and target them to join Rammie's Healthy Heroes lunchtime club.
- To create a pathway from Rammie's Healthy Heroes club into Livewell's child weight management programme 'Live IT' and onto other programmes within Derby County Community Trust.
- To support schools with providing evidence of the impact of the programme on pupil's physical activity levels, physical development, health and wellbeing

Needs analysis

A needs analysis was conducted with each school through a physical activity audit, staff questionnaires as well as assessment of pupils' physical development, physical activity levels, emotional health and wellbeing and weight. We were also able to compare findings from the Active School pilot which allowed us to look at changing patterns of behaviour year on year.

Key findings from the needs analysis showed:

- 1) Children are becoming obese earlier on in their school careers than previously and the trend across the primary phase, is for increasing numbers of children in an obese category compared to last year.
- 2) There was no clear link between deprivation and children falling into an overweight and obese category. However, this result may reflect 10% of children in an underweight category in our school in the most deprived area.

3) Physical development continues to be poor among children measured. Out of 132 children only 9 were at age appropriate physical development.

What did we do?

- Each school received feedback on their data and a physical activity development plan was created to reflect the needs of the school.
- Schools were supported with developing a physical activity policy.
- Regular meetings with the link teacher in school and the Active Schools Manager, were planned in across the year to measure progress and offer further support.
- The Active School team delivered: assemblies, training sessions, assessments pre and post programme and a range of intervention programmes across the 6 schools. They also met with parents and staff regularly and mentoring support was also offered through the Play to Learn programme.
- Daily Physical activity diaries were introduced for a 4-week block to record additional physical activity introduced in the school day and were completed by teachers. Findings from both pupils and teachers were used to inform the impact of the programme.

Overview of the programme for schools:

Phase one	Phase two	Phase three	Phase four
April - Aug	Sept - Dec	Nov - March	April to June
Staff meeting – Active School programme launch	Universal DPA programme: Daily Mile or Activate to concentrate	Continuation of universal programmes	Data analysed and fed back to schools
Audit and development plan produced	One choice from active learning packages: Take ten every move counts Hulacise Fit to think	Play to learn continued with staff and good practice shared	Award for Active school status presented
Baseline assessments across all schools	Interventions: Physical Literacy Assessment – Physical literacy milestone assessments for year two pupils to measure physical development Physical literacy programme for year twos scoring 15 or less on physical literacy assessment (6 week intervention)	Access to Live IT programme – to support children who are overweight, and their families (one year support, usually run after school)	Next steps identified
Height, weight, fitness and physical activity levels measured		One optional extra programme accessed: Leadership Training e.g. Mini Leaders Award Active Travel Active lunchtimes Parent & Child workshop	
Teacher audit to capture staff confidence in delivering PA in the curriculum	Play to learn– curriculum resource using stories to support physical literacy and fundamental movement skills. Year one or two (once a week for 6 weeks with support)		
'Active School' assembly to launch programme and an active challenge set for children	Rammie's Healthy Heroes club - Healthy lifestyle programme for targeted pupils who are overweight and/or inactive (8 weeks)	End Feb – Re assessment across schools to measure impact	

What challenges did we face?

- During the programme one of our schools had an unexpected change of leadership which meant that the priorities for the school changed. Although, we were unable to achieve what we had planned for the school, we focused on targeted intervention for the child weight management programme and physical literacy. This allowed the school to make progress and the building blocks are in place for an active school in the future.
- Bad weather over the winter and into the spring affected the Daily Mile in our schools. Although in principal the mile can be done in all weathers, the ground does need to be safe to run on. Icy weather and heavy rain limited schools for several weeks. The weather also affected the recording of our daily physical activity, as we chose a four-week snapshot before Easter when we also had heavy snow.

- Take Ten - every move counts, is an online programme that we buy a licence for schools to use. The company who produce the programme had issues with their servers, that meant the programme wasn't available until January. This had significant implications for the training of staff and the roll out of the programme in schools.
- Every year our team work extremely hard to build relationships with pupils and their families to facilitate the move from Rammie's Healthy Heroes club to Live IT (the child weight management programme). At one school, we initially had a poor take up of the Live IT programme and after speaking to parents, we changed the offer of an afterschool hub to a lunchtime hub, when it became apparent this was a barrier to attendance.

What difference did we make?

Summary of public health outcomes/KPIs

Target	Actual
Engage children and the wider school community across 6 schools	1,891 children
60% of staff to report an increased confidence in delivering physical activity in the curriculum	68%
90% of targeted children to improvement their physical development, who scored below 15 on the physical literacy milestone check lists	76%
30% of eligible children from Rammie's Healthy Heroes club to continue their behaviour change within the Live IT active child programme (Livewell community obesity treatment programme)	57%

Summary of other key outcomes for the programme

Target	Actual
50% of children to have increased their fitness levels across the 6 schools	63%
50% of year 5 pupils to record an increase in activity levels	49%
30% of pupils attending Rammie's Healthy Heroes lunchtime club to report an increase in wellbeing	38%
30 minutes of additional physical activity offered across the school day (not including PE or travel to and from school)	26 minutes

Increasing physical activity levels and fitness

Daily physical activity record:

Average daily physical activity (not including PE or physical activity before and after school) increased by an average of 26 minutes a day across the schools in KS1 and KS2. This was 4 minutes under our target of 30 minutes. However, in some of our schools this data was collected during a particularly bad month for weather (March) where the playground wasn't safe for running the daily mile.

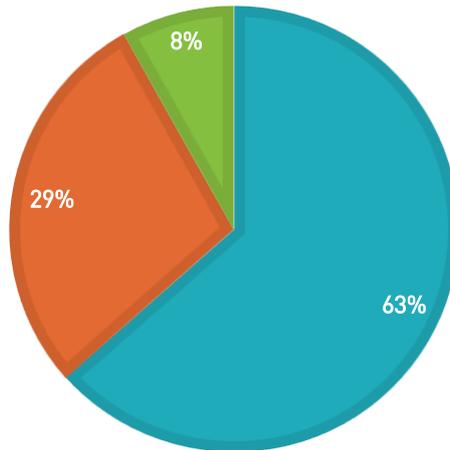
Pupils who had completed a baseline and second assessment were tracked for the findings of the data below:

Percentage of children who had increased their fitness levels:

63% of 752 children, who had completed a pre and post fitness measure, had increased their fitness levels at the end of the Active school programme.

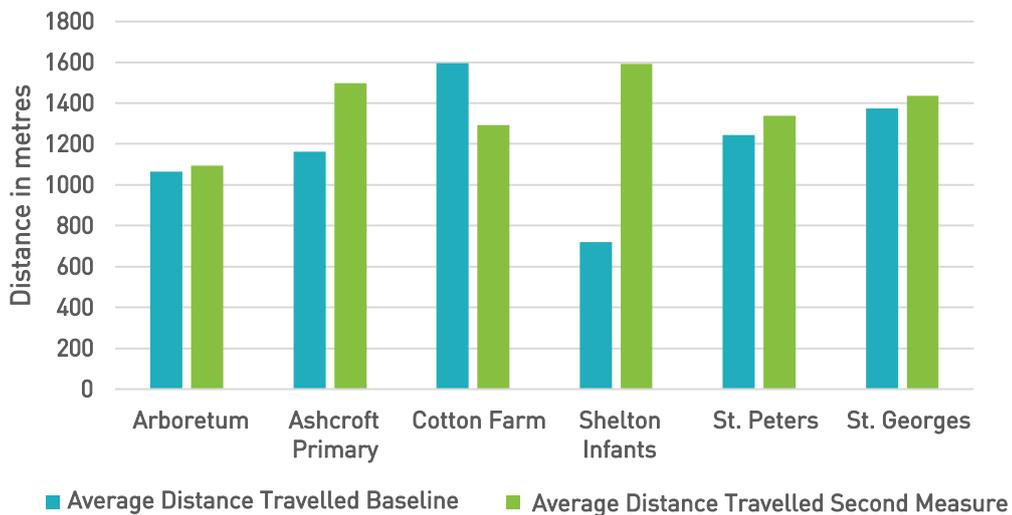
Percentage of children who increased their fitness levels over a six month period:

■ % increase ■ % decrease ■ % stayed the same



Of the 63% of pupils who had increased their fitness levels, pupils increased their distance run in ten minutes, by an average of 402 m/¼ of a mile.

Average distance travelled before and after the Active School programme by school:



Across the schools, overall average distance travelled in 10 minutes increased. The exception was Cotton Farm, although their average distance travelled at their second measure was not significantly smaller compared to other schools in the cohort. They also had a particularly high first measure compared to other schools. This may also reflect the change in priority for the school from a focus on physical activity by the second measure.

Average distance travelled before and after the Active school programme all schools:

All children		
Average distance baseline	Average distance second measure	Increase
1188m	1355m	167m

Table showing the % of children (5 to 11 year olds) grouped according to distance run before and after the Active School programme:

All schools	Baseline		Second measure	
	% Children	Number Children	% Children	Number Children
Distance run in metres in 10 minutes				
Less than 799m	8%	59	3%	20
800m to 1599m	80%	602	74%	553
1600m and above	12%	91	24%	179

Children were grouped according to those that ran less than ½ a mile or below 800m in 10 minutes indicating a poorer level of fitness and those children exceeding a mile 1600m plus in 10 minutes, indicating a good level of fitness. After the Active School programme, we can see a reduction in children falling into the poorer fitness category and an increase in children achieving a good level of fitness. This is also reinforced by the table below with 51% of children able to run above the average distance for the cohort, by the second measure.

Table showing the % of children who ran below and above the average distance of 1355m for the cohort before and after the Active School programme:

Average distance 1355m	Baseline	Second measure
Below average	71%	49%
Above average	29%	51%

Average distance travelled by age:

All schools Year of birth	Age of children	Average distance covered by age (Baseline) metres	Average distance covered by age (Second Measure) metres
2006	11	1312	1368
2007	10-11	1352	1372
2008	9-10	1363	1369
2009	8-9	1237	1229 ↓
2010	7-8	1176	1429
2011	6-7	1078	1278
2012	5-6	729	1467

752 children

Findings from the Active School programme showed that although there was some correlation between distance travelled and age, this was certainly the case for the baseline measure – we might expect older children to run a longer distance in ten minutes. This was not the case across our schools by the second measure. For example, results from our 5 to 8-year olds, indicate that younger children can significantly increase their fitness levels and stamina to run distances similar or in some case greater than their older peers.

The results also indicate the Active School programme had most impact on the younger children in the cohort; this may reflect schools responding to the needs analysis (which showed younger children becoming overweight earlier in their school career) with a clear focus on increasing the physical activity offer for this age group.

The table of results also gives us an indication to the average distance we might expect a child in each age group to run in ten minutes from age 5 to 11. This will help inform guidance for next year's Active schools.

Number of steps over a week:

A pedometer challenge was completed by 142 year 5 children, to measure the number of steps done over a week, pre and post the Active School programme. 49% of children had increased their number of steps Monday to Friday indicating an increase in physical activity. 60% of children had increased their steps over the weekend, indicating that children were also becoming more active outside of the school day.

Physical development:

179 children had their physical development assessed. Of these, 83 were in criteria to do the physical literacy intervention (scoring below 15). 50 children completed a physical literacy intervention in year 2 and above across the schools. Of these 38/76% improved their milestone scores (physical development)

All schools		
Number of children assessed	50	
	Original assessment	Post Intervention
Number of children scoring full marks (19)	0	1
Average Milestone score of group as whole	8.7	10.7
Milestone score range	2-15	1-19

Poor physical development continues to be a concern for our schools and the results of the programme reflect that there is still work to be done to get children to age appropriate physical development, indicated by a milestone average of 10.7. In many of the schools, children needed a second round of intervention.

Positively, Shelton Infants continues to demonstrate that with a firm commitment to physical literacy, it is possible to get most children to age appropriate physical development. 19 children not only improved their physical development but 15 out of 19 children were at age appropriate physical development, after a six-week intervention.

Readiness to learn:

Staff were asked to report on any changes in behaviour after pupils had been physically active:

Increased concentration	66%
More alert and ready to learn	71%
More relaxed	44%
Better engaged in lessons	75%
Happier	51%
Increased confidence	33%
Improved social skills e.g. works better in a team	44%
Increased stamina	66%
More resilient – doesn't give up so easily	42%
Anything else?	Balance improved

Highlighted area indicates most impact (45 staff responses)

Overall, physical activity had the highest impact on readiness to learn through pupils being more alert and better engaged in lessons. There was also an impact on wellbeing with pupils appearing happier after physical activity. It is also encouraging to see the impact of physical activity on pupil's resilience.

Targeting inactive and/or overweight children:

136 children attended Rammie's Healthy Heroes lunchtime clubs across the schools, this was just under half of the children that were eligible to attend from the child weight assessment.

77 children moved from Rammie's Healthy Heroes club to the Live IT programme, which meant we exceeded our initial target of 30% as 57% of eligible children continued their behaviour change within the community obesity treatment programme.

Data from the Live IT programme tracking pupils who have come from an Active School this year and last showed:

Target	Actual
150 sign-ups for the CWM programme	169
60% to increase fruit and veg intake	62%
70% to increase physical activity	73%
50% to maintain weight	59%
40% to reduce bmi z-score by 3%	50%
80% of parents satisfied with programme	93%

Feedback Steph Thompson - Active Children and Women's Team Leader: *"It's worth noting that we were under target for joiners onto LIVE IT for the first 3 quarters of the year, whilst we waited for children to sign up from the Active School programme. As soon as the Rammie's Healthy Hero intervention finished, we had a surge in applicants, resulting in us over achieving our target. We have also seen that children on the child weight management programme, who have come through an Active School referral route, are more engaged and are making better progress with losing weight than their peers."*

Pupil wellbeing:

85 children attending Rammie's Healthy Hero club, completed emotional health and wellbeing surveys to measure their level of 'happiness' pre and post intervention. We know from research that to make any change to pupil's wellbeing would require significant levels of intervention over an 18-month period. As Rammie's Healthy Hero club runs for 8 weeks, once a week, we therefore knew that any changes in wellbeing would be small, our target of 30% of children to increase their happiness scores reflects this expectation.

Encouragingly, after an eight-week intervention 29% of KS1 pupils and 41% of KS2 pupils had increased their emotional health and wellbeing scores and were in a 'happy or very happy category'. This gives an indication of the contribution that physical activity can play, in supporting emotional health.

<p>Arboretum Primary</p> <p>Zayn Malooq</p>	<p>Regular contact with school to keep us on track</p> <p>Good level of input with teachers through training. For example, <i>'There has been massive progress with the engagement of staff and pupils in getting involved in physical activity through the Daily Mile. I thought it was going to be a tough battle to get it up and running but the staff have really taken it on board, maybe because it is so simple or because the children enjoy it so much'</i></p> <p>Reception teacher: <i>'I can already see the difference it's making to the children's stamina and they really enjoy their run'</i></p> <p>The assessments and then data to review, has really helped us to improve the outcomes for our children. For example, we set up a sport + club through the SSP and all pupils identified through Active schools have been invited to attend this after school club. Pupils who are enthusiastic but maybe wouldn't get chosen to represent the school in sport have also been invited. 30 children from the identified list have signed up and 18 have attended so far.</p> <p>Cycle club – I recognized that many of the identified children enjoyed cycling and started a lunchtime club where the pupils cycle for 30 minutes. One boy was keen to record the number of laps he had done, and this has been incorporated into his Daily physical activity record.</p>
<p>Ashcroft Primary</p> <p>Adam Riley</p>	<p>Rammie's Healthy Heroes club inspired children to run around and be more active</p> <p>Clear precise information shared to keep us on track, meetings very useful and we appreciated you being flexible.</p> <p>Good staff meeting that helped increase understanding of staff of PA and linked to new initiatives – good way to try new programmes and ideas</p> <p>Data useful for targeting children accurately</p> <p>Daily mile really useful to break up lessons 'it really helps the children to calm down and be ready to learn when they come back into the classroom'...' Definitely had an impact in the classroom on readiness to learn'</p> <p>You covered all bases – staff, children...it's been great!</p>
<p>Cottons Farm Primary</p> <p>Julie Grice</p>	<p>Super organised and so helpful. Lots of good ideas!!</p> <p>Rammie's Healthy Heroes going well. 'Children have enjoyed it, it's fun!'</p>
<p>Shelton Infants</p> <p>Dan Kershaw</p>	<p>Play to learn has been a very positive experience for our recently qualified year one teacher and her class. Sam (NQT) has been very impressed with the programme and found it very helpful in increasing her confidence to deliver PA. Anthony (Head) felt the mentoring Ben had offered through the programme had helped Sam towards her performance management target of increasing confidence in delivering PA – regular support been very valuable.</p> <p>Rammie's Healthy Heroes – super idea, very engaging and fun as well as informative for all involved. Their attendance to go in passport for the children's university.</p> <p>Daily Mile: Dan has already collated data for the first 6/7 weeks which shows that on average each class has increased their distance covered in ten minutes by one lap (100 metres). Further analysis to be completed but initial findings from Dan's class show disadvantaged pupils increasing their distance.</p> <p>Thanks for all your help</p>
<p>St Georges' Catholic Primary</p>	<p>Your staff have great respect for the children and the school ethos, our children have loved them.</p>

Natasha Johnson	<p>You've raised awareness for our staff about the benefits of PA for health and this has been passed onto the children.</p> <p>Feedback and communication has been consistent throughout and planning has been manageable.</p> <p>The way the programme has been delivered to staff has been well done e.g positive impact of the Physical Literacy training, link with SEN.</p> <p>Fitted around the needs of the school which really helps to be able to fit things in, so we can take part 100%</p> <p>Healthy Heroes club: 'Kids love it, engaged and no stigma felt about the club'</p>
St Peters' C of E Junior	<p>Regular contact between school and DCCT to discuss any issues, impact and going forwards. Rammie's Healthy Heroes Club was and continues to be a success. Children enjoy the sessions and that's shown by good attendance</p> <p>Support with assessments for physical literacy children has refocused us.</p>
Rachel Gallimore	<p>The programme has helped us to be more active as a whole school, with increasing opportunities to events through the SSP. Making sure the offer is inclusive and broad e.g winter walk for pupils with SEN and those who don't access outdoor opportunities. We have also increased our after school and lunchtime offer. Now working with DCCT coaches (Tag Rugby, multi skill, dodgeball) and clubs well attended. Finally, we have continued to increase our lunch time offer with our Year 5 mini leaders: 22 children involved in running lunchtime activities which include space hopper relay, wake and shake, hula hoop challenges. Children are very enthusiastic (creating own posters/awarding prizes etc) and have increased PA opportunities at lunchtime for all children.</p>

Staff confidence:

Of the 37 staff across the 6 schools who identified themselves as not being confident in delivering physical activity, 25 or 68% of staff were confident to deliver physical activity.

Perception feedback link teacher in school:

"Which areas of the programme do you feel have had most impact on increasing physical activity?" after the Active School programme.

Programme	High impact	Medium impact	Low impact	N/A Not sure
Feedback from assessments	4	2		
Audit/development plan	2	4		
Rammie's Healthy Heroes assembly	4	2		
Daily Mile	5	1		
Take Ten every move counts	1	2	2	1
Fit to Think - active learning	1	1		2
Rammie's Healthy Heroes - lunchtime club	4	2		
Physical Literacy - year 2/3	6			
Play to Learn Infant programme	4	1		1
Lunchtime games challenge	4	1		1

Highlighted area indicates most impact/ numbers indicate number of staff that chose that response

Perception feedback all staff:

Programme	High impact	Medium impact	Low impact	N/A Not sure
Rammie's Healthy Heroes assembly	2	18	2	1
Daily Mile	21	16	2	
Take Ten every move counts	1	8	1	1
Fit to Think – active learning	3	9		4 N/A
Rammie's Healthy Heroes - lunchtime club	7	9		1
Physical Literacy – year 2/3	11	8		
Play to Learn Infant programme	3	4		16 (N/A)
Lunchtime games challenge	4	11	1	1

Highlighted area indicates most impact/ numbers indicate number of staff that chose that response

Feedback from pupils at Rammie's Healthy Heroes club and the Live IT hub:

I enjoyed playing
 Exercising
 Great teachers
 That we do fun things
 I enjoyed them teaching what I need to eat
 Going outside
 Basketball
 I enjoyed running the playground
 Being Healthy
 Everything

What I enjoyed

How to be healthy
 I have learnt to have 5 different fruit and veg I have learnt about some food you like can be healthy
 To be more energetic
 I've learnt to have my 5 a day
 To eat more fruit and veg
 I never knew how many sugar cubes to have -5 To get more fit and drink less fizz
 Drink more water it's good for your brain

What I learned

Over Easter:
 We shared out our Easter eggs and made them last instead of eating them all at once
 Asked for presents instead of chocolate to be healthy
 The family shared a large Easter egg instead of having lots of chocolate
 Have done exercise to keep healthy while we were on holiday

What difference did Rammie's Healthy Heroes make?

Feedback parents' commenting on child weight management programme:

'I've been very impressed with the level of support, advice and staff commitment and dedication'
 'The programme has had a really positive effect on not just my child but to the whole family. The accountability has helped me to think about his meals, not only portion sizes but how I can add more fruit and vegetables. He is also thinking about more healthy choices for snacks. The hub sessions give him the opportunity to run around and he is really encouraged to do new things and enjoys what he is doing. The Boxfit session gives us a chance to train together, which is great fun but also gets around the childcare.'

What could we do better next time?

Teachers:

Arboretum	More active lesson demonstrations e.g. history, RE
Ashcroft	Option for an after school RHH club as well as lunchtime
Cotton Farm	Nothing
Shelton Infants	Take Ten proved less manageable than we'd hoped
St Georges	Nothing
St Peters	Feedback from the staff delivering Rammie's Healthy Heroes club as to progress of specific children and any issues arising.

Pupils:

At Rammie's Healthy Heroes we'd like to: *'Play tennis, yoga, gymnastics/dancing, football, play more games, more drawing, dodgeball, basketball.'*

Next steps for Active Schools 2018-19

Assessments:

1. The fitness measure developed this year has allowed us to more accurately measure pupils' levels of fitness and stamina pre and post programme. The benefits of the measure are: ability to measure a large number of children in a relatively short time, data is quantifiable (not self-reporting), delivered by our team, so pressure is removed from teachers and assessment is delivered consistently.
Disadvantages are: environmental conditions can affect results, such as extreme heat or cold, or strong winds or poor condition of the running surface. There is also very little comparative data for young children with regards to average distance run in 10 minutes. The data from this year, will therefore enable us to have a better understanding of the levels of fitness of children in next year's schools.
2. Pedometer challenge, findings from this year were a more accurate record of physical activity as measured by number of steps over a week, pre and post programme compared to a physical activity diary. However, they did put pressure on teachers to give out the surveys/pedometers and collect in. The pedometer data reinforced the findings from the fitness measure and therefore it was decided to streamline data collection further. The fitness measure will therefore become the main measure of physical activity for the programme.
3. Additional perception measures were developed for the child weight management programme to capture increase in knowledge and understanding of healthy lifestyles. Draw and Write was introduced pre and post intervention. This proved a useful snapshot of pupil's understanding of a healthy lifestyle. However, pupils needed more time to complete the draw and write and this will be built into next year.
4. Impact on readiness to learn was introduced as part of the evaluation collected from teachers. This data is useful for making the wider case for the impact of physical activity on boosting attainment and findings will be used in future training sessions. Continue to collect examples of the impact of physical activity on attainment and results to share with schools.
5. Parent survey developed further, to be used at the end of the programme to measure the impact of the child weight management programme.

Training:

1. Initial staff meeting to include some of the findings from two years of the Active School programme and the link to boosting attainment.
2. Second staff meeting to be developed further to offer training around Active classrooms and online short burst physical activity programmes. The impact from Take Ten every move counts was poor and therefore newer programmes such as Go Noodle, Get Active to be shared.
3. Half a day Play to Learn training to continue to be offered to KS1 teachers. Play to Learn, although targeted at a small number of teachers, was particularly effective in increasing staff confidence to deliver physical activity and increase the offer available to pupils. Mentoring support to be available to schools who have come through Rammie's Healthy Heroes.
4. Physical literacy training to continue and to share good practise from Shelton Infant school. Universal physical literacy programme aimed at children from nursery to year 1; to be promoted through the development of a wider early year's programme.
5. 15-minute staff meeting slot on implementing the Daily Mile developed and has been delivered as part of our Rammie's Healthy Heroes package in seven schools, resulting in more effective take up of Rammie's Daily Mile challenge with all seven schools introducing the Daily Mile. Training to be offered as part of the affiliation plus sold service through Derby County Community Trust.

Resources:

1. Lunchtime game's pack to be developed by our team that can be used by mini-leaders and midday supervisors.
2. Cross curricular Daily Mile ideas to be developed further and added to our resource 'Rammie's Daily Mile challenge'.
3. New online resources to be promoted and shared with our schools: Go noodle, Supermovers, Active kids do better

Developing and targeting our offer:

1. To build on the success of Rammie's Daily Mile challenge. Explore options for developing an offer for those children who have come to enjoy running: Marathon kids, cross country festivals.
2. To continue to work closely with the wider DCCT team, to enhance the offer for schools. For example, signposting schools to training opportunities, promoting Move and Learn, Festival +, Resilient Rammie.
3. To offer a family fitness programme with key messages around eating well and promote this through our parent workshop.
4. Offer an early year's programme to support physical activity and healthy eating as part of the offer for schools.
5. To provide support beyond the first year of the programme through a 6-month Active School review at a breakfast briefing.
6. To continue to develop the link with the Healthy School team to support schools further with developing healthy lifestyles.

Challenges ahead

As the General Data Protection Rules come into force at the end of May 2018, we will have to have consent from all parents to allow us to measure their children pre and post intervention.

Previously, we had an opt out letter, so parents only had to return this if they didn't want their children measured. As we aim to measure around 2000 children across the six schools, this has implications for schools and our staff, chasing up letters. It also has potential implications for the Child Weight Management programme, if the numbers of children we can measure, declines.

Conclusion:

The Active School programme this year has been able to demonstrate the impact that a whole school approach can have on improving children's levels of fitness, physical development and wellbeing. We have also seen the potential role that physical activity can play in boosting attainment with pupils being better engaged in lessons and more alert and ready to learn. Children who have come through the Active School programme and onto the Child Weight Management programme have started to lose weight and make healthier choices. (see appendix 1 for examples of work from Rammie's Healthy Heroes). The programme has been able to support schools with:

- 1) Meeting the recommendations from the **Childhood Obesity Strategy 2016 – A plan for action**; 'Schools are a vital part of our plan, and have opportunities to support healthier eating, physical activity and to shape healthy habits. Schools also have unique contact with parents and can signpost them to information and advice on keeping their children healthy'.
- 2) Demonstrating the impact of the programme on four out of the five key indicators for reporting to Ofsted (See appendix 2: example of school report):
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

The success of the programme continues to reflect the importance of:

- A supportive partnership, developed over a year, between schools and the Active School team.
- Tailoring the package of support offered to meet the needs of the school.
- Providing the schools with data that can be used to measure not just the impact of the programme but also to inform the school development plan.
- Regular progress meetings to build on good practise and iron out any problems quickly.
- Developing the confidence of teachers to deliver physical activity, pupils to take part and parents to get involved.
- Engaging pupils and their families through a physical activity offer that is 'fun' and varied and appeals to all pupils not just those that are 'sporty'.
- Removing the barriers to participation by providing, where possible, after school sessions on school premises or within a close distance to schools for ease of access.
- Removing the potential stigma of a child weight management programme by focusing on positive health messages and sensitively working with children and their families.
- The power of a whole school approach to support behaviour change and create a physical activity culture.

'Physical activity sets children on a positive trajectory that will influence the rest of their lives. Their fitness and activity levels are associated with better grades, attendance and behaviour during their primary school years. When they get older, the combination of physical activity and better school outcomes will influence their health, how productive they are, their financial prospects and the likelihood of their own children being physically active. The science tells us primary school is the time to set this trajectory in motion.' **Designed to Move: Active school report 2015**

With special thanks to our schools and the link teachers for all their hard work:

Dan Kershaw – Shelton Infant School

Zayn Malooq – Arboretum Primary

Rachel Gallimore – St Peters C of E Junior school

Natasha Johnson and Meg Haynes – St George's Catholic Primary school

Adam Riley – Ashcroft Primary

Julie Grice – Cotton Farm primary

Thanks also to the Active School team for their dedication to improving outcomes for children and young people:

Sara Adcock, Ben Asquith, Jess Needham and Stephanie Thompson

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