

# WELLBEING GOVERNORS

GOVERNORS FOR SCHOOLS



“Why is physical activity in schools so important and first steps to improving provision?”

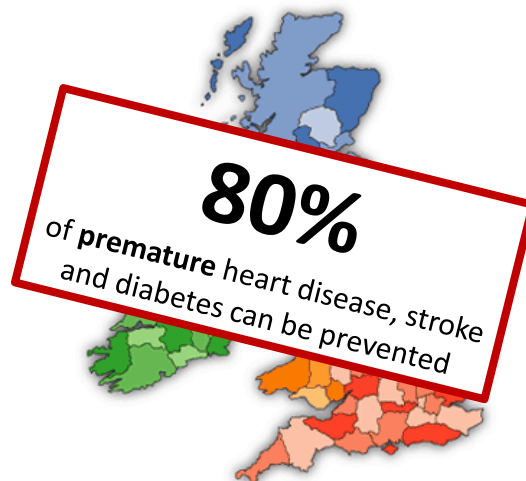
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## Why are the next 12 minutes important?

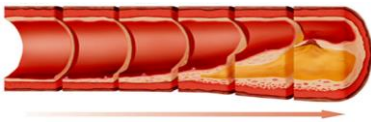
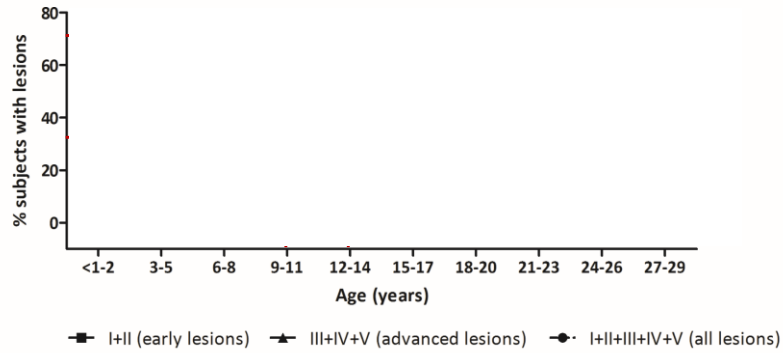
Non-communicable diseases explain 71% of global deaths (40 million people/year)

- CVD = 44%
- Cancers = 22%
- Chronic respiratory diseases = 10%
- Diabetes = 4%



WHO (2020)

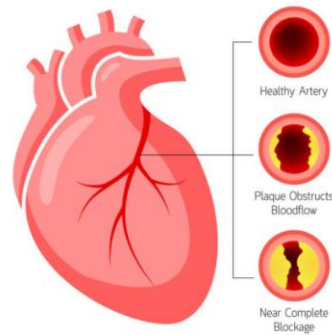
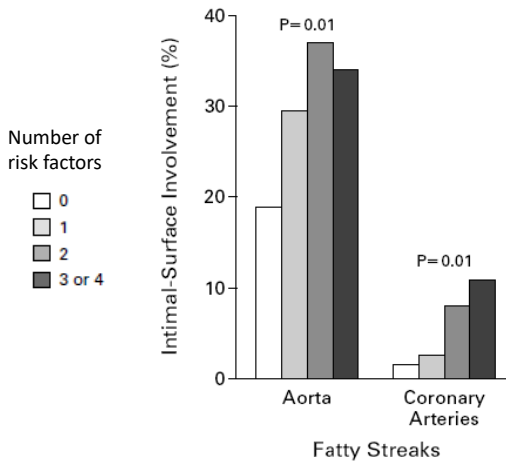
# Why should we/you/they (teachers and parents) care?



Stary *et al.* (1989)

## Atherosclerosis starts early

Autopsy data on 204 young persons



Berenson *et al.* (1998). *New Eng J Med.* 338:1650-1656

# Health in youth → adult health?

856 participants aged 12 to 18 y at baseline with 21 years follow-up

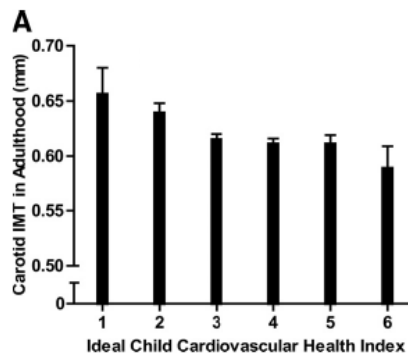
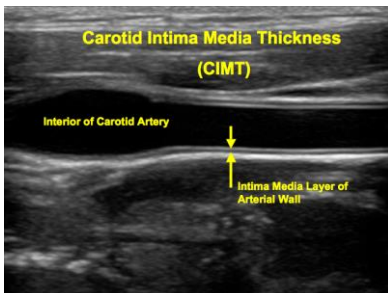


- BMI
- Physical activity
- Diet score
- Smoking status
- Cholesterol
- Triglycerides
- Blood pressure
- Glucose

	Ideal child CV health index					
	1	2	3	4	5	6
Number	15	102	312	294	115	18
Percent	1.8%	11.9%	36.4%	34.3%	13.4%	2.1%

Laitinen et al. (2012). *Circulation*. 125: 1971-1978

## Ideal CV health in youth and its relationship with CV health in adulthood



Laitinen et al. (2012). *Circulation*. 125: 1971-1978

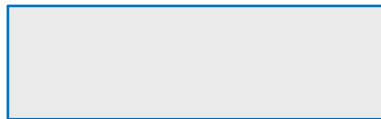
**“Why is physical activity in schools so important and first steps to improving provision?”**

**Activity 3: Brainstorm verbs.** What do you like to do with your friends and family?  
Complete the sentences below with action verbs like 'jump', 'dive', 'float' or 'swim'

1. I like to move it move it
2. I like to move it move it
3. I like to move it move it
4. I like to move it!

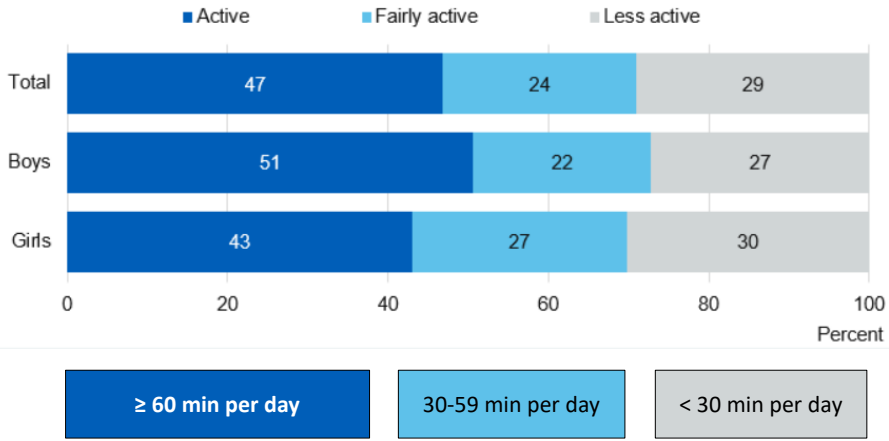
**Activity 4: Identify verbs.** Circle all the verbs below. Cross out all the words that are not verbs.

How much daily physical activity should children be performing?

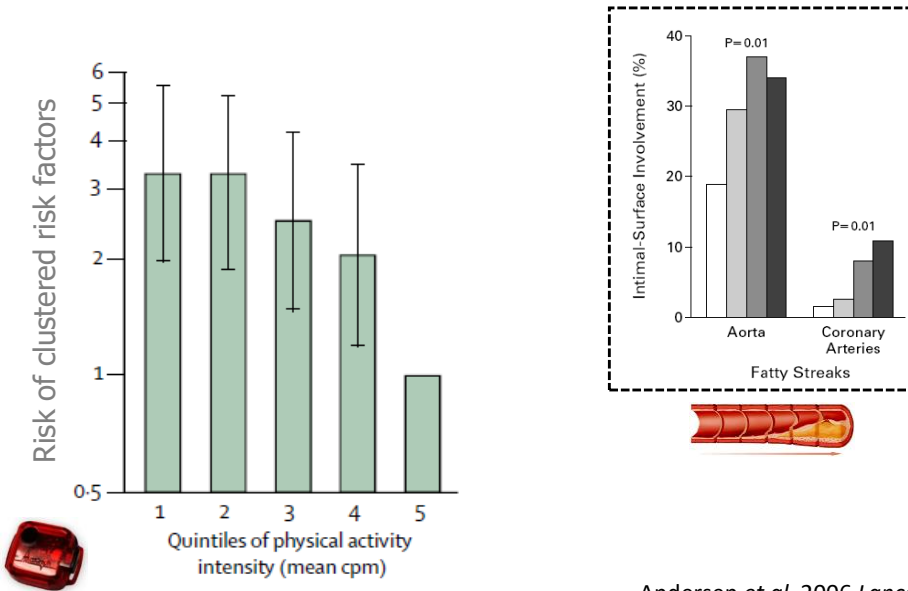


**MINIMUM!**

## How many boys and girls in the UK achieve this?



## Are 60 minutes per day enough?



Andersen et al. 2006 Lancet

**“Why is physical activity in schools so important and first steps to improving provision?”**



**“Why is physical activity in schools so important and first steps to improving provision?”**

**Effectiveness of intervention on physical activity of children: systematic review and meta-analysis of controlled trials with objectively measured outcomes (EarlyBird 54)**

 OPEN ACCESS

Brad Metcalf *research fellow and statistician*<sup>1</sup>, William Henley *professor of medical statistics*<sup>2</sup>, Terence Wilkin *professor of endocrinology and metabolism*<sup>1</sup>

<sup>1</sup>Department of Endocrinology and Metabolism, Peninsula College of Medicine and Dentistry, Plymouth University Campus, Plymouth, UK; <sup>2</sup>Institute of Health Services Research, Peninsula College of Medicine and Dentistry, University of Exeter Campus, Exeter, UK

- Over 6000 children in 30 studies (each > 4 weeks)
- The average physical activity intervention increased daily physical activity by:



Pediatric Obesity/Research Methods

## Methodological considerations and impact of school-based interventions on objectively measured physical activity in adolescents: a systematic review and meta-analysis

R. Borde, J.J. Smith, R. Sutherland, N. Nathan, D. R. Lubans 

First published: 10 February 2017 [Full publication history](#)

- Over 11,515 11 – 16 year olds
- The average physical activity intervention increased daily MVPA by:



“Why is physical activity in schools so important and first steps to improving provision?”

↓

“Why is physical activity in schools so important and first steps to improving provision?”

### THE PERCEPTIONS OF PRIMARY SCHOOL PUPILS, GOVERNORS AND STAFF MEMBERS REGARDING CLASSROOM BASED MOVEMENT BREAKS

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## Whole School Priorities



PESSPA



# PE & Sport Premium Research Report (DfE, 19/20)

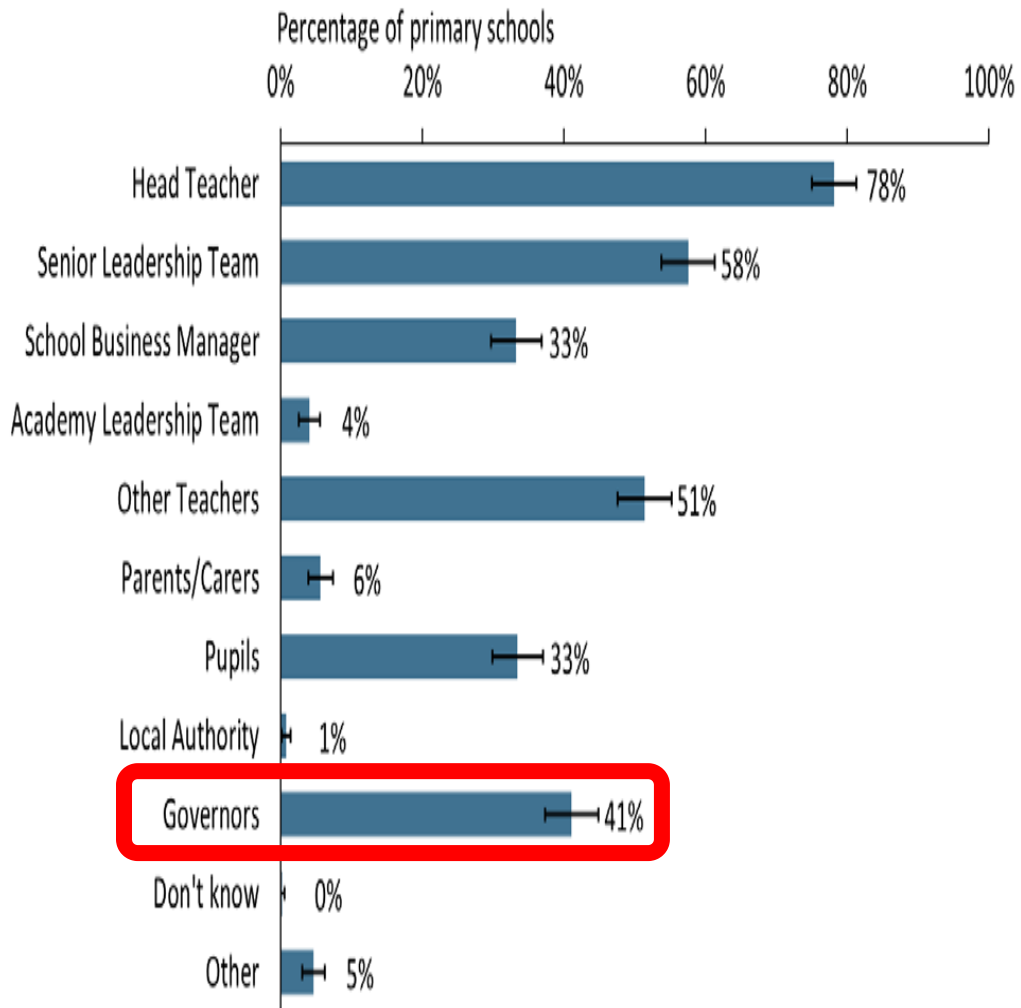
Smaller schools, those in rural areas and those with fewest FSM pupils tended to have used the premium to raise the profile of PE and sport more than others

65% of schools said the doubling of the funding has made no difference to how much time is allocated to PE

When delivering PA, schools said they are constrained by a lack of curriculum time and the demands of other subjects

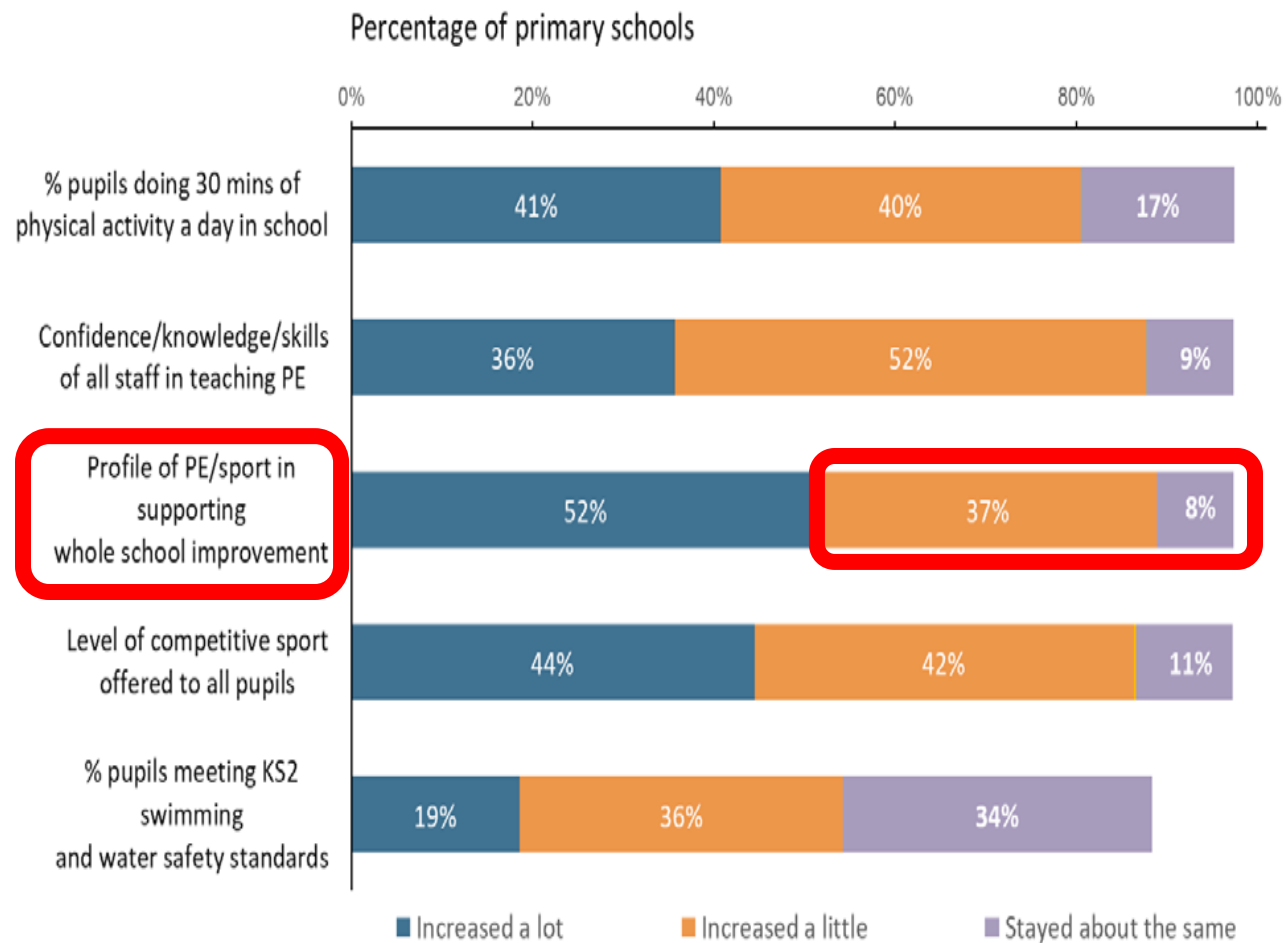
In Yorkshire, 1 in 2 schools said that any impact of the funding wouldn't be sustainable should it be removed

In one Yorkshire district, only 9% of schools identified that the funding had a direct impact on attainment.



Unweighted base n = 956, weighted base n = 15,499

Q5. Who (else) is involved in deciding how to spend the PE and Sport Premium? (Select all that apply)



Unweighted base n = 956, weighted base n = 15,499

Q15. Compared to 2016/17, have any of the following changed since the doubling of the PE and Sport Premium in September 2017? (Select one option per row)

Where percentages do not total 100, the difference consists of survey respondents not answering this question.

Health and Wellbeing



Academic Performance

## Quality of education

### Intent:

- Is a clear vision & purpose of PE understood, relevant & meaningful to students?
- Are students prepared for their future lives? (health, happiness & employability)
- Is social disadvantage addressed?
- Is the offer rich, varied and flexible?

### Implementation:

- Are individual student needs serviced?
- Is feedback given to help students progress?
- Is assessment used to inform teaching?
- Is teaching engaging, exciting and innovative?

### Impact:

- How do you capture holistic learning & progress?
- What have students learned?
- What is in place to support most disadvantaged & SEND?
- Are students ready for their next stage?

## Behaviour and attitudes

- Is the environment safe, calm & productive
- Are clear routines in place?
- Are all students motivated to learn and engaged?

## Personal development

- Do you support diverse aspects of life? (for example through school trips, visits & clubs)
- Do you connect with community clubs?
- Do you develop SMSC, Fundamental British values, promote equality & an inclusive environment?
- Do you develop character, confidence, resilience and mental health?
- Do all students know how to keep physically healthy & maintain an active lifestyle?
- Do most students engage in extra-curricular clubs?

## Leadership and management

- Is there a culture & ethos of PE, SS & PA?
- Do staff engage in wellbeing activities?
- Do parents and the community support your offer?
- Is appropriate safeguarding & risk assessment complete?



## Active pupils are happier and more confident than inactive pupils



% who consider themselves happy



Active



Inactive

% who consider themselves confident



Active

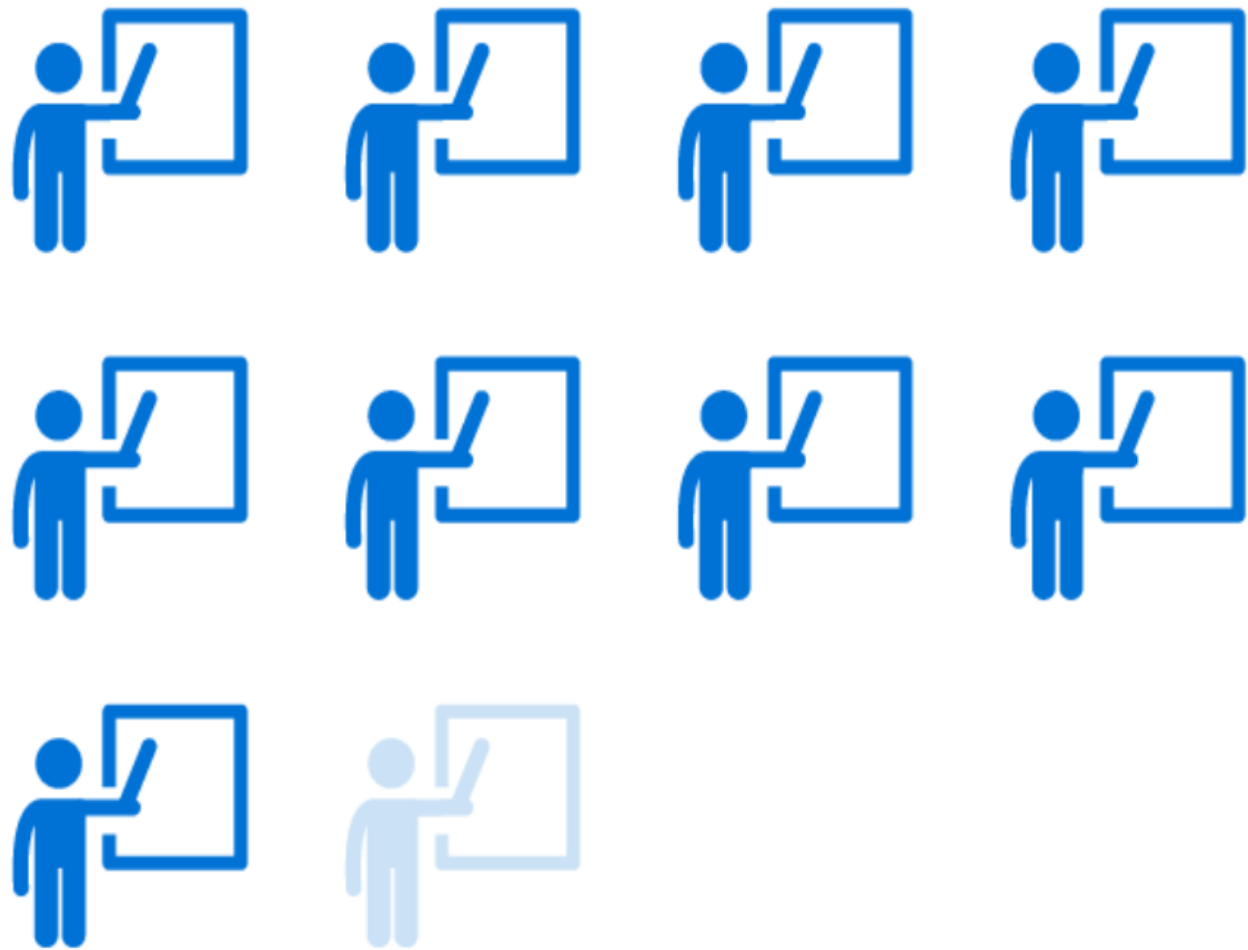


Inactive

\* Based on a study by Sheffield Hallam University of 62,453 pupils and 4,458 members of staff for Sport England's Secondary Teacher Training programme.

# 9 in 10 Teachers

think being active  
improves pupils'  
behaviour and  
schoolwork



\* Based on a study by Sheffield Hallam University of 62,453 pupils and 4,458 members of staff for Sport England's Secondary Teacher Training programme.

## ● Activity levels are lower in lockdown

Fortunately, the majority of children are doing something to stay active (93%) but the amount of activity they are doing seems to have fallen under lockdown<sup>3</sup>.

**According to parents/carers<sup>iv</sup>:**

Just **19% of children** under 16 were doing an hour or more of physical activity (meeting CMO guidelines) on a typical day\*.



And around **43% of children** under the age of 16 were reported to have been doing less than half an hour of physical activity a day.



**Most worryingly, around 1 in 14 (7%) children aged 7 – 16 said they are doing nothing to stay active in lockdown.**







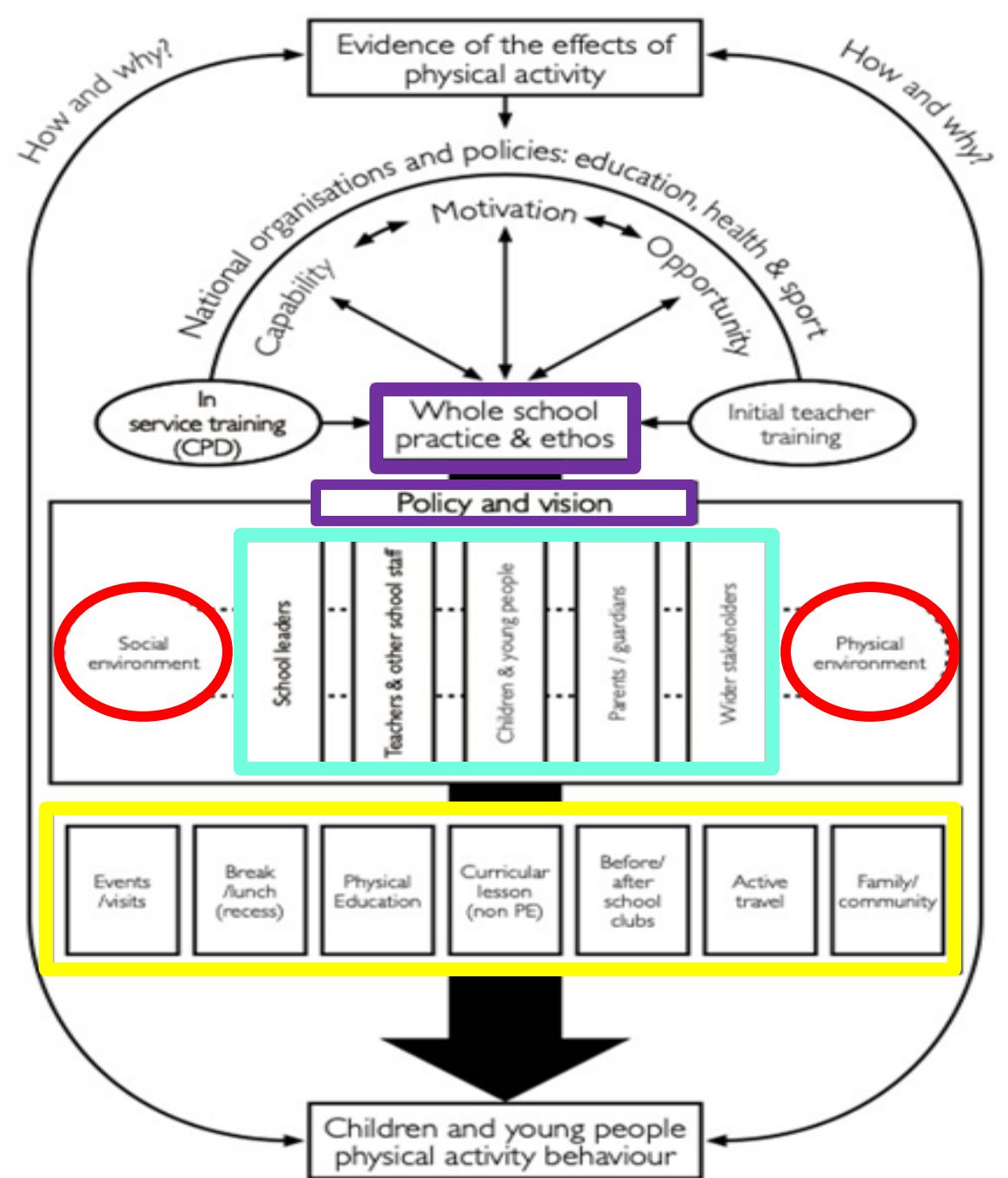
CREATING  
ACTIVE  
SCHOOLS

Policy

Environment

Stakeholders

Opportunities



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**[Creating Active Schools Framework Impact Report](#)**