

# Creating Active Schools

Tackling physical inactivity in Greater Manchester's primary schools.

Greater Manchester  
Moving > ^ < v

Before, during  
& After school

Family  
&  
community

Active Travel

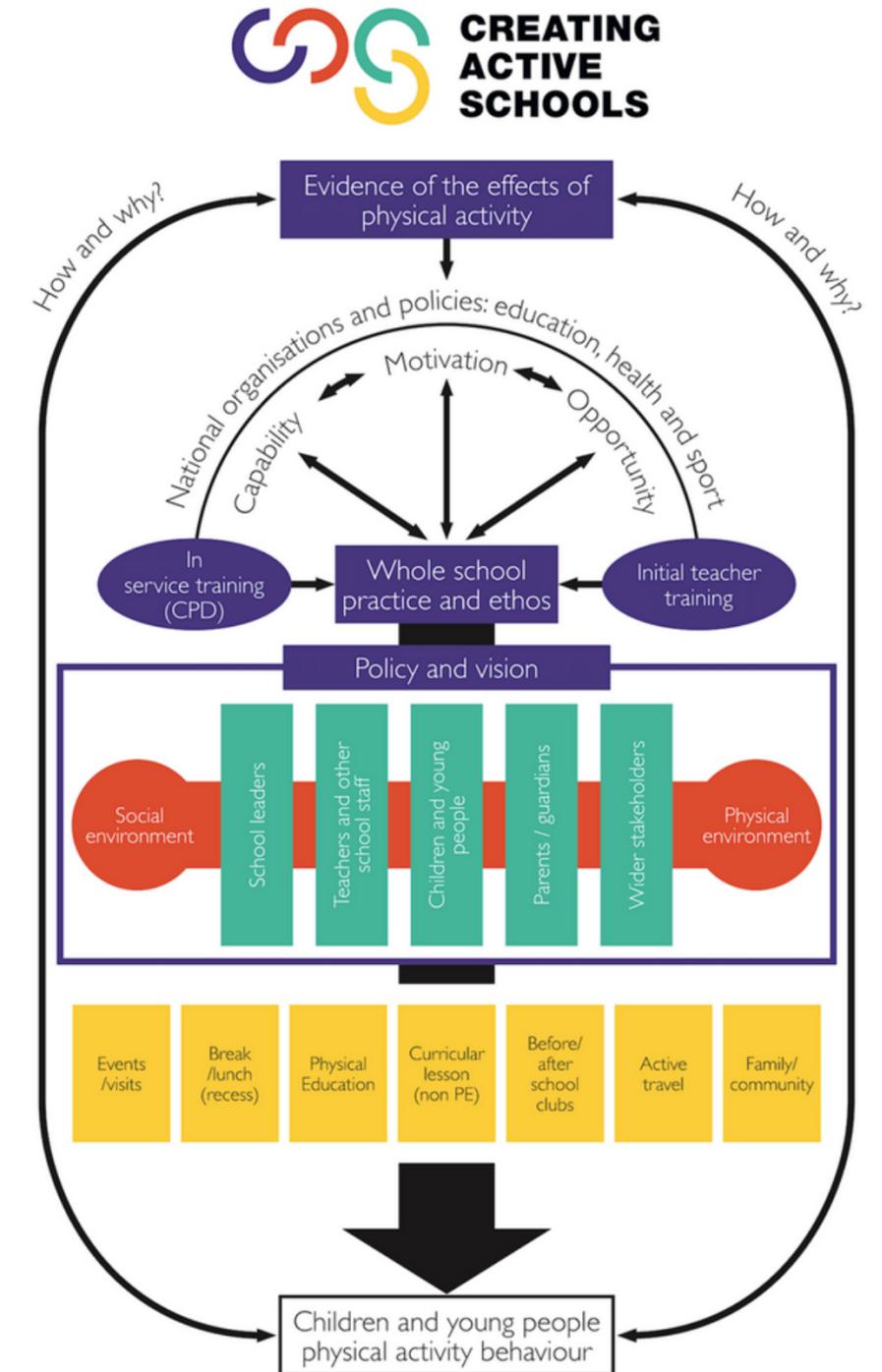


# The Idea

The foundation of the CAS framework revolves around cultivating a comprehensive school-wide culture and commitment to physical activity – a foundational principle that shapes the values, traditions, and behaviours associated with fostering an active school environment; this serves as the core element. CAS helps schools to create impactful and sustainable change for physical activity.

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.

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

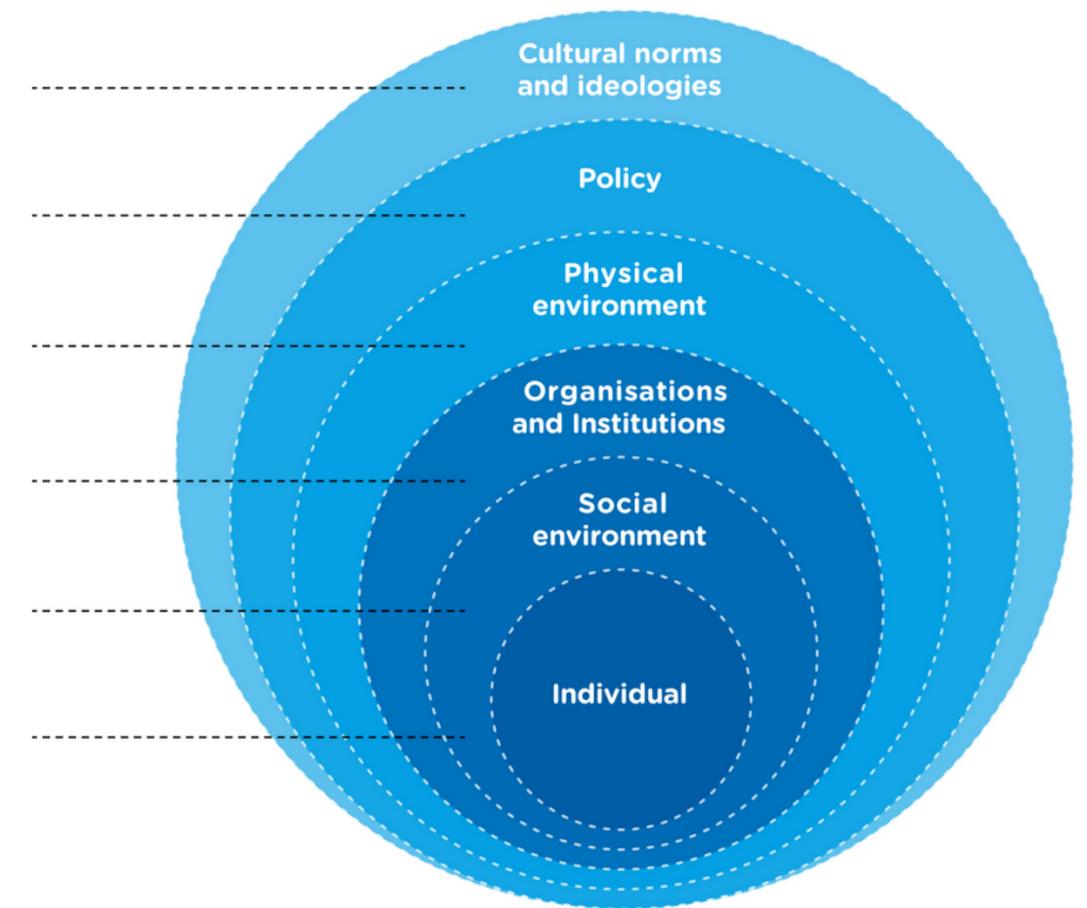


# Whole System Approach



CAS is underpinned by a whole system approach and the assumption that a pupil's activity habits are influenced by the world around them. This approach is an effective way to tackle inactivity within primary schools as it involves looking at all the different parts of a system that pupils experience and how they interact with each other. By doing this, we can better understand the cause and effect relationships within the system and identify areas where we can make create change.

CAS aims to improve outcomes with sustainability at the heart of the solutions. It focuses on four main pillars of the school system, looking to make change in Policy , Environment , Stakeholders and opportunities to be physically active.



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



# The Approach



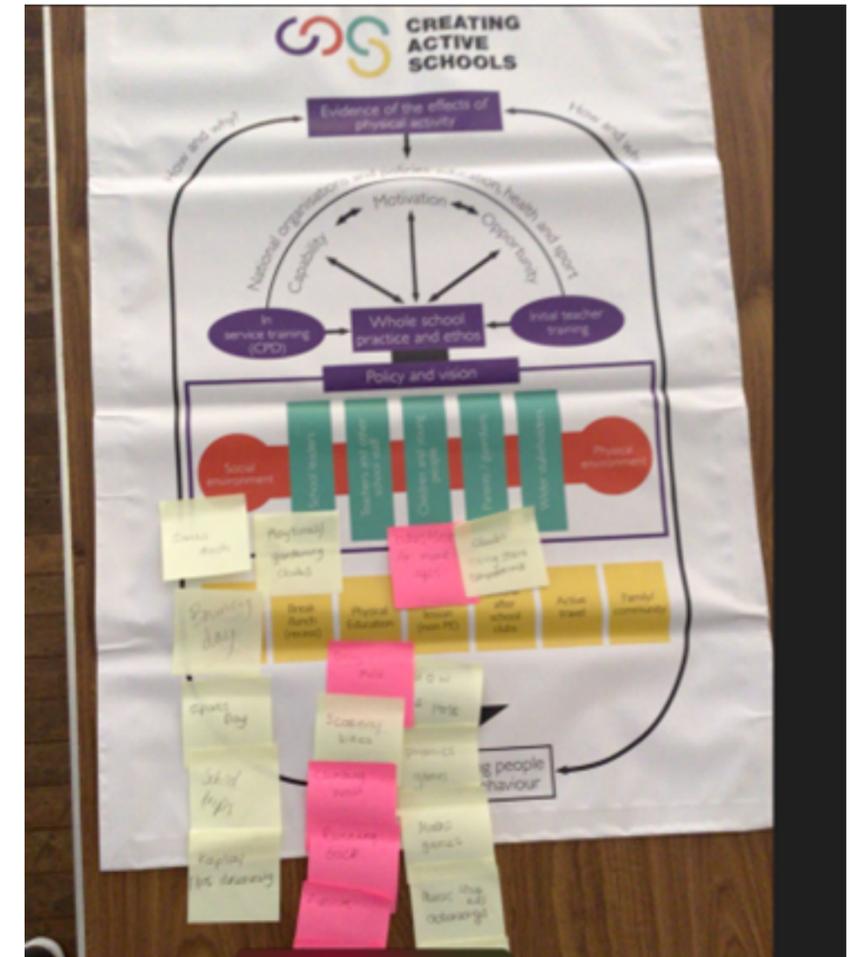
Active Education Leads in each borough.

Termly learning captured through AEL reporting, Reflections & at half termly meetings.

17 schools have had whole school training delivered.

18 have completed the profiling process .

Facilitated Ripple Effect Mapping sessions to explore what is contributing to success and tel the story of each schools experience.



Learning events hosted to develop Active Education Lead's Knowledge and skill set

Active Education Lead training and network fostered to support implementation.

National Community of Learning developed, including online hub to access CPD & Resources

# Why



**36.6%/30.1%**

Of CYP in Greater Manchester do less than 30 minutes of physical activity a day. 146,000 children.

**37.1%/45.9%**

Of CYP are active for at least 30 minutes a day at school in Greater Manchester.

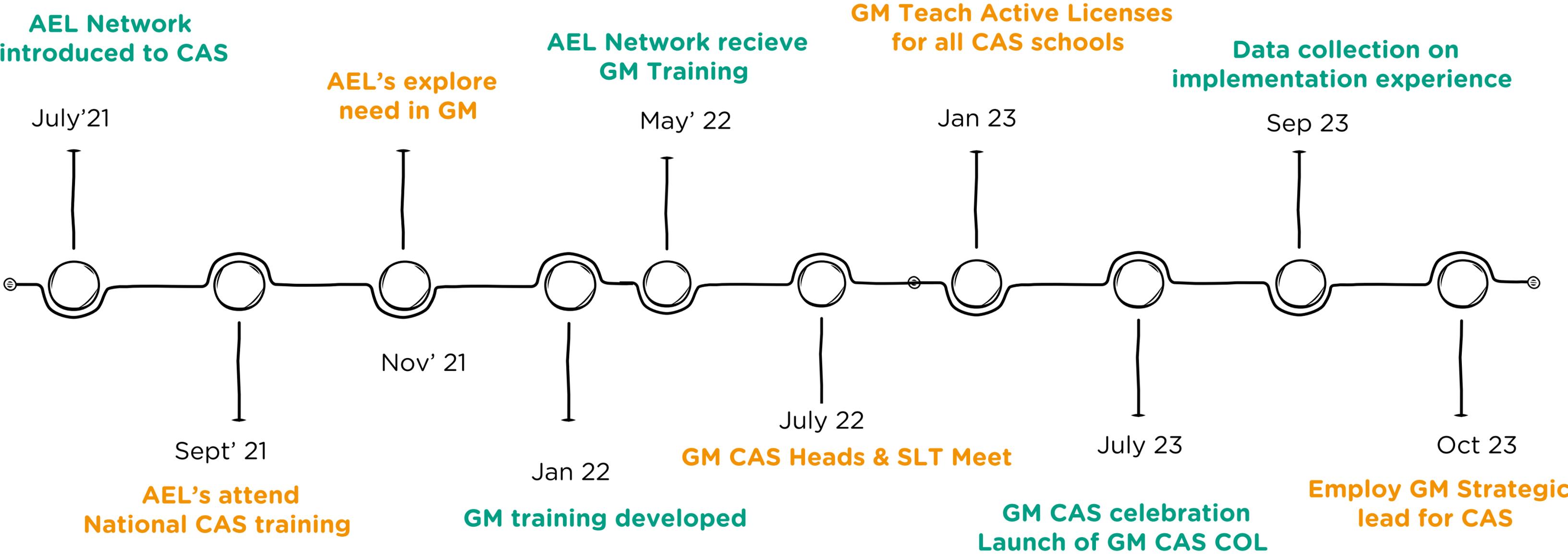
**49%/57.7%**

Of CYP are active for at least 30 minutes a day outside school in Greater Manchester.

Active Lives Children and Young People, 2019/2020 2021/2022



# The journey so far



# CAS Changes in GM



Changes to break times to allow more space for year groups to be active.

Engagement with Governors to discuss uniform changes to be more suitable for movement.

CAS is an agenda item on staff meetings.

Wet weather plan reviewed to ensure indoor spaces can be utilised.

Linked CAS into performance management reviews

Observed better pupil behaviour result of implementing CAS

CAS champion has connected to governors to support embedding across the school

Started to review school policies to include Physical Activity.



# What we are learning

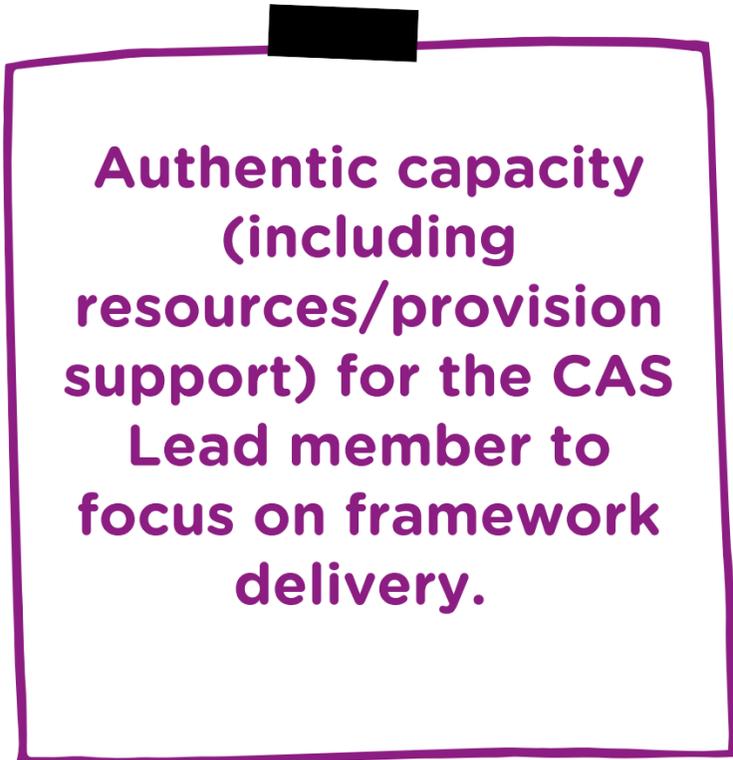
Common contributions to change



A shared goal that Physical Activity can positively influence academic growth.



Senior Leadership Team (SLT) support framework and support the implementation.



Authentic capacity (including resources/provision support) for the CAS Lead member to focus on framework delivery.



Concrete SLT support at both policy and delivery levels.

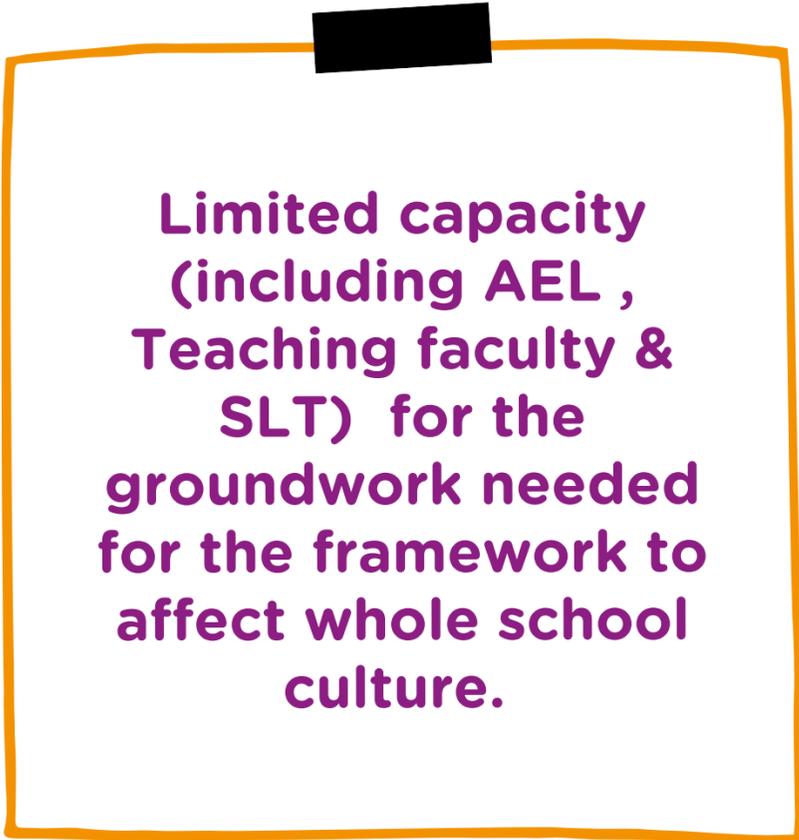


Profiling resources is effective in strategic goal setting

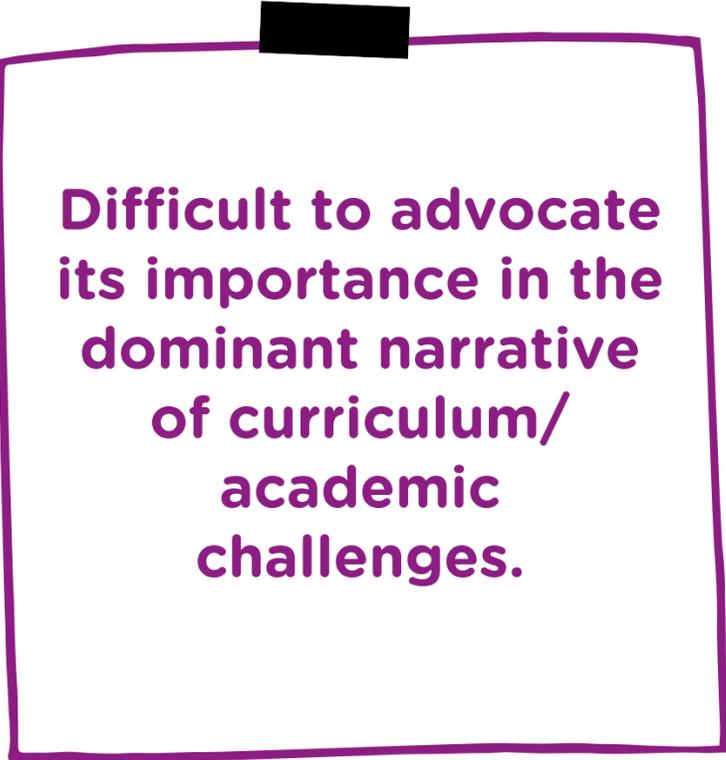


# What we are learning

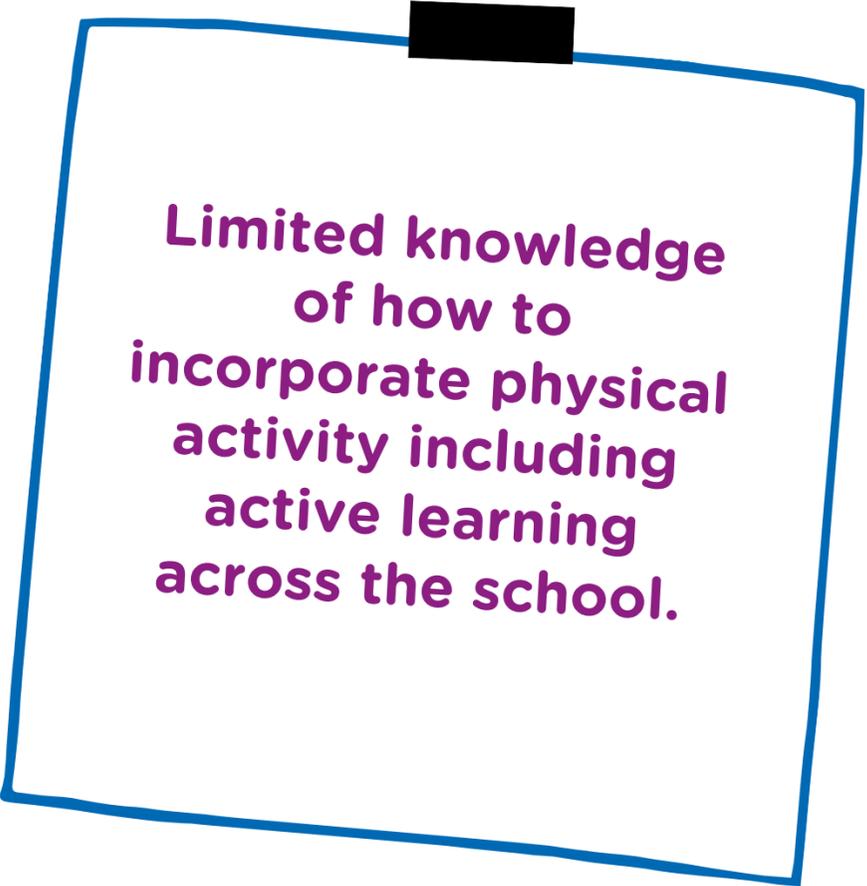
Common contributions to friction



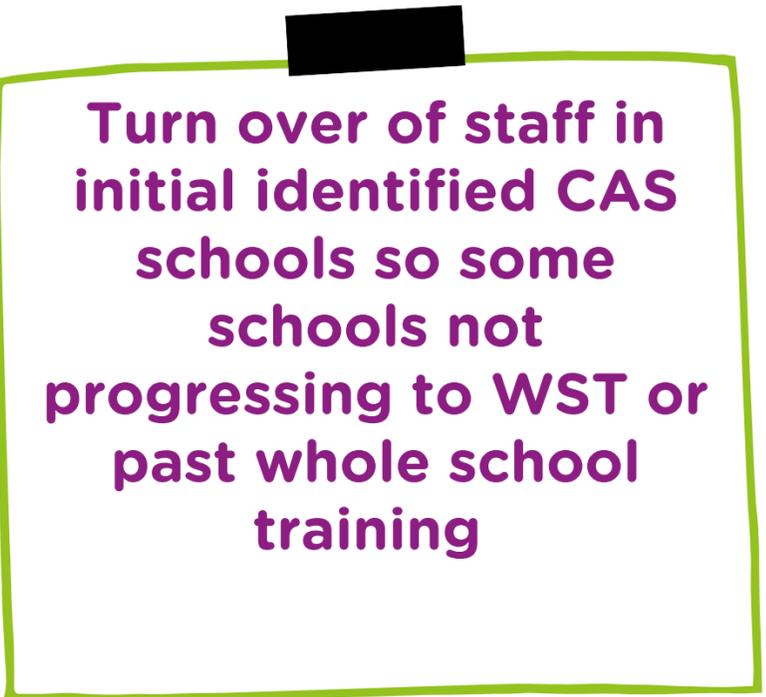
Limited capacity  
(including AEL ,  
Teaching faculty &  
SLT) for the  
groundwork needed  
for the framework to  
affect whole school  
culture.



Difficult to advocate  
its importance in the  
dominant narrative  
of curriculum/  
academic  
challenges.

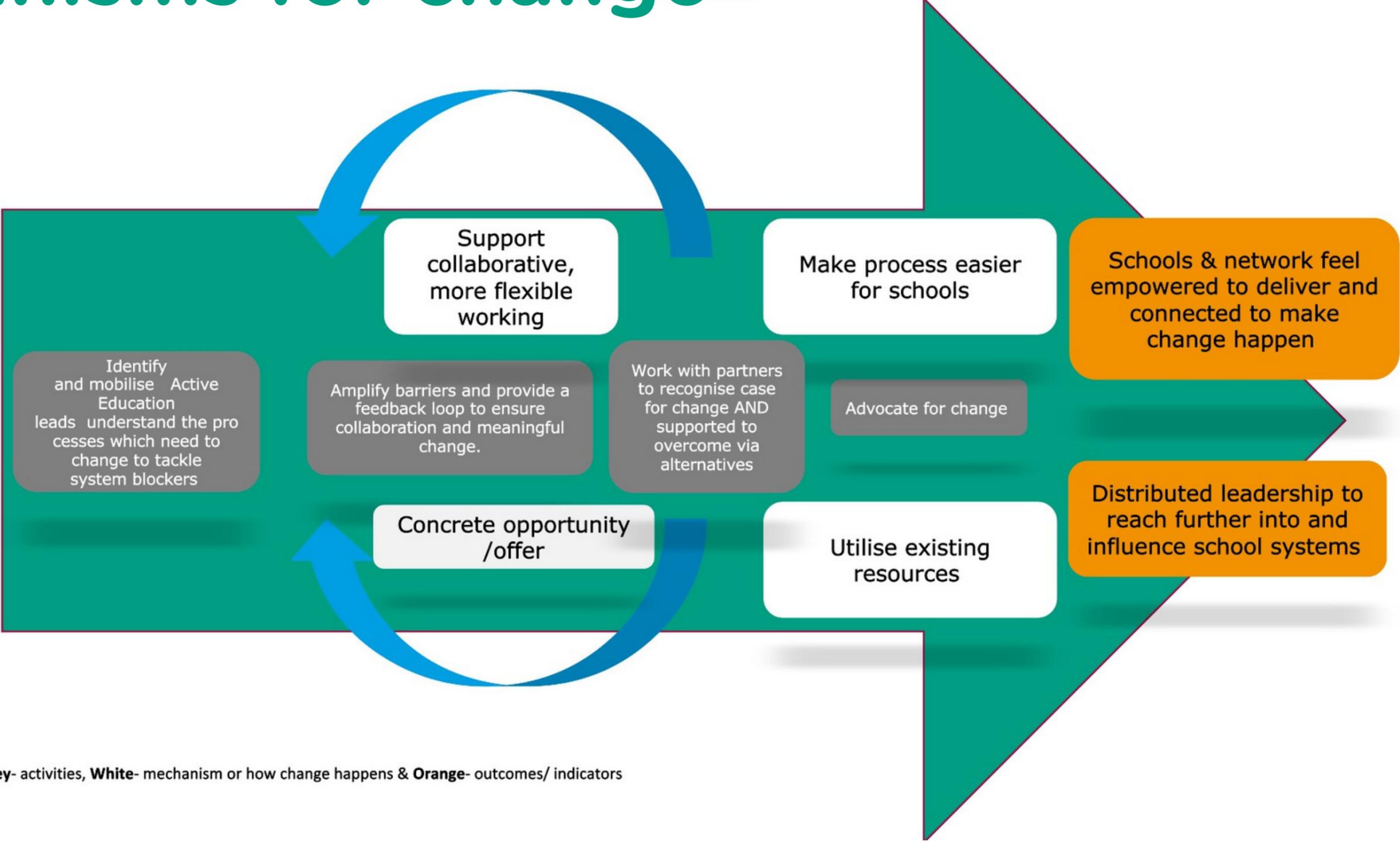


Limited knowledge  
of how to  
incorporate physical  
activity including  
active learning  
across the school.



Turn over of staff in  
initial identified CAS  
schools so some  
schools not  
progressing to WST or  
past whole school  
training

# Mechanisms for change



KEY: Grey- activities, White- mechanism or how change happens & Orange- outcomes/ indicators



# Rochdale

Broadfield School identified areas for policy development concerning the delivery of physical activity within the school. They aimed to expand the Physical Education (PE) policy beyond structured lessons and extracurricular activities. They also recognized that active learning occurred more informally within the school, requiring attention. Forest school activities were delivered consistently but were somewhat separate from general physical activity. The school updated governors on CAS, making it a regular agenda item. Furthermore, the school prospectus and staff induction were found lacking in incorporating physical activity and CAS principles.

Broadfield School aimed to reinvigorate break and lunchtime activities by addressing issues with equipment storage and access. They purchased a new storage facility and gave leaders responsibility for its management, which increased student participation. They planned to engage students in deciding future changes in the school environment through pupil voice and the school council. As part of CAS involvement, the school received a free Teach Active registration, which would support active learning.

**Governor involvement in linking initiatives for all pupils**

**Enhanced understanding of the importance of physical activity by all staff**



# Rochdale

Holy Trinity School had completed CAS profiling but had not yet agreed on specific actions. They were trying to address multiple aspects simultaneously but were prioritizing actions for September. Governors received CAS training and would continue to be updated as the school progressed. Shifted focus from being an add-on to an integral part of the school day, particularly driven by EYFS and KS1 staff.

The CAS profiling at Holy Trinity School highlighted the need for playground improvements. Pupil consultation with contractors led to adaptations in the original plans, resulting in increased space for activities. Full staff and governor training made everyone aware of their role as internal stakeholders in promoting physical activity. They aimed to consult with parents and other external stakeholders to adopt a whole-school approach to active travel. They planned to trial Teach Active resources with staff, focusing on integrating them into the curriculum, using the school building's features for motivation and tracking activity levels.

**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.**



# Wigan

St Ambrose Barlow Primary utilised the CAS profiling questions enabled the school to realise that, although some staff members and CAS champions promoted physical activity, it wasn't policy-driven but spread by word of mouth. As a result, they developed an Active Learning Policy to be launched during the September inset day, including the use of Teach Active across classes, all school staff received training in the delivery of Teach Active lessons.

St Ambrose Barlow recognised the need for a change in uniforms to ensure pupils felt comfortable participating in physically active lessons or breaks. The new active uniform was proposed to the Governing Body and was expected to be phased in the following school year. Active Learning became a priority school-wide, ensuring continuity with future staff. They made better use of its hall space throughout the day and expanded physical activity beyond PE.

CAS has also lead to an increased awareness among families regarding local activities. CAS has enabled the least active students to increase their activity levels during breaks. meaning more students enjoyed 30 active minutes daily through non-PE lessons.

**CAS is an recurring agenda item at every governor meeting.**

**More pupils engaged in physical activity during lunch and break time due to increased space.**



# Oldham

Willow Park Primary School has embraced the Creating Active Schools (CAS) framework to bring about positive changes. They've utilised the profiling tool to identify areas for development. One notable change is the inclusion of activity in the performance management of teaching assistants and support staff. They are now required to evidence organized activities at break times and lunchtimes.

These activities will be highlighted in the school's future prospectus, raising the profile of Physical Education, School Sport, and Physical Activity (PESSPA) for prospective parents and key stakeholders. The introduction of these activities has also led to a reduction in low-level behaviour incidents.

Willow Park Primary School has started the process of implementing an active environments policy which prioritises the promotion of physical activity through environmental changes. They have been able to think differently about spaces and how they can support movement and physical activity.

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

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



# Oldham

The presence of a network of Active Education Leadership (AEL) and CAS leads has proven highly effective. The training has broadened the perspective beyond PE, encouraging conversations with schools about stakeholders and active environments.

The CAS framework has helped build relationships with a wider range of school staff, creating an open atmosphere for staff at all levels to suggest changes and improvements. This collaborative approach has led to better engagement with school leadership teams.

CAS has contributed to a more structured approach to promoting physical activity in schools, which has ultimately lead to a broader number of children being engaged in physical activity during active times such as lunch and break. Within our CAS schools, we have been able to build relationships with wider staff than just the PE leads from TAs, Teachers, Midday supervisors all the way up to SLT and Headteachers who understand the process and its potential to support wider school improvement.

**More pupils being active throughout their school day due to a whole school approach /support.**

**CAS has been an instrumental tool in building new useful relationships within the wider school structure.**



# Salford

At Light Oaks Primary School the significance of incorporating the CAS framework into official educational policies enabled them to discuss the potential of active learning practices and policies as a whole school.

The AEL highlighted the necessity of integrating active learning strategies into official teaching and learning policies to enhance the educational experience. The school embedded the CAS training as a whole school to act on the collective awareness from all staff for the need to incorporate physical activity into daily routines. The dialogue at SLT highlighted the significance of collaboration between different roles to create a cohesive and unified approach to active learning initiatives. This led to the addition of a Sport Link Governor to better understand and connect local PA clubs and opportunities for pupils. The school also saw the value in investing into a Teach Active Licence to help improve the available resources for staff to help design physical activity into their daily routines and lessons.

**Specialised governor engagement in linking community initiatives for all pupils**

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



# Impact Summary

Governor involvement in linking initiatives for all pupils

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

CAS is an recurring agenda item at every governor meeting

More pupils engaged in physical activity during lunch and break times due to increased space

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

Enhanced understanding of the importance of physical activity by all staff

An increased uptake on resources such as Teach Active to help design PA into lessons



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

CAS has been an instrumental tool in building new useful relationships within the wider school structure

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



# CAS by numbers

17

Schools have had whole school training delivered.

18

Completed the CAS profiling process.

352

Teachers have an Teach Active account

4082

Teach Active Lessons accessed

262

Teachers received whole school training on CAS.

19

Schools received Teach Active Licenses

200

Teachers received Teach Active training

6521

Positively impacted by active Maths and English Lessons





# Pupils Voice

“This year I have really enjoyed and benefitted from the active changes.  
 I has helped me get into more sports  
 Being more active has upgraded my happiness and reduced stress and sadness”



“I like the changes because now at break time it is just year 5 & 6 which means there are less of us on the playground so it feels safer to run around”



George

I liked the changes because in break time it is just year 5 and 6. This means that instead of the whole of year 5 and 6, it is just us. It means that we don't bump into each other, less injuries, less arguing about other classes. At break time we are more active and more play. For football at break there is a girls pitch and a boys pitch. We have more progress in skipping, tag or other challenges. For after school clubs, they are free. Also it is in the sports that you have not done or for fun.

In school, we have a lot of activity days - including school trips. We had a ball - which was a lot of fun - in the hall. We had Wigan Warriors come in. We had a tri-athlete outside and active sport. We had a lot of fun playing those. In school, everyone in year 6 has to do a sport day.

We have changed the PE curriculum, we are all more active indoors and outdoors. In PE we are more inclusive with the people. This means that we are using everyone to be active.

For the school trips, we went to Man, but we are going to High Hall and Manchester. During S.A.T.S, we did extra PE to help have no stress. We did active trips. We do sporting events.

~ Alicia ~

I like how the break times have changed, because it gives me more room and I can play football without anyone coming and taking the ball. I also like that I can run around without bumping into people. I like that I can run around, I can play football, I can skip and it isn't rough and noisy.

I liked active trips, because it gives me time to go out and try a sport I haven't done. It gives me a moment to think about if I like this sport or not. This one actively can be my life. I can fall in love with a sport that we did and it could be what I want to do when I am older.

I like how the girls had a football morning, because it gave me time to learn things and I could learn partner work with Lola. I liked this because now I play football and I am the King of playing for a team or going to a club.

I like skipping, because I used to not be able to skip but now I can. It is good for my body and heart.

# Next Steps

- GM CAS schools to convene more frequently to support each other.
- Learning events to share good practice, celebrate success and inform future ways of working.
- Expansion of CAS schools from 17 to 30 schools in GM
- Explore pilot models of upscaling
- Share learnings of the pilot work with key stakeholders and influencer's in GM to support future working

Policy

Environment

Stakeholders

Opportunities

Before ,  
during &  
After  
school

Family  
&  
Community

Active  
Travel