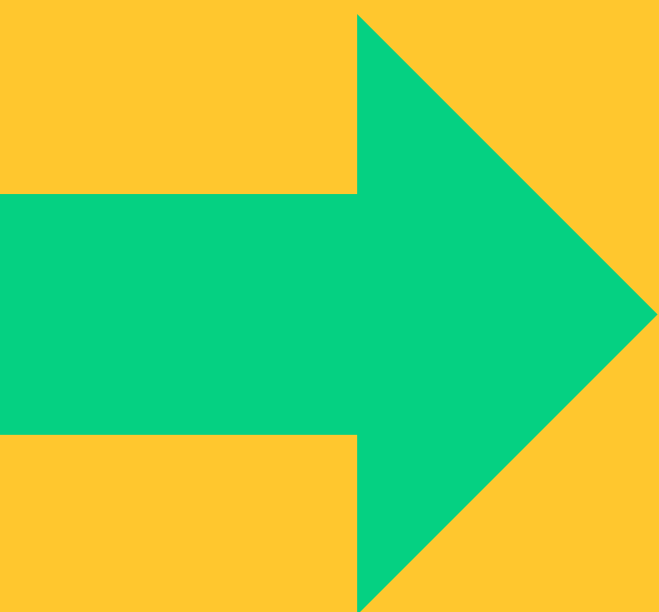




Calderdale Creating Active Schools Programme

Impact Report 2024





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Introduction

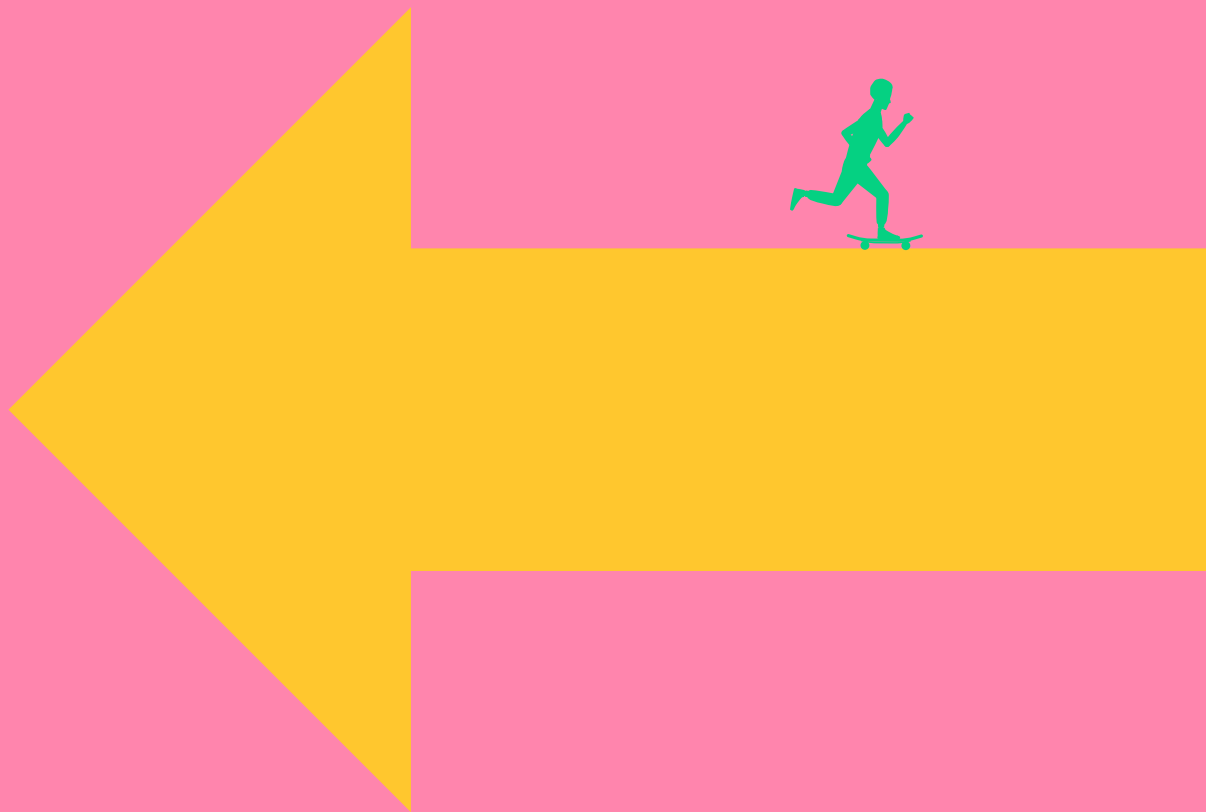
The Calderdale Health and Wellbeing strategy 2022-2027 is taking a life course approach and has set a Developing Well goal for children and young people aged 6-15 which is 'Every 15 year old has hope and aspiration'.

We know that positive experiences of sport and physical activity in childhood have the opportunity to create more confident, resilient, healthier and happier children and young people.

We are contributing to helping to achieve our **Developing Well goal through creating more positive experiences of sport and physical activity for children and young people.**



Creating *Active Schools*



Our Approach



To create more positive experiences of sport and physical activity, we have been working with education settings across the Borough, places that play a major role in shaping both attitudes and behaviours towards sport and physical activity through the experiences they provide; attitudes and behaviours that can last a lifetime.

Our work has involved inspiring, supporting and enabling education settings to integrate and embed creating more accessible, inclusive and diverse experiences to be physically active throughout the school day.

To do this we have been using the nationally recognised Creating Active Schools framework which focuses on changing the culture of sport and physical activity in schools through changes to policies, procedures and working practices. Using the framework as the foundation, our programme provides schools with a bespoke offer that aligns with their School Improvement Plan and specific whole school goals, and that is free of charge and fully supported.

In this report, we will provide an update on our progress with supporting schools to adopt and

implement the Creating Active Schools framework and the impact this has had on children and young people as well as schools themselves and what matters to them.

We will also share how the work on Creating Active Schools has been integrated into the local Public Health system adding significant value and providing a sustainable approach for the long-term future of supporting and enabling schools to create more positive experiences of sport and physical activity for children and young people.

Finally, we will share how we have been supporting other places across the country on their own journeys to support schools to adopt and implement the Calderdale Creating Active Schools model.

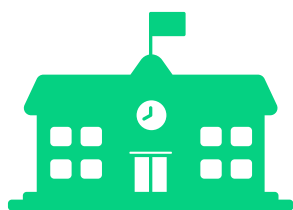
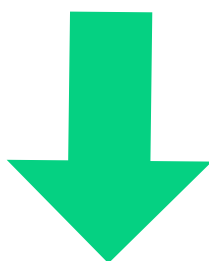
We hope you enjoy reading about our approach and the results.



Our story So far

49

schools signed up to CAS programme



45

Primary schools



3

Secondary schools



1

Alternative provision

Reach to date:

Over 12,000

Children, young people and their families.

Over 900

Members of staff and their families.

3

Schools are CAS Champions
(providing peer support to assist other
schools in becoming active schools)

CAS Impact on *Children*

CAS Impact on Children

What the children said...



Savannah

"I like being active in class because I have lots of energy."



Alfie

"I enjoy being active because it means I can do more work. It can help me grow up to be big and strong."

Luca

"Being active in school is so fun! I like it because I get to play with my friends, and it makes me feel really strong. It helps me feel more awake in lessons."

Chloe

"I like being energetic and being energetic makes learning more fun."

Evie

"When we have active lessons, I feel like I learn more because moving around helps me think. It also makes school more exciting and not just about sitting still all day."

Jona

"We should be active in lessons because you're moving and not just sitting down and writing."

Junior

"Exercise is really important and it's good to be able to do it in class. I like active lessons because it is hard to be sat at your desk all day."

Paige

"I feel a difference when I am active in the classroom. Sitting at my desk can make me really tired and it is hard to focus. When I get up to collect questions it helps me to work more because I have more energy."



CAS Impact on Children

CAS impact on children's behaviour, teacher perceptions



**Survey
completed**

2024

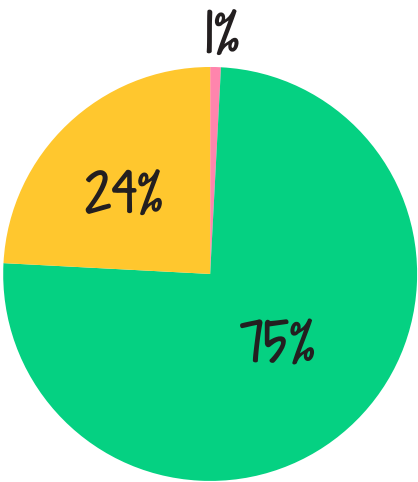
with

138

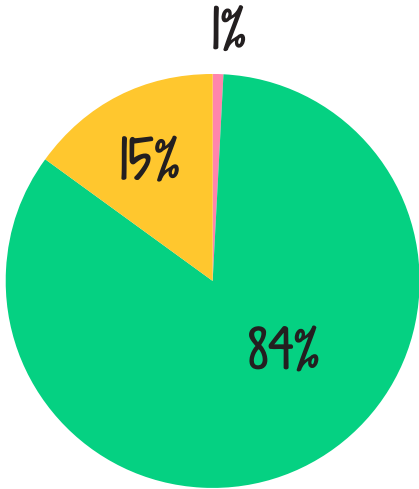
participants

We asked, “What impact do you think following the Calderdale Creating Active Schools model has had on children’s behaviour?”

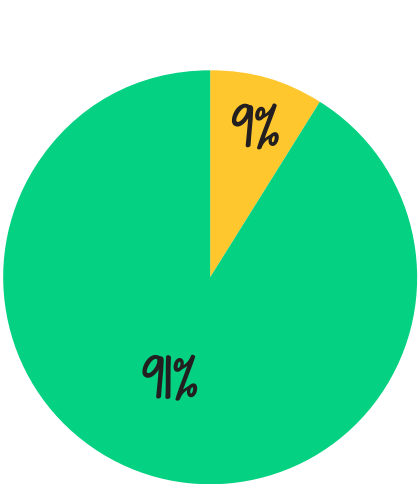
Here are the responses we received:



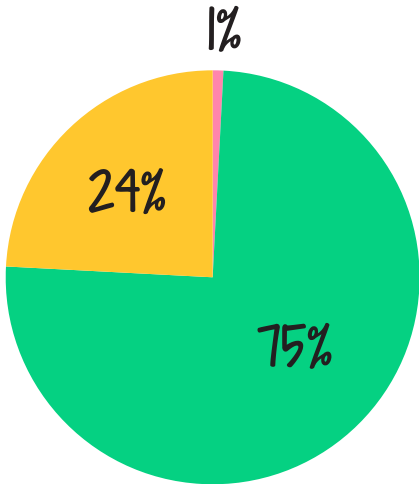
General Behaviour
in Class



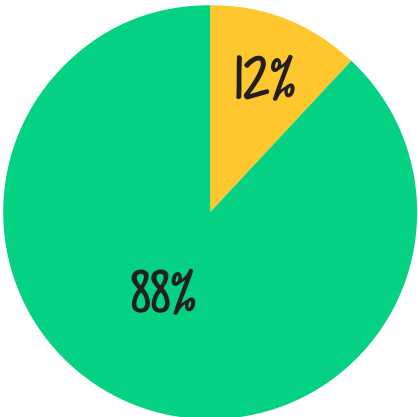
Learning Attitude



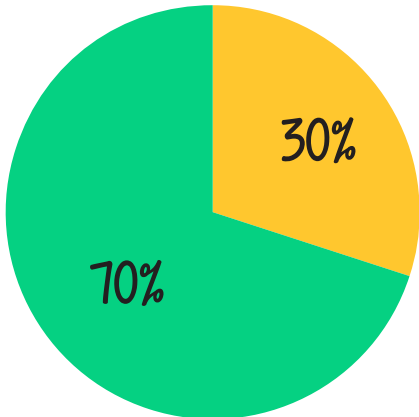
Ability to
Concentrate



General behaviour
out of class



Sustained engagement



Attainment



CAS Impact on Schools

“More and more pupils are finding it difficult to sit and focus for extended periods of time. Introducing physical activity in the classroom has allowed our pupils to maintain focus for longer and improve their independent learning skills.

In our most recent Ofsted inspection the behaviour and attitudes our pupils have towards learning were rated outstanding and pupils’ engagement in lessons was commended - our active schools initiatives have helped us create this culture.”

Mr McGrath, Assistant Headteacher, New Road Primary School



Positive impact

The programme has had a far-reaching impact, with teachers and headteachers stating that it has positively affected learning, behaviour, attainment, attendance, home-school relations, transition, and even informed parental choice in school selection.

Moreover, as schools now expand their offerings to include parent-pupil extra-curricular opportunities, this has brought about its own particular impact, with parents and pupils commenting on how it has helped to strengthen family relationships and dynamics

while supporting families in exploring more ways to be physically active together outside school hours.

This is seen in the 'Active Walls' that numerous schools have established, where students and staff display photographs of themselves being active at the weekend and during school holidays. A survey conducted in June 2024 highlights how the programme has complemented students' cognitive, academic, and life skills development alongside physical benefits.

"Taking active breaks during the day has really helped with behaviour. After getting to move around and burn off some energy, the children come back to class more focused and ready to learn. It stops them from feeling restless and helps them stay interested, especially in the afternoons"

Teacher at St. Malachy's Primary School





CAS in practice: *The Halifax Academy*

“Children are using Now Press Play, an interactive listening programme which submerges them individually into a variety of settings. Children are active, moving around, looking for clues, and always using the compass points N S E W to navigate themselves around the classroom.

Children thoroughly enjoy using Now Press Play as it is a live and engaging way to find out about a current History or Science topic, by living in that particular moment. It keeps them out of their seats, and captivates their imaginations.

Children often participate in active Maths lessons as a way to bring their learning to life. Maths does not need to be boring! The more we

experience, the more we learn! Children are counting objects and demonstrating 1:1 number correspondence around the classroom and recording their values.

Children were completing real life surveys of different vehicle usage on the road outside of school, and then compare that to a quieter location in a different part of Halifax.

We encourage activity within as many lessons as is possible. Children engage better when they are moving, or completing something in a different learning environment. It helps give them different experiences which they may otherwise not receive, and it can help promote better recall when the topic is revisited in the future.”

H Bateman-Foster
Assistant Headteacher
at The Halifax Academy

“Maths does not need to be boring! The more we experience, the more we learn!”





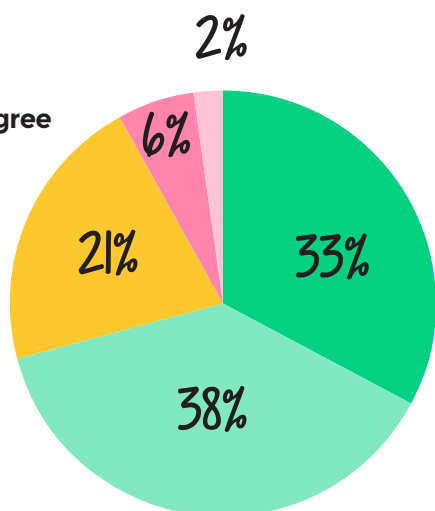
CAS Impact on Schools

CAS Impact on school staff

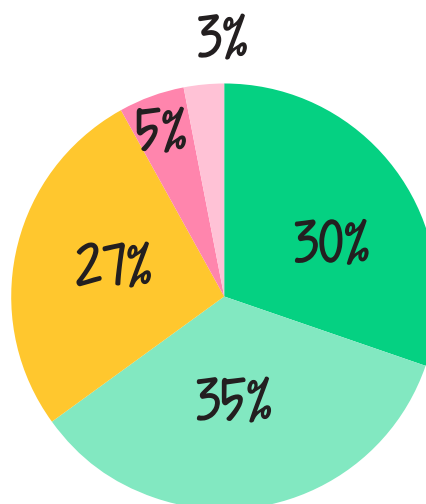


**Staff
survey
completed**

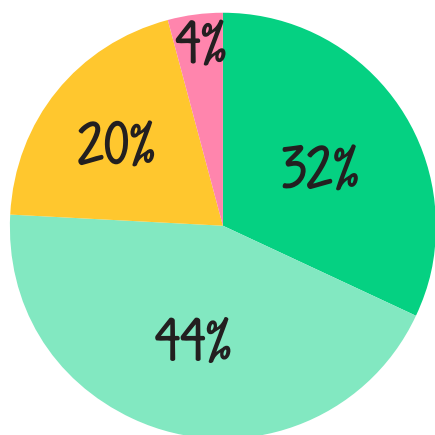
2024



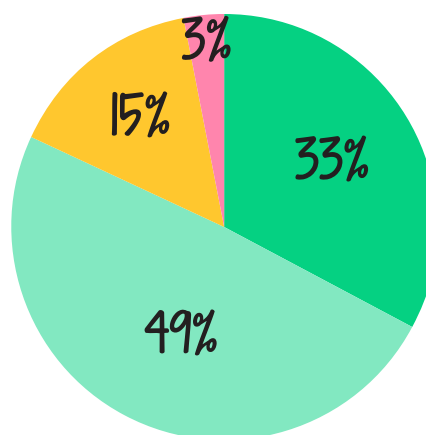
Staff members discuss/share ideas about physical activity options.



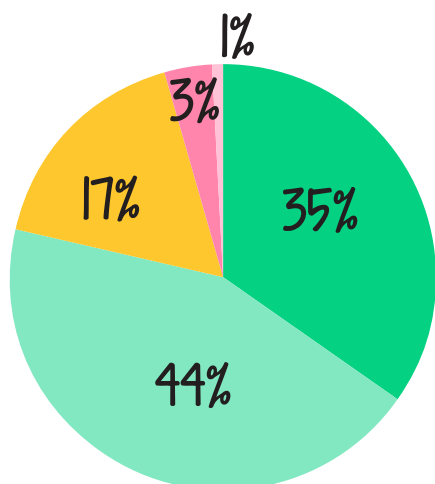
Other staff members encourage me to include being active into class time



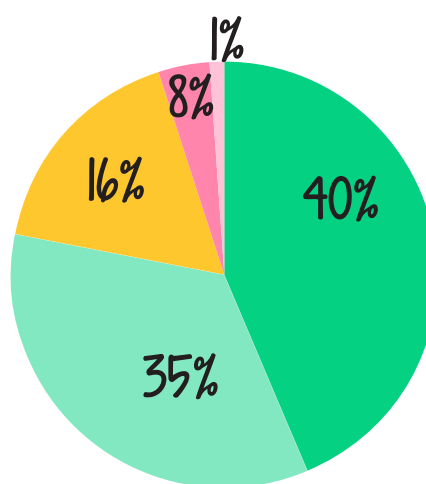
I feel more able to include physical activity into my teaching time



I am aware of opportunities to include physical activity into my teaching time



I am being more active in my working day

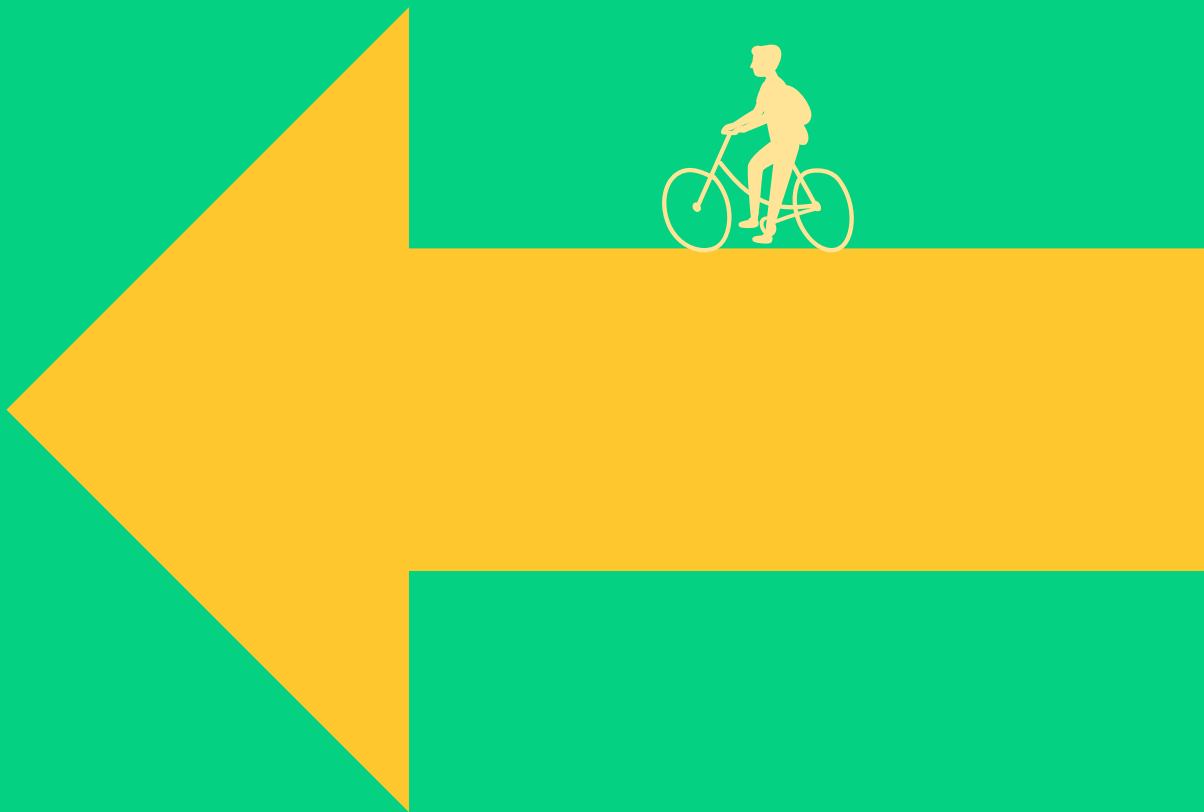


I am being more active outside of my working day

Wider Impact

“Having a dedicated topic lead for physical activity within the CYP Public Health team has allowed us to give particular focus to this area.”

**Naomi Marquis, CYP Manager,
Calderdale MBC**



Wider Impact

Integrate to accelerate healthy schools awards



In 2022, Calderdale Council's Public Health Children and Young People (CYP) team was approached by schools to develop a Healthy Schools Award for the borough. This was to form part of the post-Covid Education Recovery Plan.

All criteria was co-developed with schools.

In 2023, the Calderdale Healthy Schools Award officially launched, with Bronze and Silver Awards assigned to schools.

These awards identify a school's high-quality offer in the spheres of:

- **Physical activity**
- **Mental and emotional wellbeing**
- **Food and nutrition**
- **Health promotion**

Peer Support

- **Secondary schools supporting each other to become Active Schools and achieve Healthy Schools Awards following the 2024 Calderdale Secondary Schools' Health & Wellbeing Conference**
- **Primary school federations working together to achieve higher awards**
- **CAS Champions and Diamond schools mentoring schools through applications**





Embedding PE, School Sport and Physical Activity into Calderdale's Healthy Schools Award offer

In each of the three tiers relating to Physical Activity, schools are asked to comment on and provide evidence on various criteria relating to their PE, school sport and physical activity offer.

The higher the Award, the more information and evidence is required to ensure that being active is fully embedded into every area of the school's day and beyond, including lesson time, breaktimes and after school, and weekends and school holidays.

Further questions are asked about the school's promotion and provision of active travel, the value the school places on being active by ring-fencing PE lessons and including opportunities to be active in the general timetable,

and how they expand their offer to involve parents and families.

Finally, a school cannot achieve the Gold Award in Physical Activity unless they are an established CAS school with a live physical activity action plan that encompasses the CAS Framework seven areas of opportunity to be active that is constantly added to and updated throughout the school year. And that the Healthy Schools Awards of all levels are valid for two years with re-application required at the end of the two year period ensures that the school's embedded physical activity offer is sustained and protected from potential threats such as new priorities or workforce turnover.

Awards of all levels are valid for two years with re-application required at the end of the two year period



‘Completing the Award to achieve Diamond status has made us realise how much we offer in school to support pupils and staff, particularly through being more active, and to value the impact this has. It’s also helped us to audit our offer and be determined to capitalise on it to ensure all pupils, families and staff understand the importance of being active and the benefits it has on health including mental and emotional wellbeing.

Being active is embedded throughout our school and all staff are determined to maintain this to ensure we support the children to move more, and keep our Diamond status.’

Daniel Moorhouse
CAS Lead, Copley School,
Calderdale Healthy Schools Diamond Award winner

“We have seen a huge benefit to our school of being involved in the Calderdale Active School’s programme this last year. We have worked to achieve the Healthy School’s Gold awards in all three areas and our children, parents and staff are healthier, happier and more supported because of it.’

Sarah Hemingway
Headteacher, Copley School,
Calderdale Healthy Schools Diamond Award winner



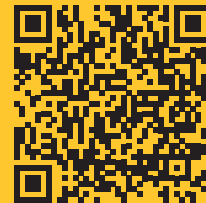
Wider Impact

New Road Primary: diamond award

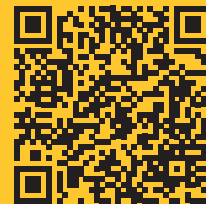


New Road Primary School has made history by becoming the first school in Calderdale to achieve Gold level in all three Healthy School areas: Physical Health, Emotional Well-being, and Healthy Eating & Nutrition. This remarkable accomplishment has earned them the prestigious Diamond School Award.

Their achievement has captured the attention of the media, including coverage from the BBC. To learn more about New Road Primary School's inspiring journey to becoming an Active School, check out their story in their own words at New Road Primary School's website and see the award's impact at Calderdale News.



[New Road Primary School's website](#)



[Calderdale News](#)



Wider Impact

Calderdale healthy early years award



Following the success of the Calderdale Healthy School Awards, we have extended this opportunity beyond school settings to involve more children, families, and practitioners. To achieve this, we are piloting the Calderdale Healthy Early Years Award in autumn 2024.

The award will follow the same bronze, silver, and gold tier format, focusing on physical activity, food and nutrition, and mental and emotional wellbeing. The criteria have been adapted to align with OFSTED requirements and the expanded offerings within the Early Years and Foundation Stage (EYFS) sector.

2023

Developed to mirror schools' offer including co-development with providers

2024

Pilot launch of the Calderdale Health Early Years Award

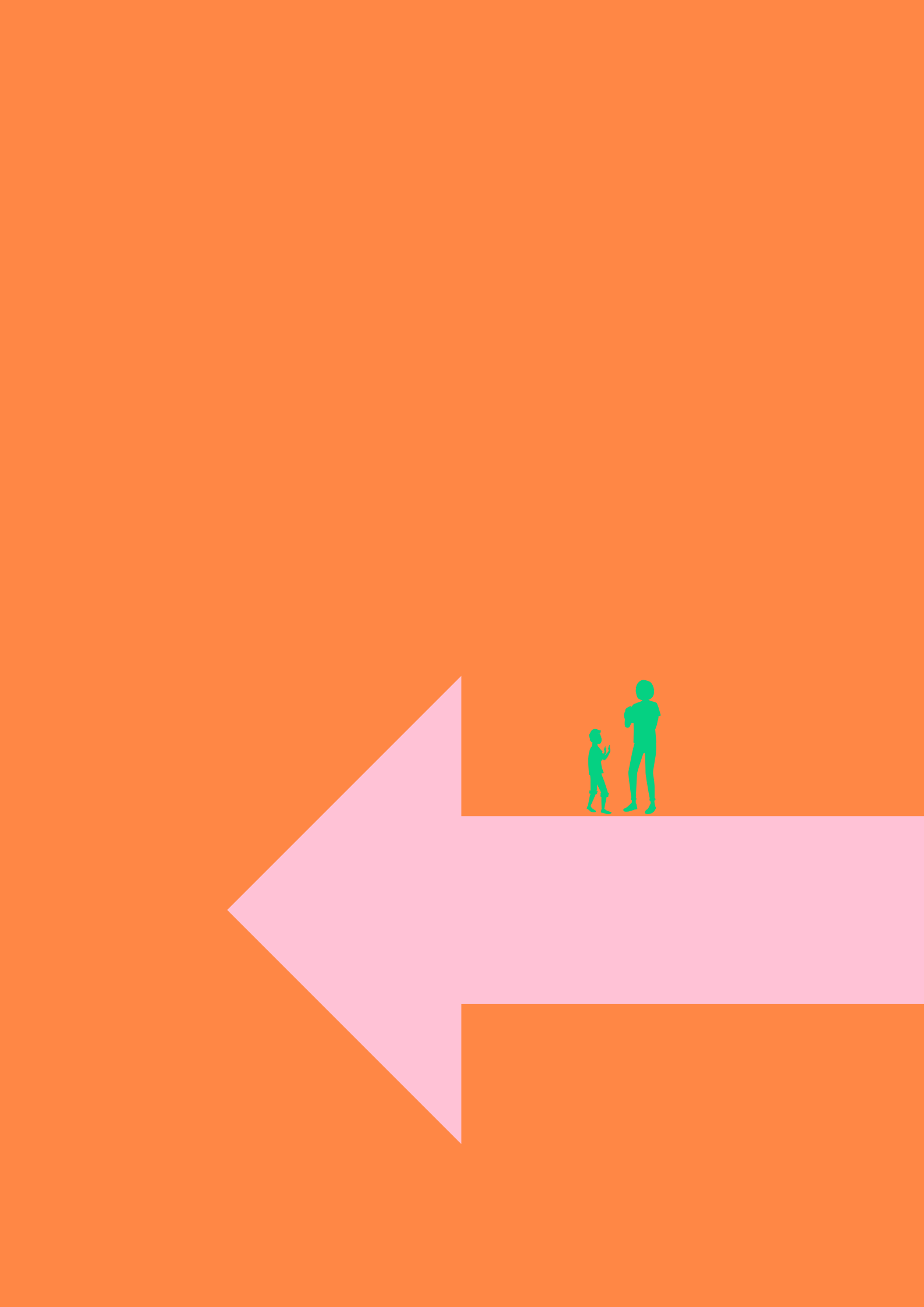
Potential Reach =

Over 300 EYFS settings and over 11,310 children & their families

Supporting *other areas*

We have been actively sharing our learning and experiences of implementing Creating Active Schools with other areas of the Country, providing support and guidance as they set out on their own journey.

Here we share some of what that has entailed and how the support has been received.



Supporting other areas

Using the Calderdale model

What is a whole school approach?

A whole school approach goes beyond the boundaries of PE and into the everyday routine of the school day, from promoting active travel, physically active lessons all the way through to influencing parents to increase activity levels.



Supporting other areas

Seeing the enthusiasm with which schools and parents throughout the borough have embraced the Calderdale Active Schools programme, we are keen to share our model with system partners. Along with the support we have given to the two Active Partnerships mentioned below, we have also shared learning with other Active Partnerships and Place Partners, and are working with Greater Manchester and Together an Active

Future with regard to their offer to secondary schools. This support has included sharing our CAS Secondary Framework which we have developed in conjunction with our schools.

Our Education and CYP work is also linking with relevant Calderdale MBC's commissioned services to co-design system approaches to embed physical activity into the policies and practices of the school nursing team,

school counselling team, and supported living team. Further collaborative work is underway to produce models suitable for services working with people with learning disabilities and local mosques to develop an Active Madrasah programme.

All of this is scaffolded by the learning and experience we have gained from developing and implementing our Calderdale Creating Active Schools model.

Active Kent and Medway and Energize STW now use Active Calderdale's CAS model.

Both have been given:

- Walkthrough of the Calderdale Active School programme
- 121 support to build and launch their own approach
- All resources including: Headteacher e-brochure, Active School INSET slide deck, templates for action plans and reporting, and KS1 - 4 active lesson packs
- Follow-up support via email and Microsoft Teams
- Insight and guidance including copies of Active Calderdale surveys and results

This helped to form 'Everyday Active Schools'.

Everyday Active Schools - Where did the idea come from?

Everyday Active School isn't a new concept - it's had significant development from the whole school approaches explored in recent years.

After researching multiple different approaches, Active Kent and Medway discovered Active Calderdale's. The appeal of Active Calderdale's approach is the simplicity of it. It doesn't add any extra workload to schools but works with schools to make small changes that over time build up to have a big impact.

Designed to be workload light and impact heavy

Supporting other areas

Using the Calderdale model



“Since 2022, Active Calderdale has shared its approach to their Active Schools Programme, outlining the steps taken to engage schools and highlighting the positive impact on both students and school culture. They have also provided insights into their Healthy Schools Award with our local authority’s Health Improvement team. We have greatly appreciated their support and the sharing of best practice, which has helped to shape our work on the Creating Active Schools programme across the county.”

Claire Mansfield

Active Schools Manager
Energize Shropshire, Telford & Wrekin

“Rebecca Antcliffe, Active Calderdale’s Education Manager, has been extremely helpful in sharing the learnings from Calderdale’s Active Schools programme. Having researched other programmes we felt that the concept of it being ‘workload light and impact heavy’ would be attractive to teachers. We piloted a very similar version of the programme in 2023-24, which was so well received that we have extended it this year. We are also developing a collaboration with our School Games Organisers to enable us to scale up the delivery to schools across the county. Our monitoring is already showing positive outcomes in schools and we believe this programme could have the greatest impact on increasing levels of physical activity of primary aged children, compared to any other intervention programme we have been involved with. We are very grateful to Rebecca and Active Calderdale for sharing the Active Schools programme.”

Louise Milne

Active Partnership Manager
Active Kent and Medway

