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# **UNITING THE MOVEMENT**

**Kate Ahmadi-Khattir – Strategic Lead, Place Relationships**

**Liz Aitken – Head of Children & Young People**

# Uniting the Movement

## Our vision is clear

We want everyone in England regardless of age, background or level of ability to feel able to engage in sport and physical activity.



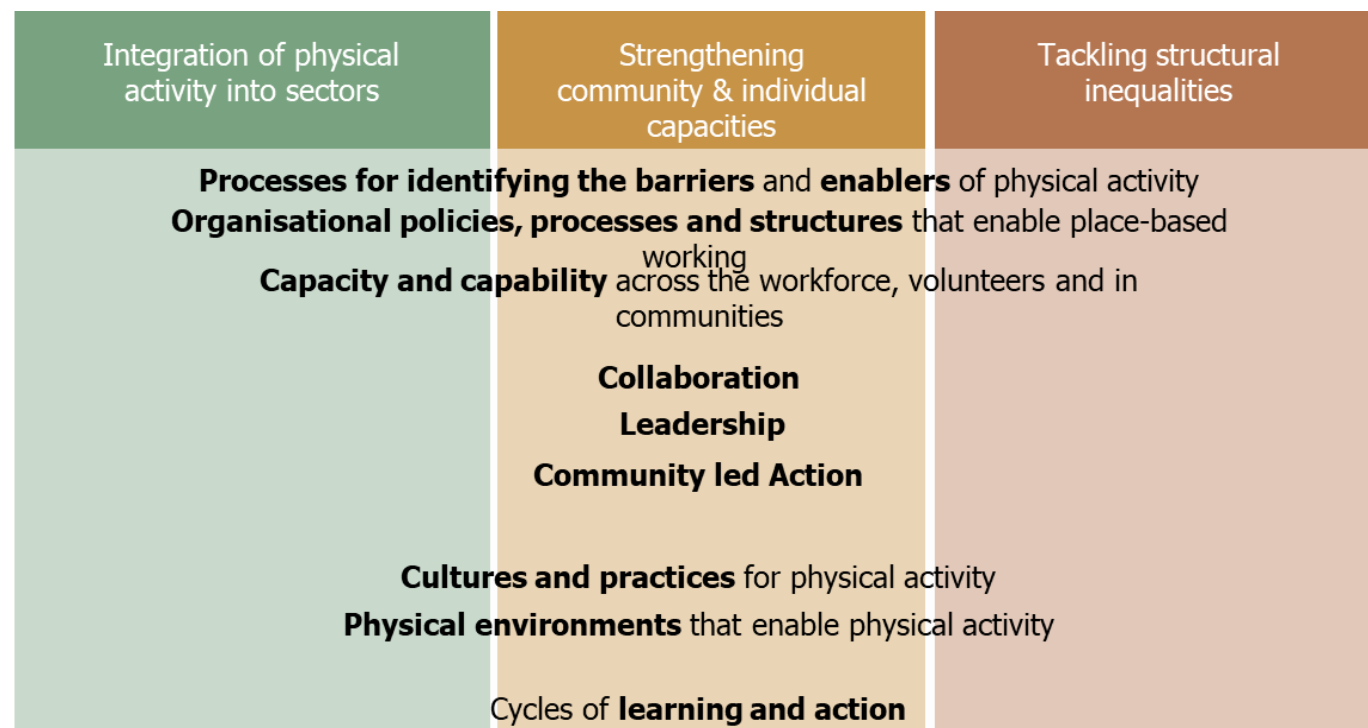
# Place Commitment

Delivering impact against our 4 key outcomes:

- **Increasing Activity**
- **Decreasing Inactivity**
- **Tackling Inequality**
- **Providing positive experiences for children and young people**

# Evolving Our Approach

## Conditions For Tackling Physical Inactivity



# Positive Experiences for Children and Young People

We want **every** child and young person to experience the **enjoyment** and **benefits** that being active can bring. Their **needs, expectations** and **safety** should come first in the design and delivery of activity

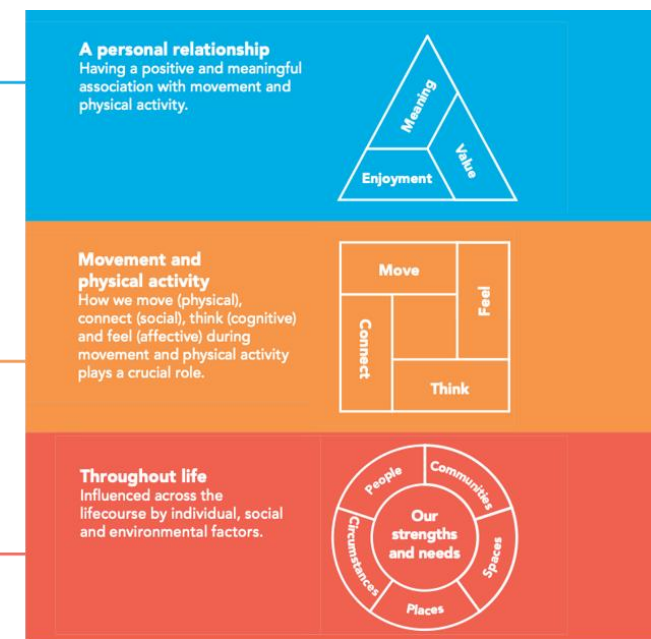


# Drivers for Change

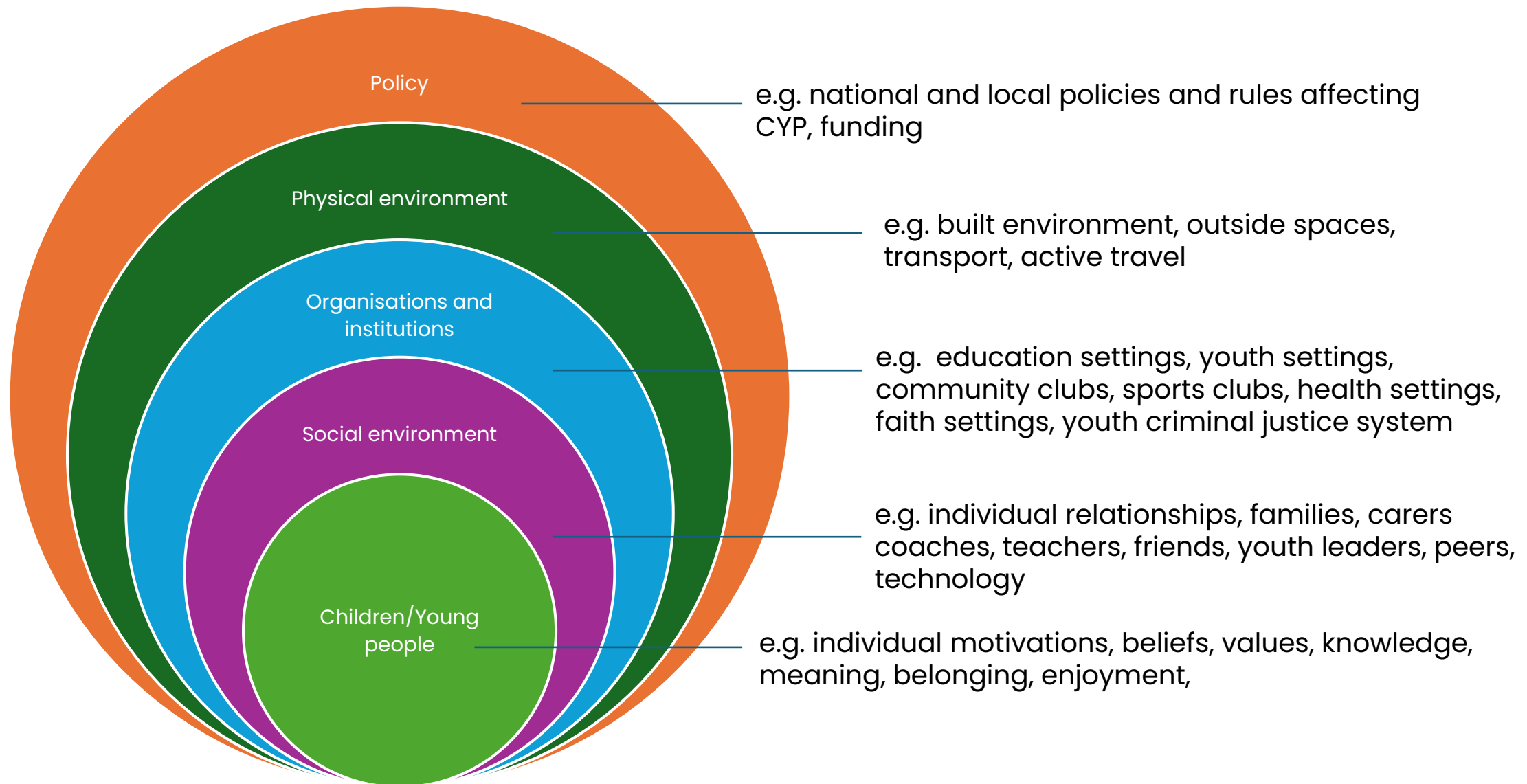


We need to understand the factors (positive & negative) that influence a young person's relationship with movement and physical activity

Physical literacy is our **relationship** with **movement** and **physical activity** **throughout life.**



# We know that there are many parts of the 'system' that exert influence over children and young people's activity levels



Fund independent journalism with £12 per month

UK ~

**The Guardian**

News Opinion Sport Culture Lifestyle

UK UK politics Education Media Society Law Scotland Wales Northern Ireland

**Children's health**

**Bradford project produces 'outstanding' rise in children's physical activity**

JU:MP programme included co-design of play spaces, exercise in faith settings and interventions in schools

**Chris Osuh** *Community affairs correspondent*

Fri 23 May 2025 07:00 BST

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A LUXURY GETAWAY AWAITS WITH VOYAGE HOTELS IN TURKEY

ABTA



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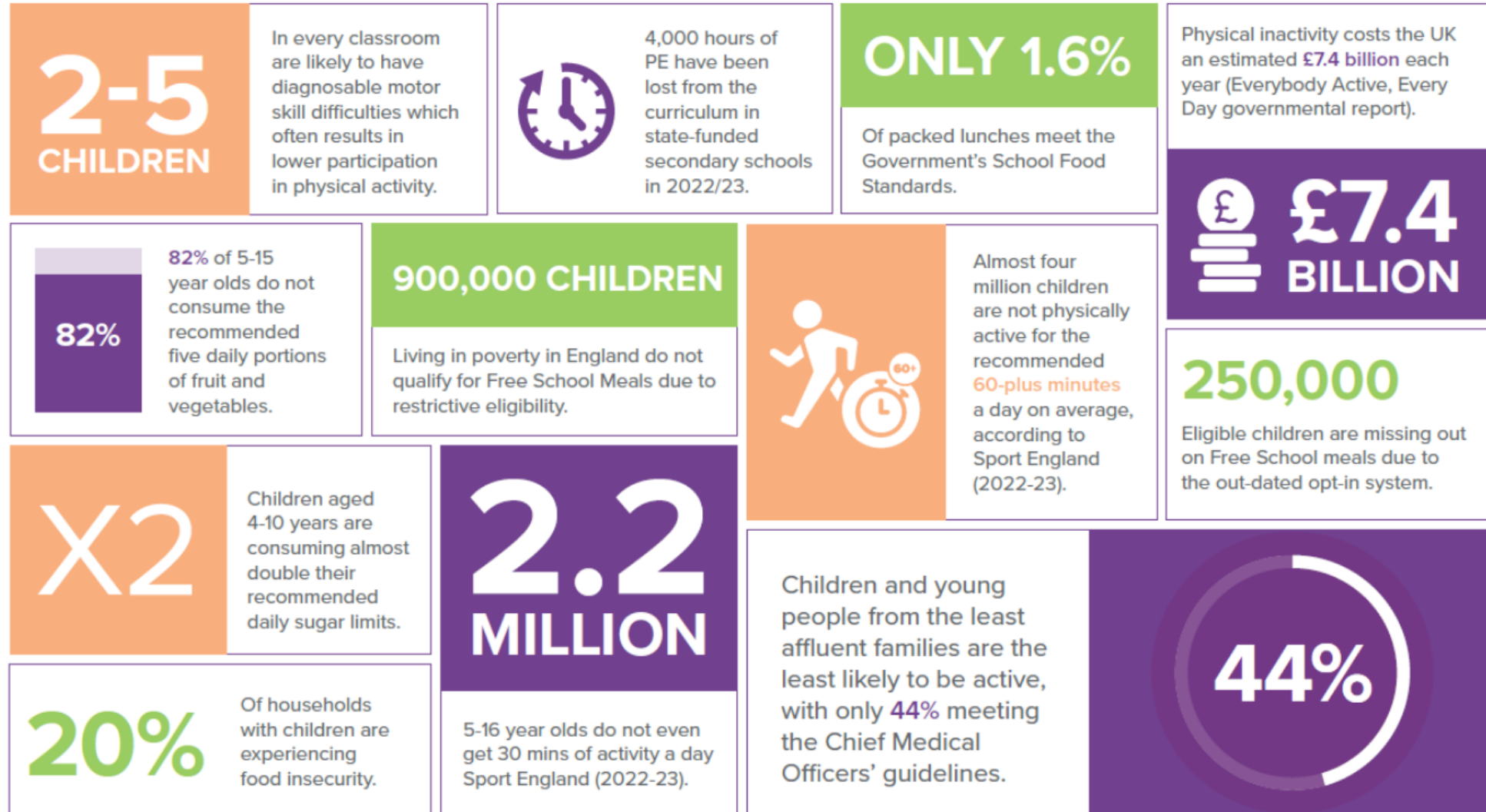


# **TRANSFORMING PHYSICAL ACTIVITY CULTURE IN SCHOOLS THROUGH A PLACE SENSITIVE WHOLE SCHOOL APPROACH**

ALEX OGDEN



# What is the current situation?



# The Data Says...

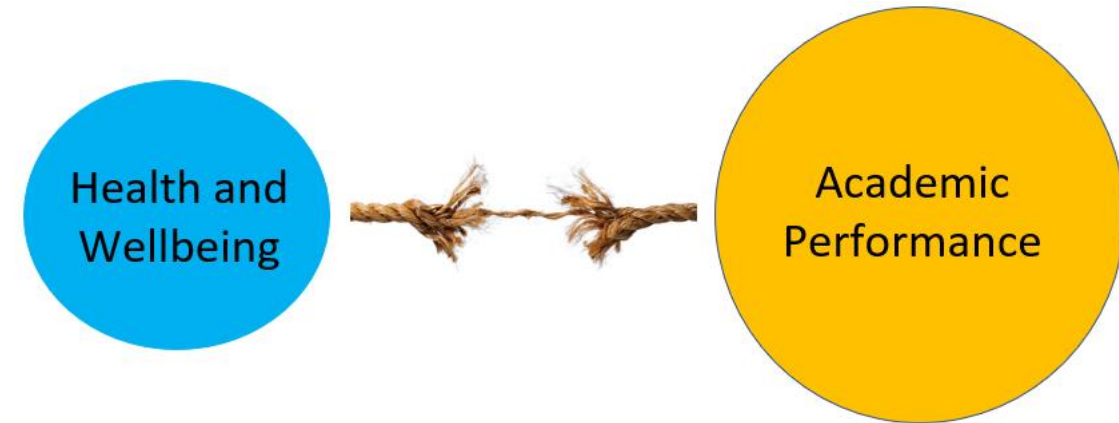
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... who we must target and  
where they are located...



Tension exists between  
education policy & health &  
wellbeing policy...

**BUT**



# What is a whole-school approach?

One that supports organisational and cultural change for PA so that it is valued and prioritised throughout all areas of the school. This includes:

- physical activity embedded within school policy and practices
- the engagement of stakeholders across the whole school community
- supportive physical and cultural environments
- opportunities to be physically active across the whole school day and beyond



Policy

Stakeholders

Environments

Opportunities

# Why this approach?

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Single component



Multi-component



Organisational and  
cultural change

# Co-designing a strategic framework



Daly-Smith et al. *International Journal of Behavioral Nutrition and Physical Activity*  
(2020) 17:13  
<https://doi.org/10.1186/s12966-020-0917-z>

International Journal of Behavioral  
Nutrition and Physical Activity

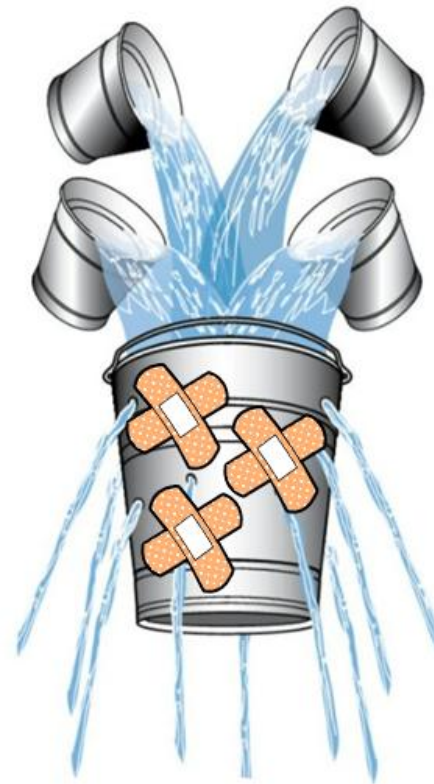
## RESEARCH

## Open Access

### Using a multi-stakeholder experience-based design process to co-develop the Creating Active Schools Framework

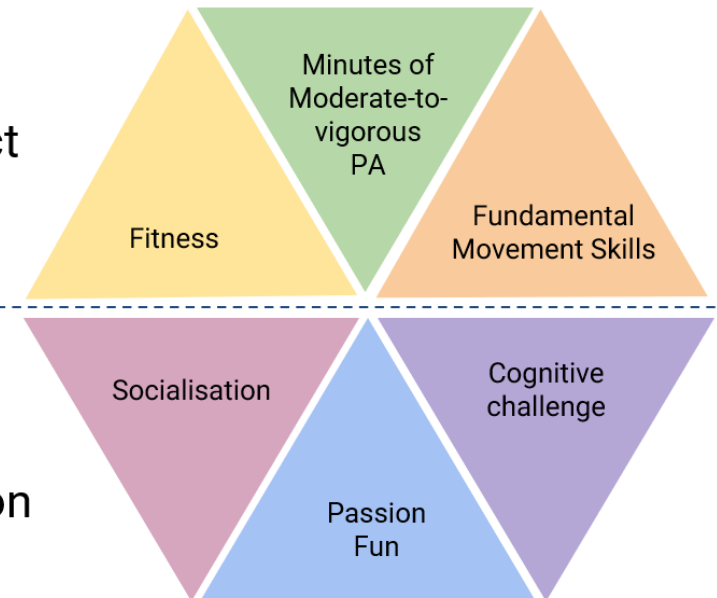


Andy Daly-Smith<sup>1,2,3\*</sup>, Thomas Quarmby<sup>1</sup>, Victoria S. J. Archbold<sup>1</sup>, Nicola Corrigan<sup>4</sup>, Dan Wilson<sup>5</sup>, Geir K. Resaland<sup>2</sup>, John B. Bartholomew<sup>6</sup>, Amika Singh<sup>7,8</sup>, Hege E. Tjomsland<sup>2</sup>, Lauren B. Sherar<sup>9</sup>, Anna Chalkley<sup>9</sup>, Ash C. Routen<sup>10</sup>, Darren Shickle<sup>11</sup>, Daniel D. Bingham<sup>3</sup>, Sally E. Barber<sup>3</sup>, Esther van Sluijs<sup>12</sup>, Stuart J. Fairclough<sup>13</sup> and Jim McKenna<sup>3</sup>



byproduct

Motivation



# P

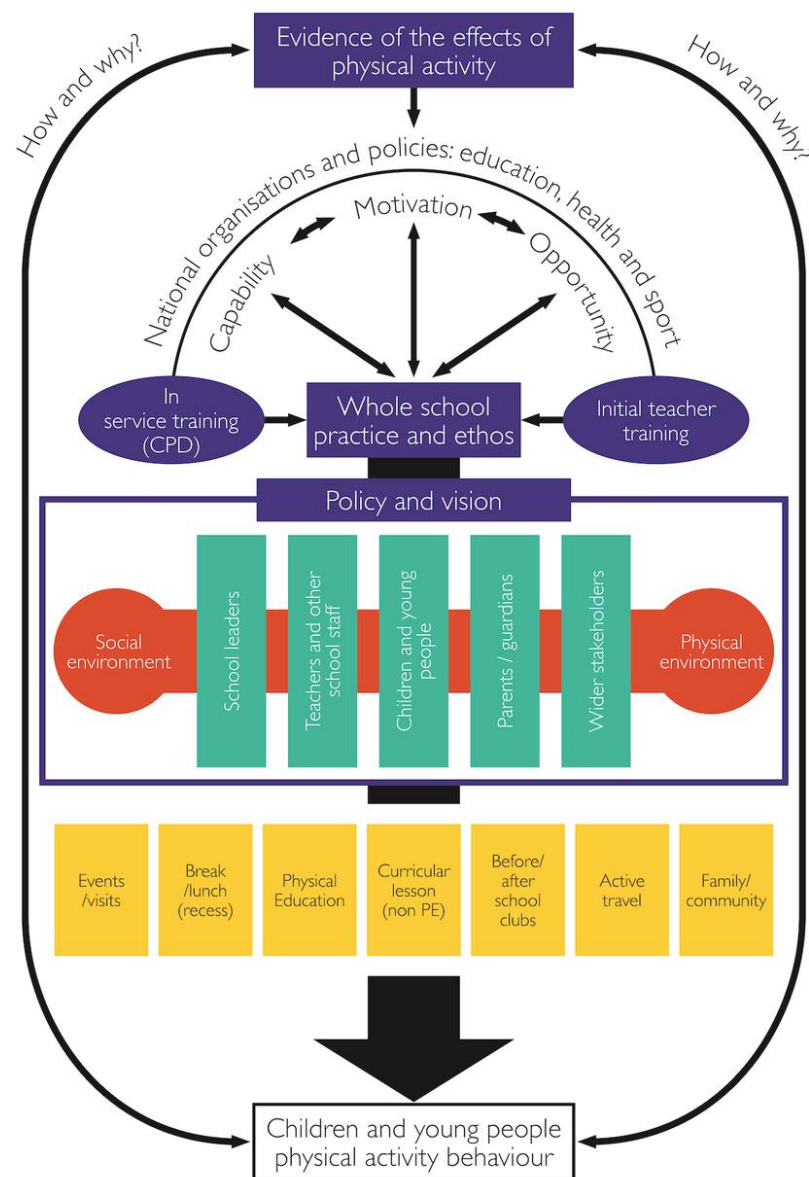
## Policy

The cornerstone of the CAS framework is establishing whole-school practice and ethos for physical activity - the underlying sentiment that informs the beliefs, customs and practices around creating a physically active school.

# S

## Stakeholders

Stakeholders that influence physical activity behaviours in school (and beyond) are: school leaders, teachers and other school staff, children/young people, parents/guardians, and wider stakeholders (e.g. active school coordinators, public health specialists, local organisations and clubs).



# E

## Environments

The physical environment reflects the amount, variety (e.g. green space, playground, school hall) and quality of school spaces that impact on physical activity behaviours.

# O

## Opportunities

Combined, the environment and key stakeholders determine the implementation of physical activity across seven opportunities. The opportunities are determined by what the school can control (O1-4) and opportunities that the school can influence (O5-7). The opportunities with the greatest potential impact on whole-day physical activity reside closest to the framework midline.

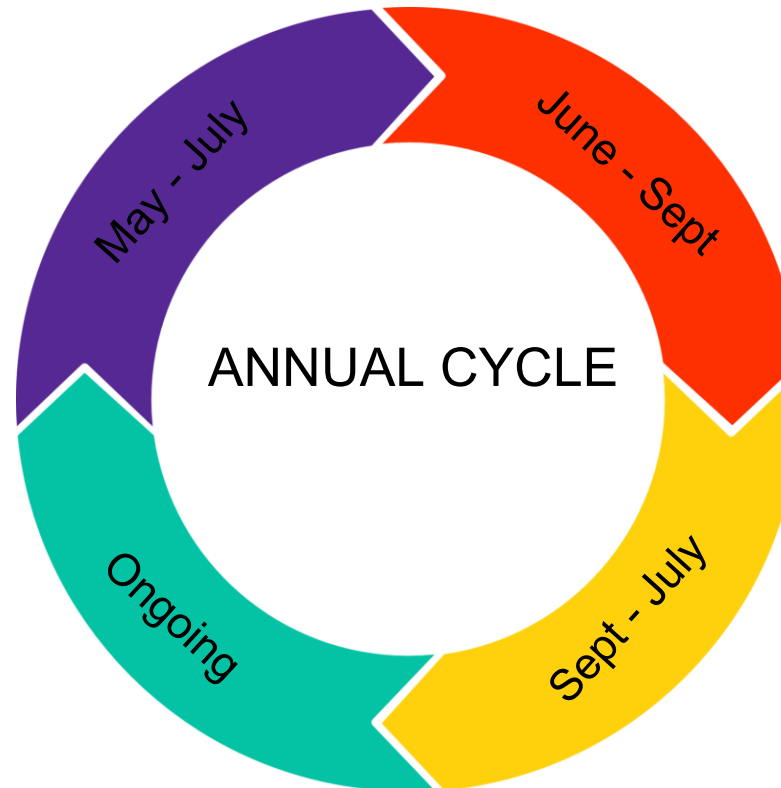
# CAS ANNUAL CYCLE

## 1. Review

In-school CAS lead uses online profiling tool to assess current whole-school PA provision against four areas: policy, environments, stakeholders and opportunities.

## 4. Monitoring & Evaluation

Schools evaluate the impact of chosen initiatives. These insights inform the next CAS profiling exercise, starting a new annual cycle.



## 2. Action Planning

In-school CAS lead completes CAS 'Planning for Change' using the APEASE criteria to identify evidence-informed PA initiatives.

## 3. Implementation

Champion support the implementation of school initiatives. Initiatives include: policy or environment changes, and training staff to support PA across CAS opportunities.

# Creating Active Schools Core Team Research and Implementation Leads and National Co-ordinator

**Locality-based partnerships  
CAS Champions**

 **Local Authority.**  
MULTI  
ACADEMY  
TRUST

  
**Active Partnerships**  
Engaging Communities, Transforming Lives

 **Local Authority.**  
**Active Partnerships**  
Engaging Communities, Transforming Lives

National  
Support

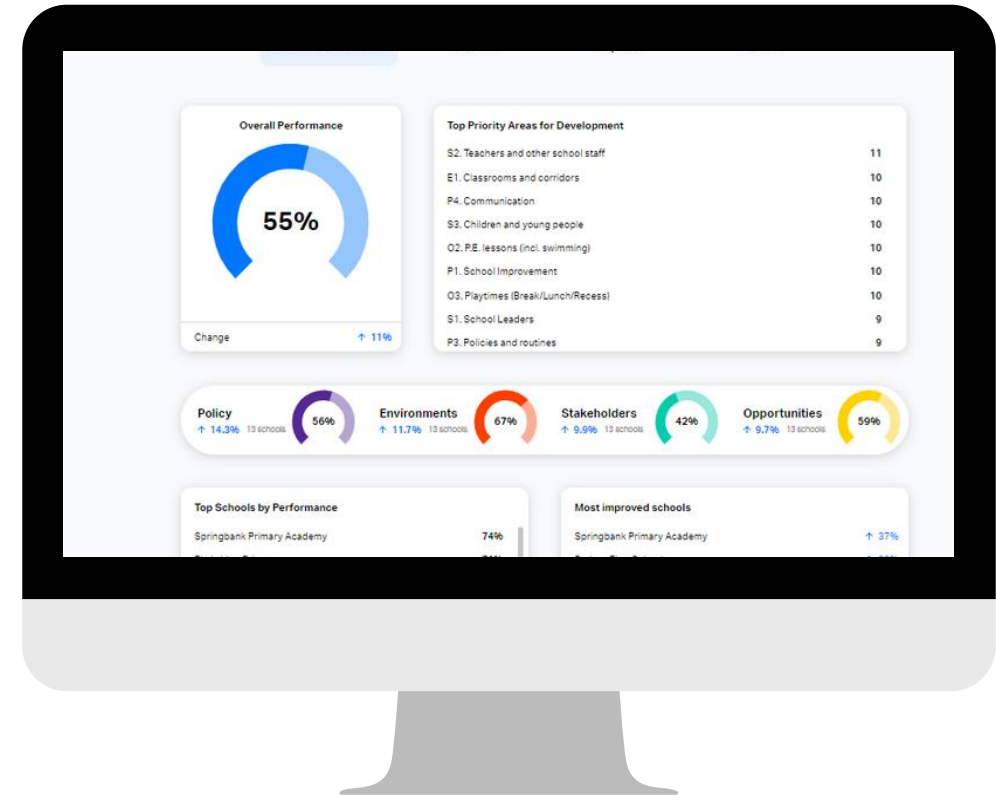




# A CAS Digital Hub which supports implementation of whole school physical activity

We all know the most impactful and sustainable change is when **evidence** is used to **inform** decision making.

The CAS Digital Hub provides a way for schools and localities to gather insights that can inform change at the school level and at the pupil level.



# The Doncaster Locality Model

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## **CAS National Team:**

CAS Strategic Lead, National Manager and Research Team. Representatives from University of Bradford, Yorkshire Sport Foundation and the Bradford Institute for Health Research.

## **Doncaster CAS Locality Lead:**

Get Doncaster Moving funding the implementation of CAS in schools & support of CAS Champions.

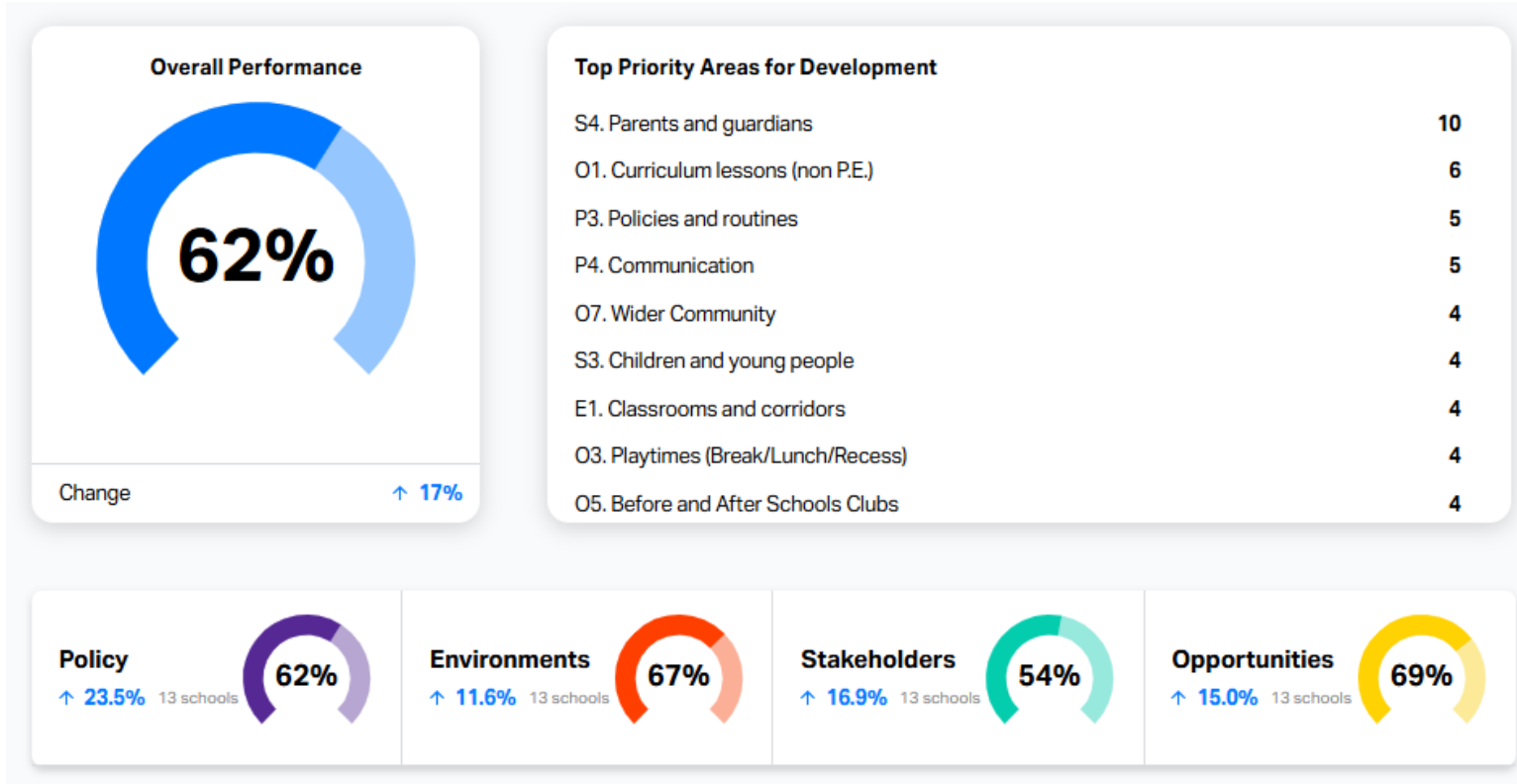
## **CAS Champions:**

School based headteachers and middle leaders

## **20 individual schools**

Originally aligned with Doncaster Future Parks work

# Doncaster Locality Data



**‘Parental engagement’ is the 24/25 data informed priority project for Doncaster CAS schools**

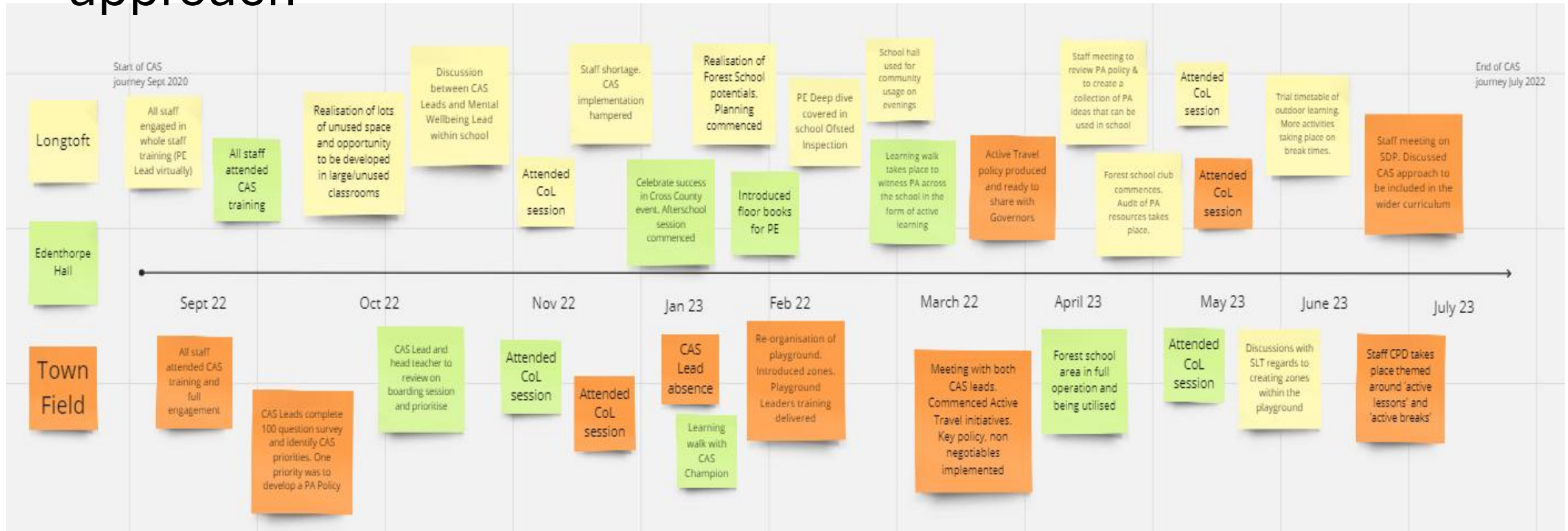
- **17% increase across the network**
- **23.5%** increase in positive policy changes which align physical activity with whole school improvement
- **11.6%** increase in school environments being adapted to support children to move more
- **16.9%** increase in schools creating behaviour change amongst school stakeholders to support CYP physical activity
- **15%** increase in more sustainable and varied opportunities for children to be active across the school day

# Implementation Case Study

- Profile analysis data identified 'School Improvement, policies and Curriculum lessons' as key areas for development
- Physical Activity policy written and shared – intent created - including whole school expectation that pupils will sit for no longer than 45 minutes
- SLT expectation that staff specifically plan for active learning opportunities across the curriculum and link to Kagan strategies
- Regular and supportive year group observations by SLT
- CAS a standing agenda item at T & L governor meetings
- **Declutter classroom spaces**
- **Placed resources in classrooms which children must move to collect**
- **Active Learning resource boxes in each class**
- **Active Learning displays**
- Regular PAL staff CPD and forums to share learning
- Year group planning sessions and feedback
- Video presented by Sports Ambassadors showcasing the approach and shared to all parents and stakeholders
- Active at Home resources promoted
- **AFL - Different body moves to communicate to the teacher**
- **Answering questions in an active way**
- **Pupils working on the floor or writing on walls**
- **Drip fed active learning tasks into curriculum lessons**



# Using Ripple Effect Mapping (REM) to understand the effectiveness of a whole school approach



Assessing the Impacts of Creating Active Schools on Organisational Culture for Physical Activity (Helme et al)

# Pupil Level Assessment Tool

Activities



+

Sleep



+

Skills & Know-how



+

Feelings



+

What I Eat



+

How many days did you walk, scoot or bike to school during the last 7 days.

0 days

1 day



2 days

3 days

4-5 days



## Policy

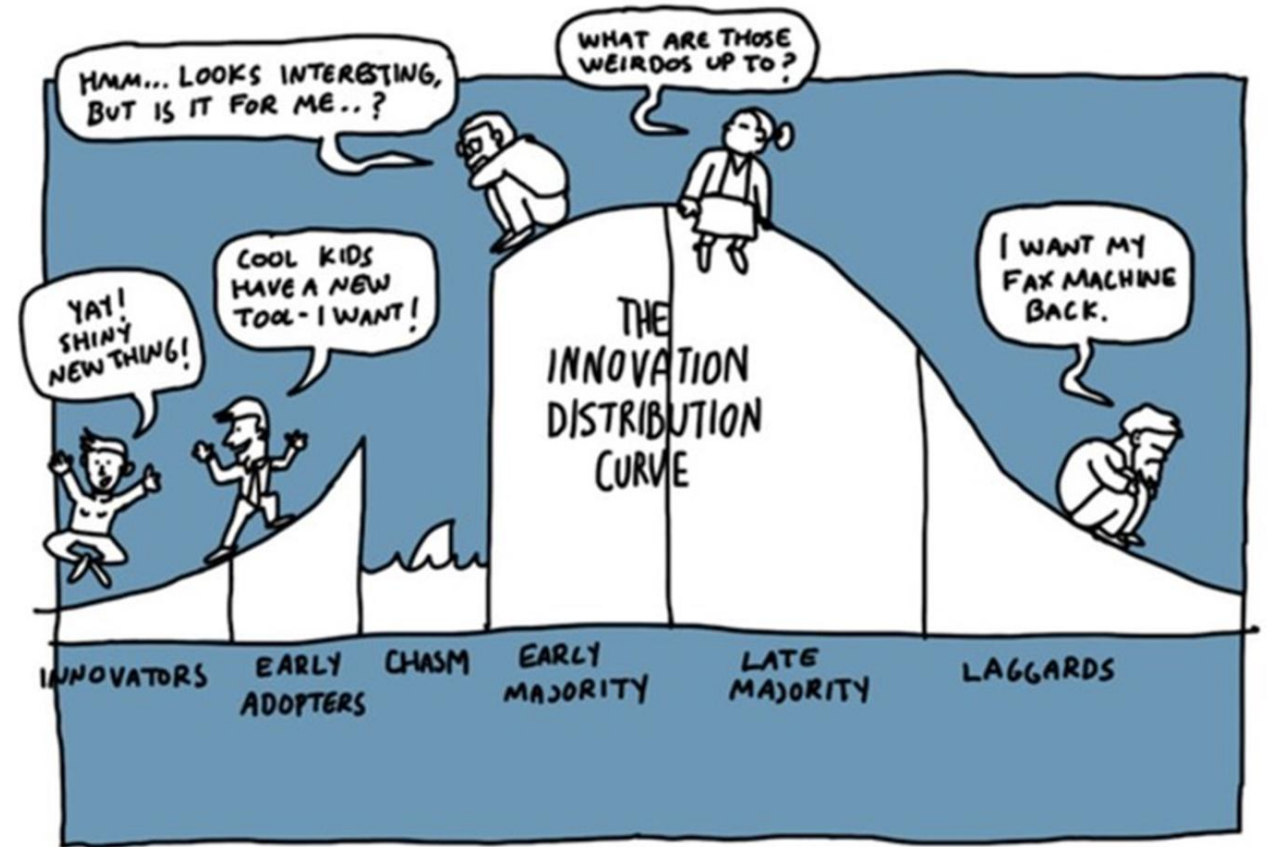
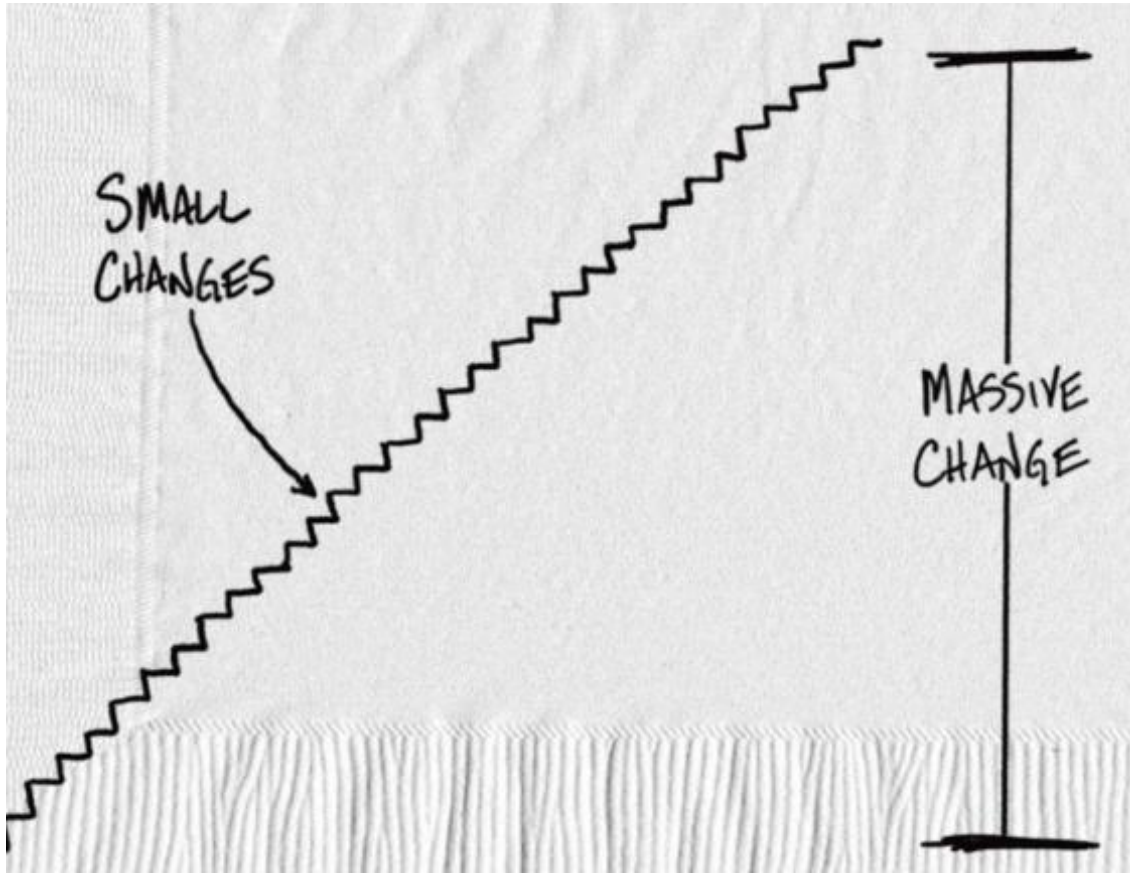
+12%

Re-Profile

View chart



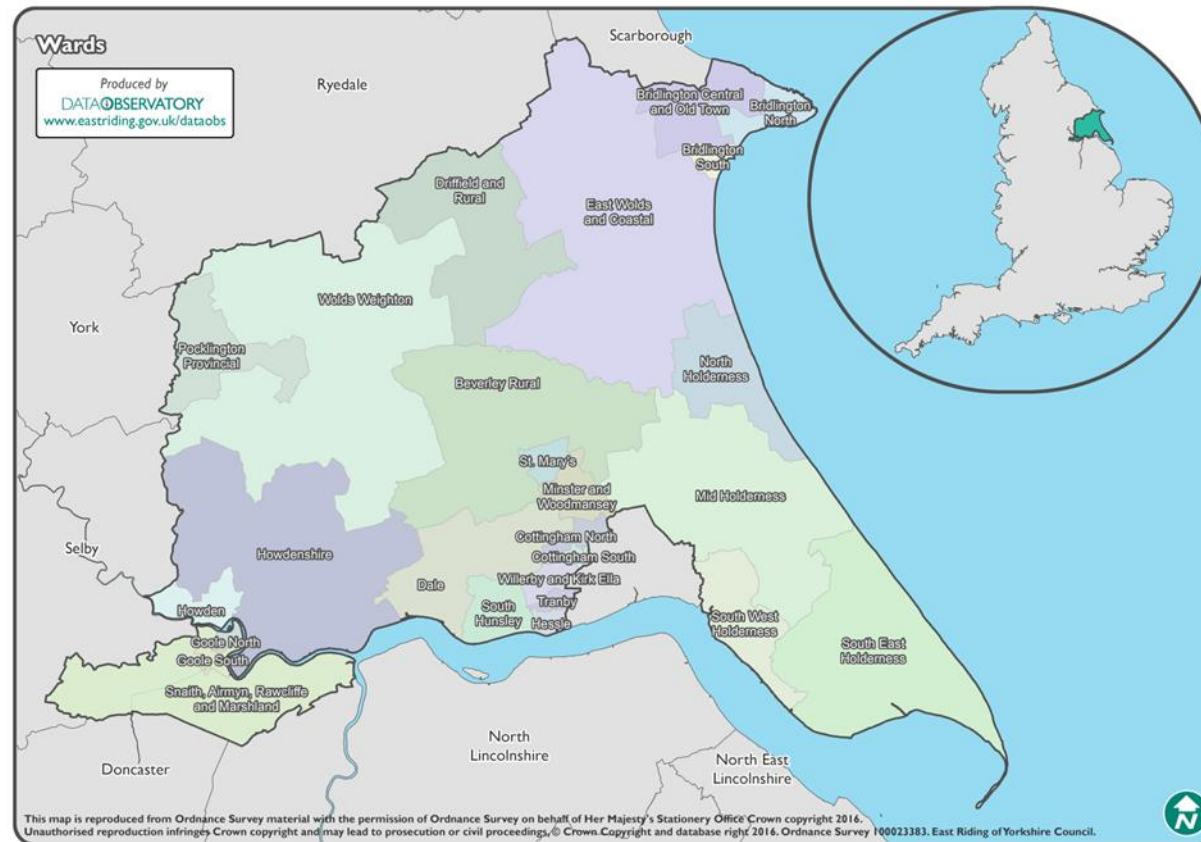
# Continuous Improvement



# Withernsea High School



# Rural isolation



# Health outcomes

| Condition              | Southeast Holderness | East Riding |
|------------------------|----------------------|-------------|
| All Causes             | Deterioration        | Improvement |
| Cardiovascular Disease | Improvement          | Improvement |
| Stroke                 | Improvement          | Improvement |
| Chronic Heart Disease  | Deterioration        | Improvement |
| Respiratory Disease    | Deterioration        | Improvement |
| Liver Disease          | Deterioration        | Improvement |

- East Riding is showing an improvement in all areas
- South-east Holderness is showing a deterioration in all but 2 areas between 2010-12 and 2020-22

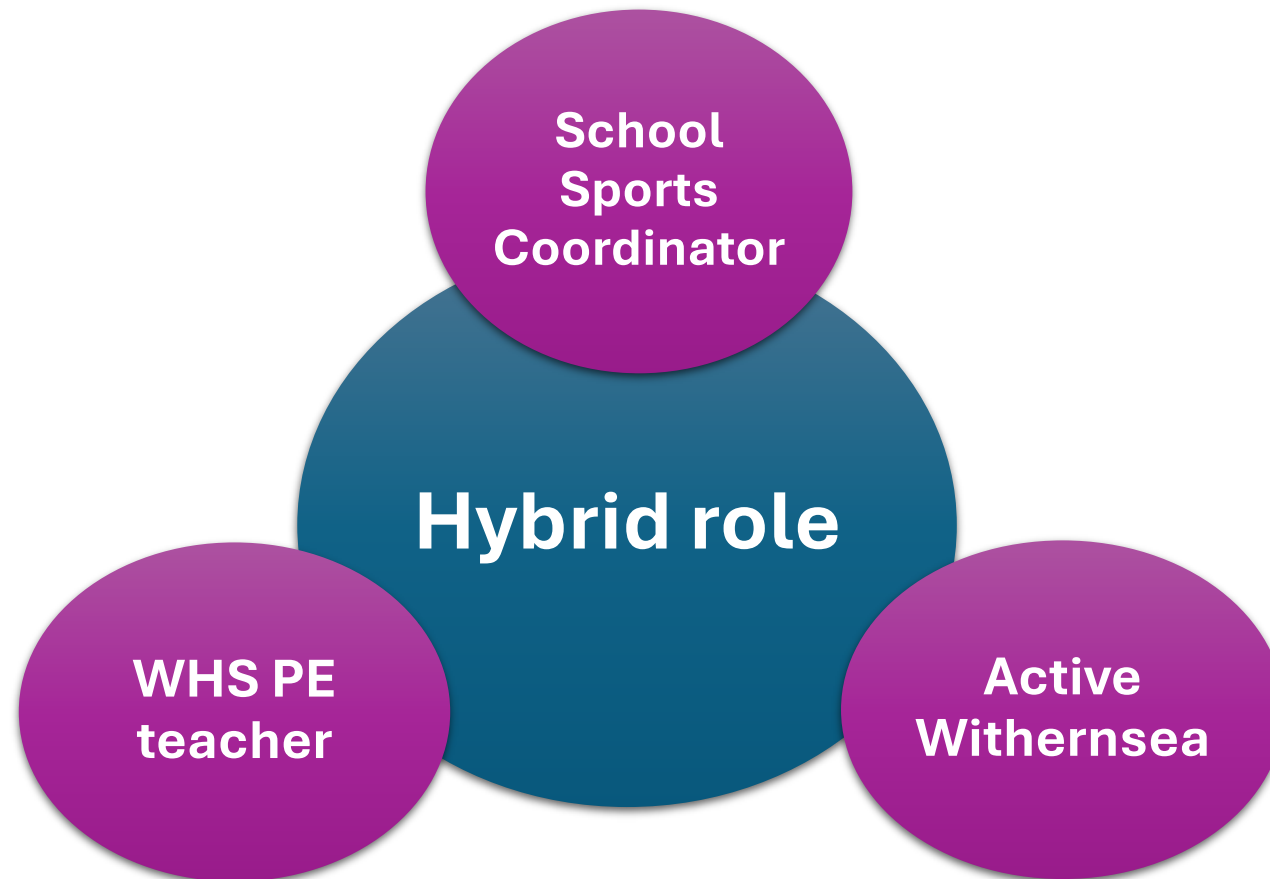
# **Social & cultural challenges**

**Many school &  
community  
opportunities  
not taken up**

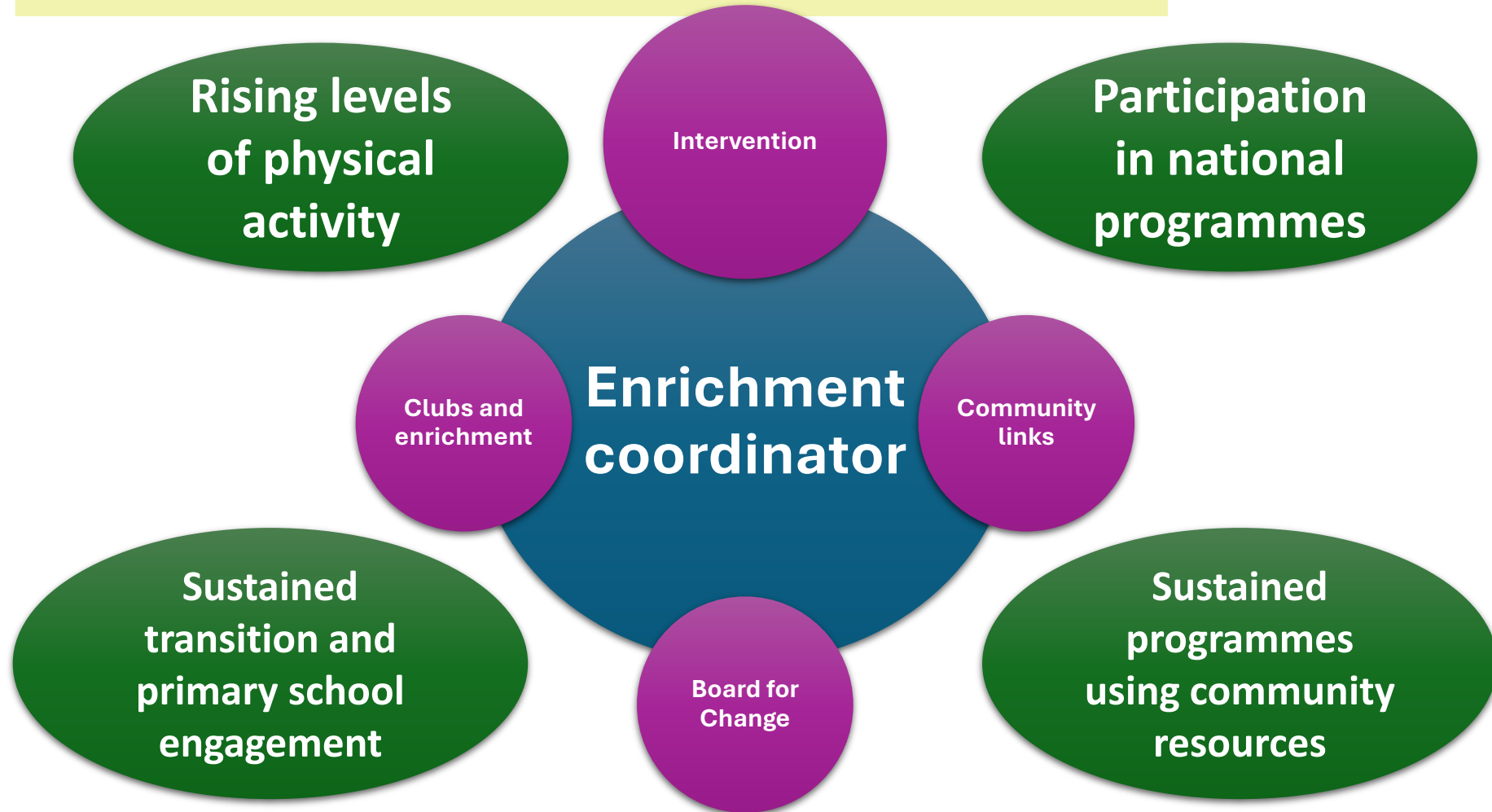
**Low levels of  
physical  
activity**

**Poor engagement  
with established  
providers &  
programmes**

# Overcoming the challenges



# Overcoming the challenges



# Sustaining improvement

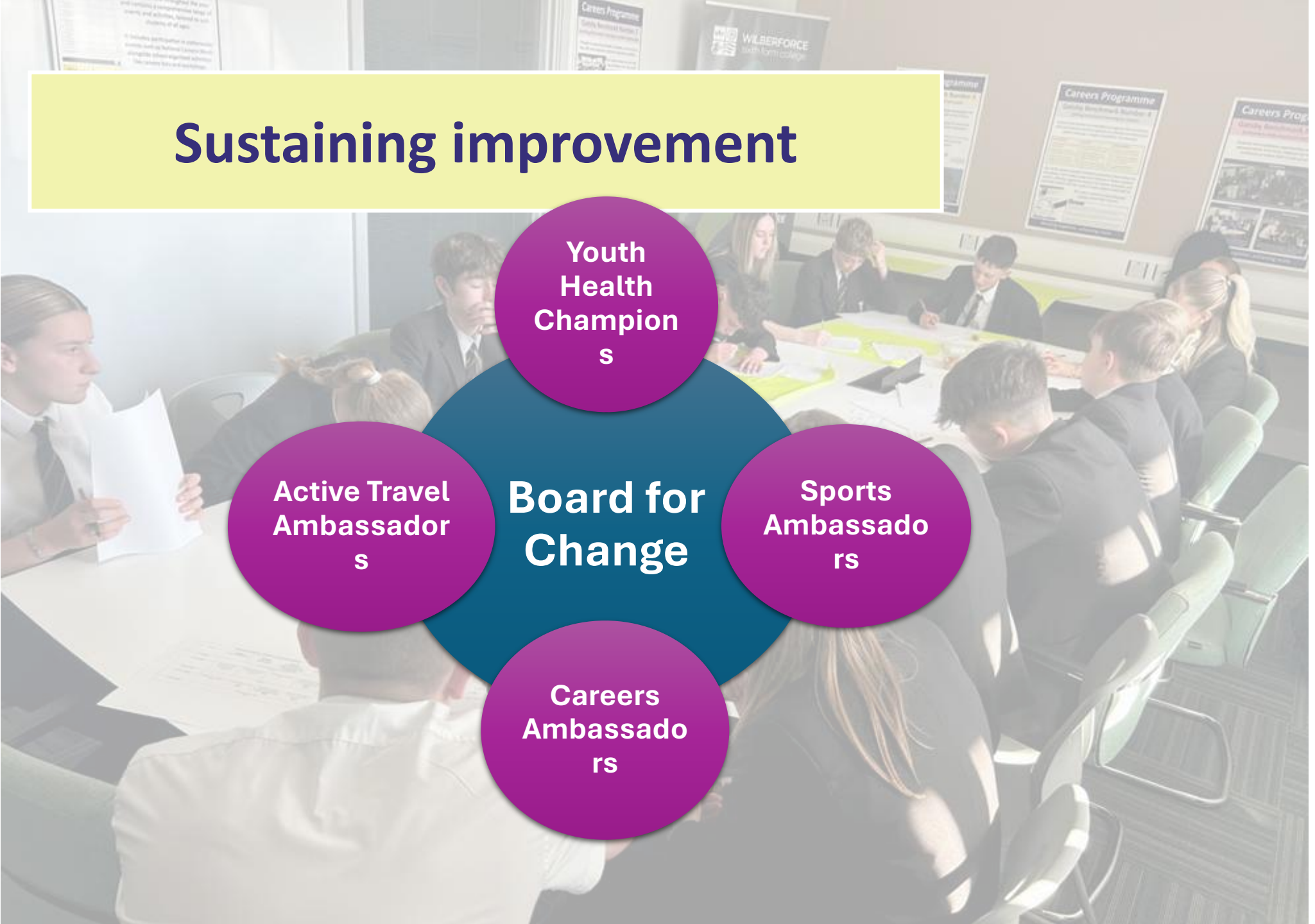
**Youth  
Health  
Champion  
s**

**Active Travel  
Ambassador  
s**

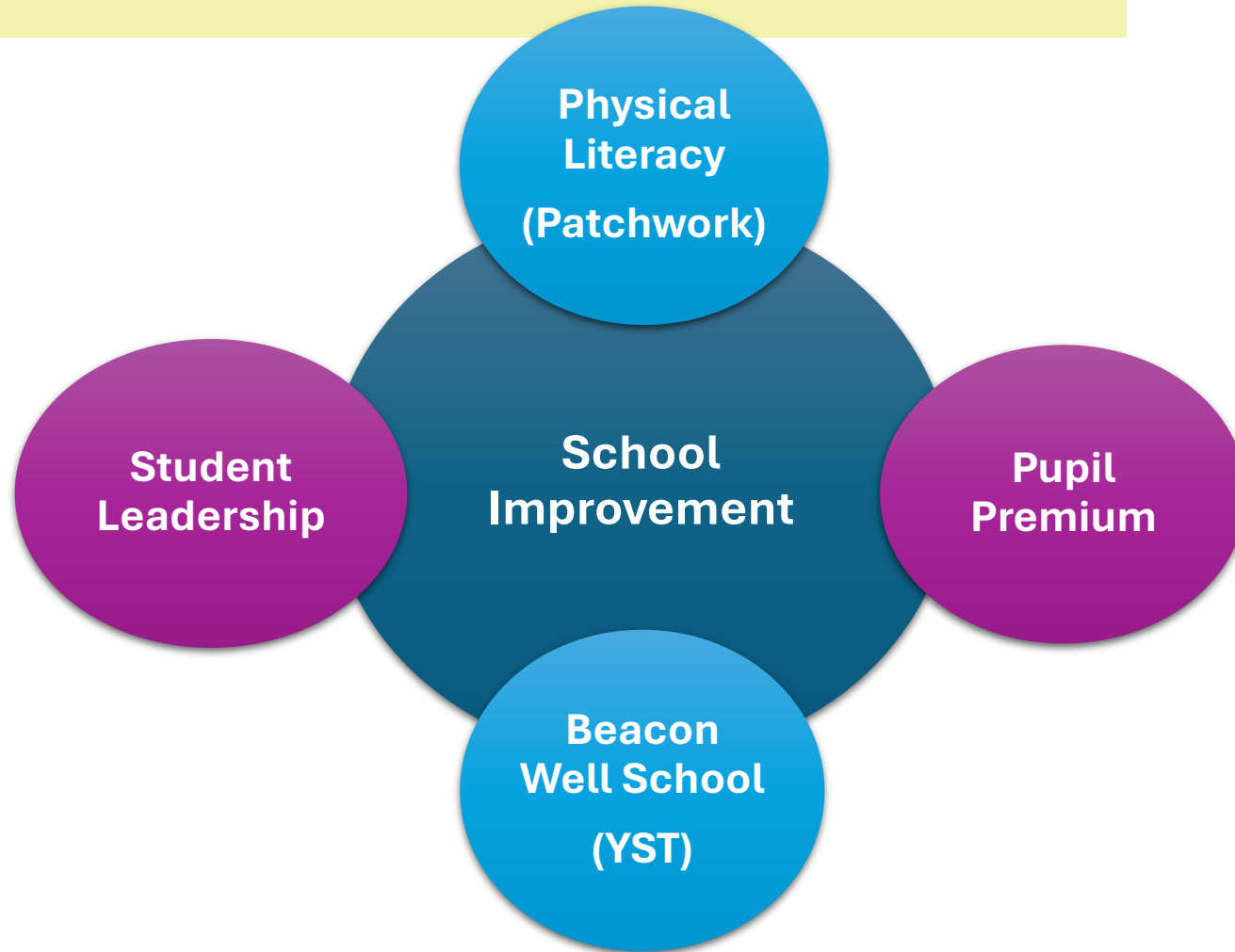
**Board for  
Change**

**Sports  
Ambassado  
rs**

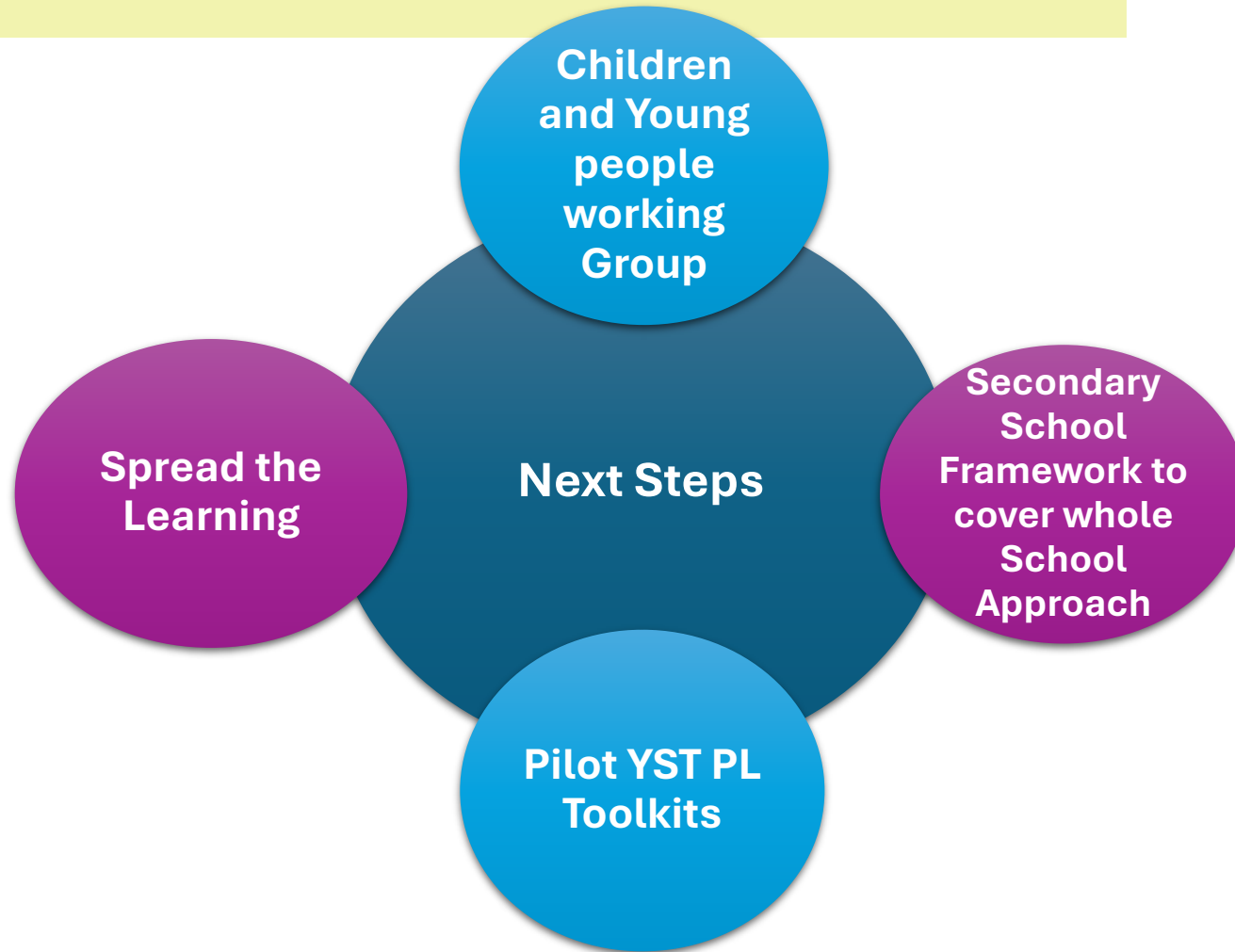
**Careers  
Ambassado  
rs**



# Sustaining improvement



# Wider Work





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# Play Sufficiency in Leeds

Karen Peck, Partnership Manager, Active Leeds

[Karen.peck@leeds.gov.uk](mailto:Karen.peck@leeds.gov.uk)



- Child Friendly City
- 12 Wishes

The CFL 12 wishes represent the voices of 80,000 children and young people in Leeds.

The Child Friendly Leeds ambition is for '*all children and young people to be able to express their views, feel heard and be involved in decisions that affect their lives*'.

[Leeds Youth Voice | Leeds.gov.uk](https://leeds.gov.uk/youth-voice)



## **Benefits of playing:**

- + Pleasure & enjoyment
- + Peer & place attachments
- + Physical activity
- + Emotion regulation
- + Coping mechanisms
- + Motivation
- + Self esteem
- + Growth mindset
- + Autonomy
- = Resilience & Wellbeing

## **Consequences of not playing:**

- Depression
- Isolation & detachment
- Inactivity
- Frustration / anger
- Inability to cope (anxiety)
- Lack of motivation
- Low self esteem
- Fixed mindset
- Dependency
- = Vulnerability & Poor Health



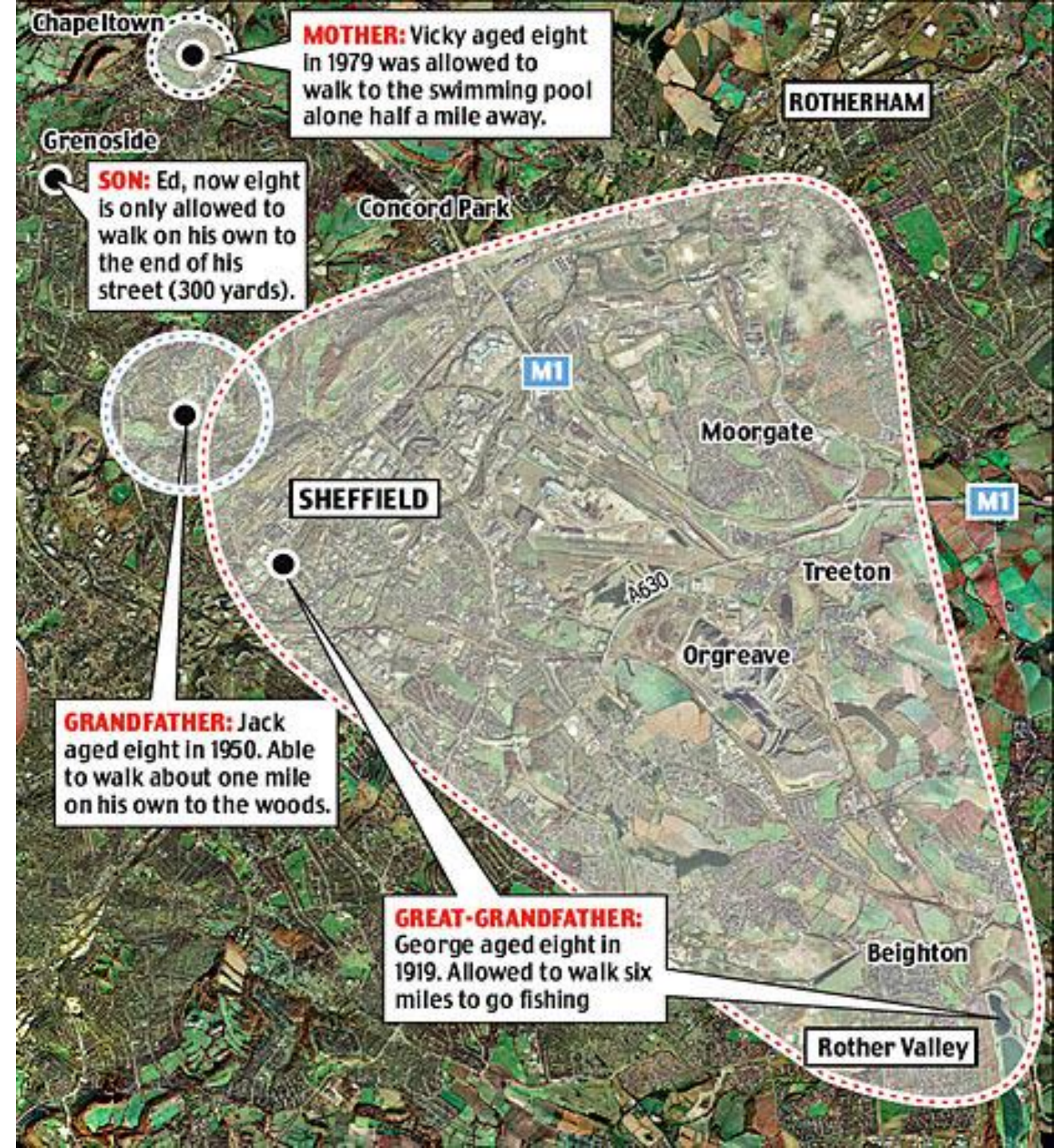
“The Committee strongly encourages States to consider introducing legislation to ensure the rights under article 31 for every child, together with a timetable for implementation. Such legislation should address the **principle of sufficiency** – all children should be given sufficient time and space to exercise these rights.”

UNCRC (2013)

# Generational shift

*"I can play up to the end of my street"*

Dr William Bird





LS14  
TRUST

Playful  
Anywhere

Active  
Leeds





# MINI PLAYBOX

[WWW.MINIPLAYBOX.FUN](http://WWW.MINIPLAYBOX.FUN) #MINIPLAYBOX





**TRANSPORT**

**TACKLING  
POVERTY AND  
INEQUALITY**

**EDUCATION**

**CLIMATE**

**MOBILITY**

**PHYSICAL  
ACTIVITY**

**MENTAL HEALTH**

**THRIVING  
COMMUNITIES**

**NEIGHBOURHOOD  
PLANNING**

# Play Sufficiency Methodology

A fundamental part of the assessment is conducting in-depth research with children, their carers and front line workers. Within this assessment over 50 hours has been spent listening to children's localised lived experiences of play across 6 priority neighbourhoods of Leeds, along with focus groups with carers and those that understand the communities.



The detailed evidence that has surfaced can be used to compare and contrast with current policy and practice across a broad range of professional domains; establishing how the work of the local authority and its partners influences the sufficiency of children's opportunities for play.

ONLINE SURVEYS

STUDENT WORKSHOPS

WORKSHOPS WITHIN  
ALTERNATIVE  
EDUCATION

PARENT & CARER  
FOCUS GROUPS

FRONTLINE &  
PRACTITIONER FOCUS  
GROUPS

597 year 5  
156 year 9  
140 parent/carer  
online surveys

10 Year 9 & 158  
Year 5 students  
over 3 workshop  
sessions

**Over 50  
hours spent  
listening to  
children  
about their  
experiences  
of play**

4 Frontline  
practitioner  
focus groups

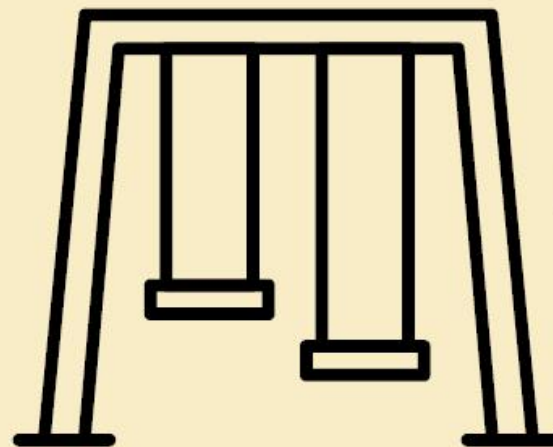
27 students  
attending PRU  
& SILC  
education over  
3 workshop  
sessions

6 Parent &  
Carer focus  
groups



What did children suggest would make their opportunities for play better?





# What we found

Mental health  
Permissions to play

'...And it does distract you from maybe a hard time and you might play to make you feel better'

'Because it makes you feel free, creative, happy, energised and 100% makes you happy'

'Play makes life amazing'

'All you see are signs that say 'don't do this, don't do that'

'My parents would not let me outside. They think it's not safe'

# What we found

Streets

Nature

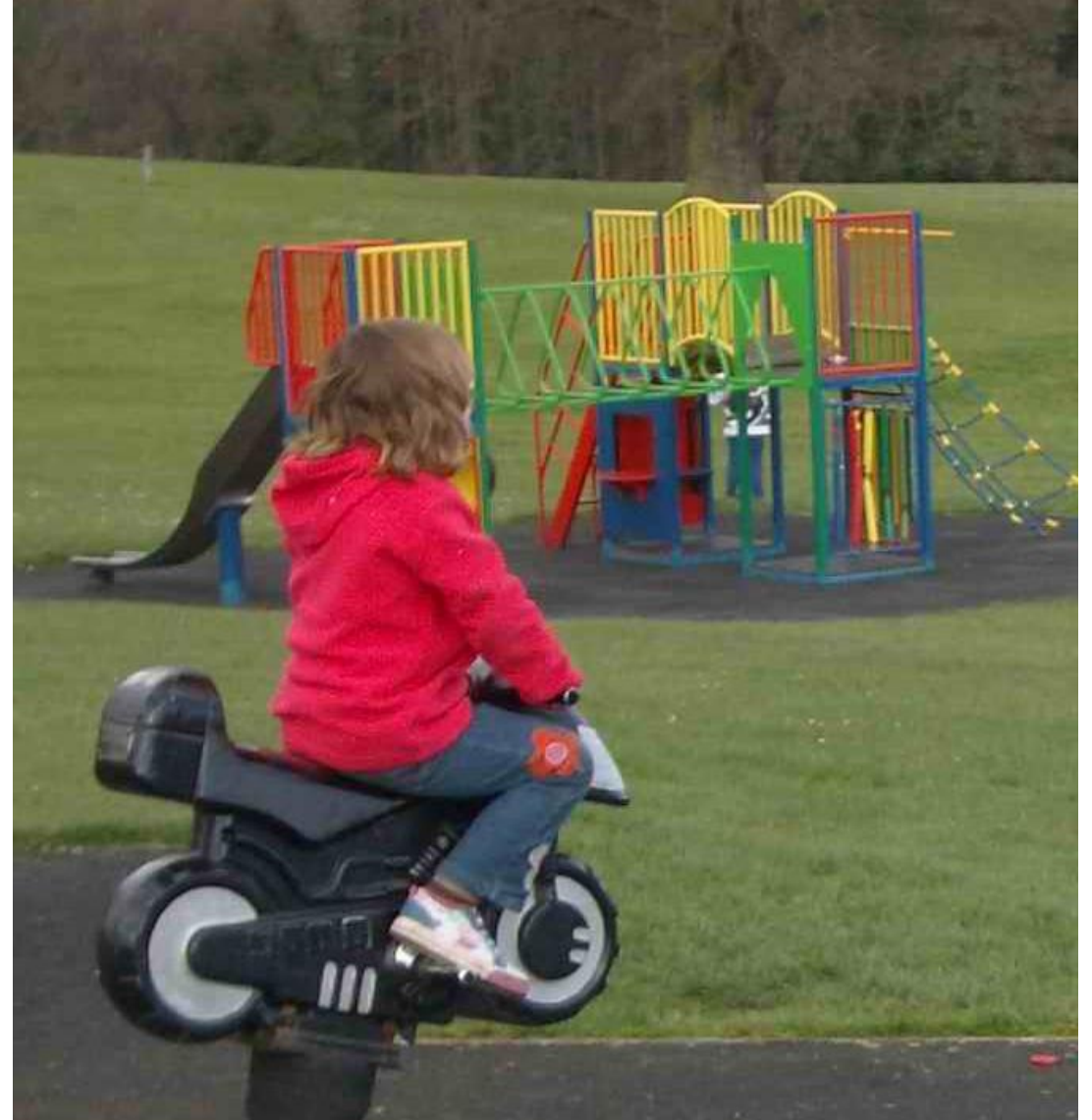
Spaces

**'Make sure that nature stays - we need trees. I want to make tree swings to play on'**

**'A bad street is one that has stuff that you can't play in...when its small. And a good one is when you have lots of objects to play with like bricks and walls – when it has interesting features'**

**'Around the streets...you see rubbish, see cars, some blocked and some with cars that they can get through...cars stop me from playing on some streets'**

# Play is more than just a playground...



# What we found

Schools  
Friendships

**'It's important because the less you enjoy yourself, the less friends you will have. And nobody likes being lonely'**

|                | Monday                      | Tuesday                     | Wednesday                   | Thursday                    | Friday                      | Saturday                    | Sunday                      |
|----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Before school  | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast | eat cereal<br>eat breakfast |
| At school      | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  | lessons<br>dinner<br>break  |
| After school   | have rice<br>watch tablet   | have rice<br>watch tablet   | have rice<br>watch tablet   | have rice<br>watch tablet   | have rice<br>watch tablet   | have rice<br>watch tablet   | have rice<br>watch tablet   |
| In the evening | dinner<br>watch tablet      | dinner<br>watch tablet      | dinner<br>watch tablet      | dinner<br>watch tablet      | dinner<br>watch tablet      | dinner<br>watch tablet      | dinner<br>watch tablet      |

**'It's super fun and I have very good friends, so I enjoy playing at school'**

My son is in high school, he leaves the house at 8am and doesn't get home until 4.30pm. Once he's changed and eaten, it's dark. And there's homework due the next day. It's a full time job isn't it?! There's only Friday night youth club where he 'plays'

# Play Sufficiency Priorities

**1: Facilitate the cross-service endorsement of Play Sufficiency and embed key principles within Leeds City Council departments.**

**2: Celebrate and enable parents and carers permissions, confidences and skills for play.**

**3: Grow a play workforce of adults whose work directly and indirectly impacts upon children and their play.**

**4: Facilitate sufficient time, space and attitudes towards play in educational settings.**

**5: Enable sufficient time, space, design and attitudes to play for children with protected characteristics.**

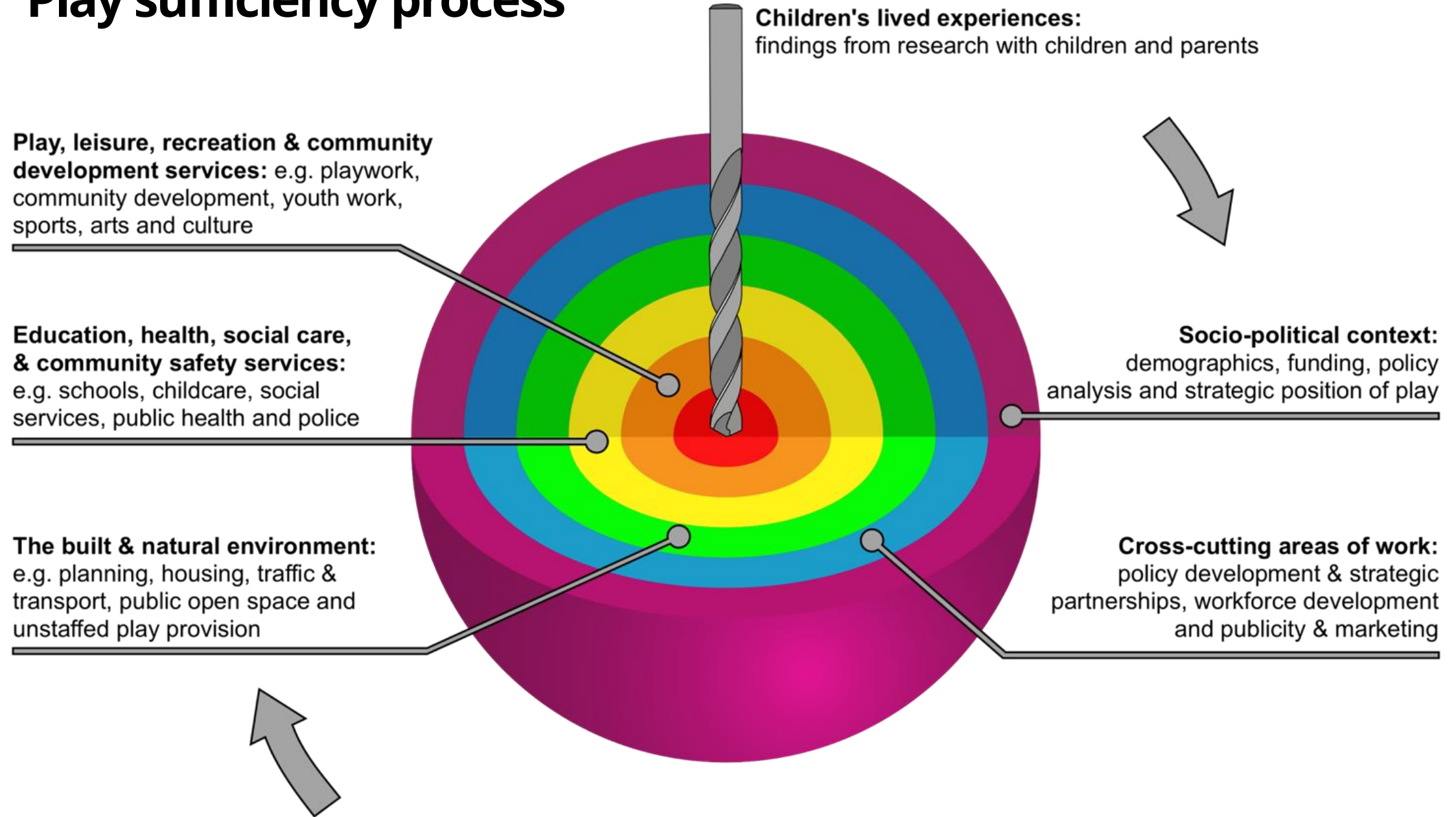
**6: Create streets that are safe, welcoming and encourage children's play.**

**7: Improve the variety of spaces available for play for all age groups within close proximity of children's homes (including informal and designated spaces).**

**8: Improve access to nature-based play environments.**

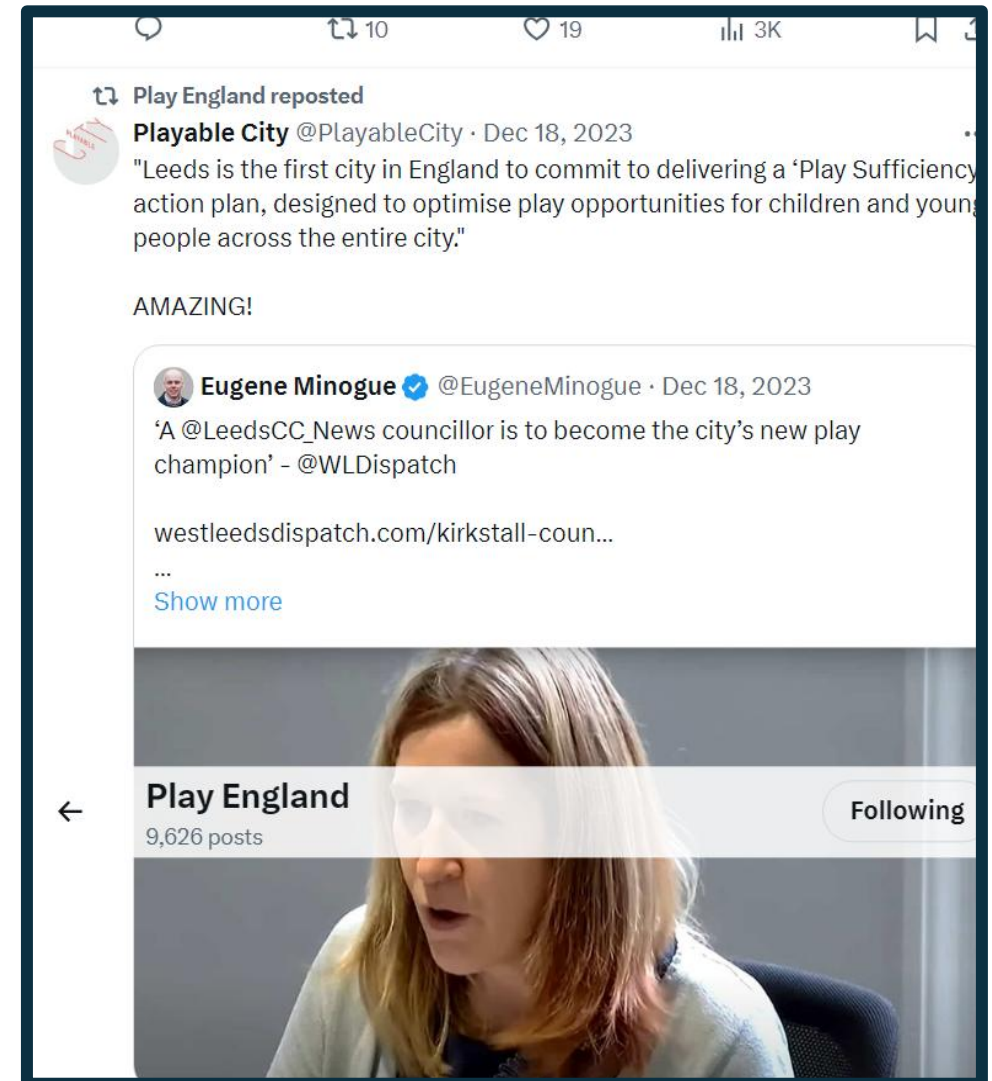
**9: Improve the perception of teenagers and improving their opportunities to play and hang out**

# Play sufficiency process



# Prioritising play

- Play Sufficiency report - Executive Board (December 2023) - a turning point.
- Play Champion
- Play Sufficiency Partnership
- Play Sufficiency Action Plan

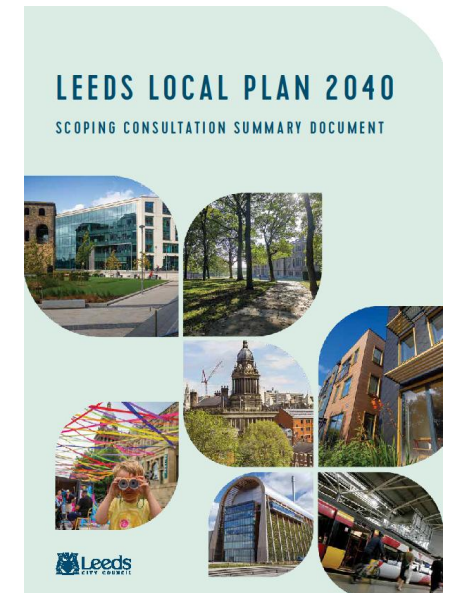
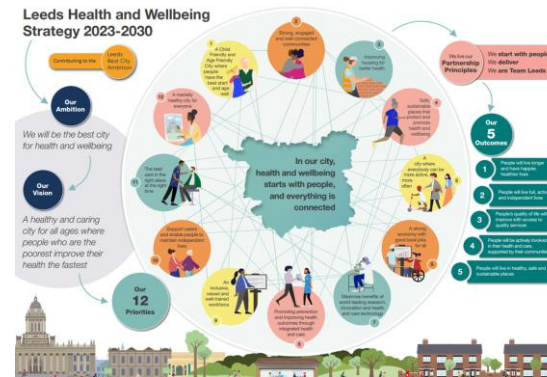


- **Best City Ambition**
- **Health and Well Being Pillar**
- **My Health My School Survey** - 25,648 Children and Young People from more than 200 schools in Leeds completed the My Health, My School survey in 2022/23.
- **Leeds Local Plan Update and Leeds Local Plan 2040**
- **Physical Activity Ambition**
- **Children and Young People's Plan**
- **Leeds Parks and Green Spaces Strategy 2023 -2032**
- **Child Poverty Strategy 2019 - 2022**

*'To realise this ambition, Team Leeds will focus on:*

*•ensuring children have the best start in life and enjoy a healthy, happy childhood, where their right to play and have fun is protected and they are free to express their views and feel heard'*

**Best City Ambition**



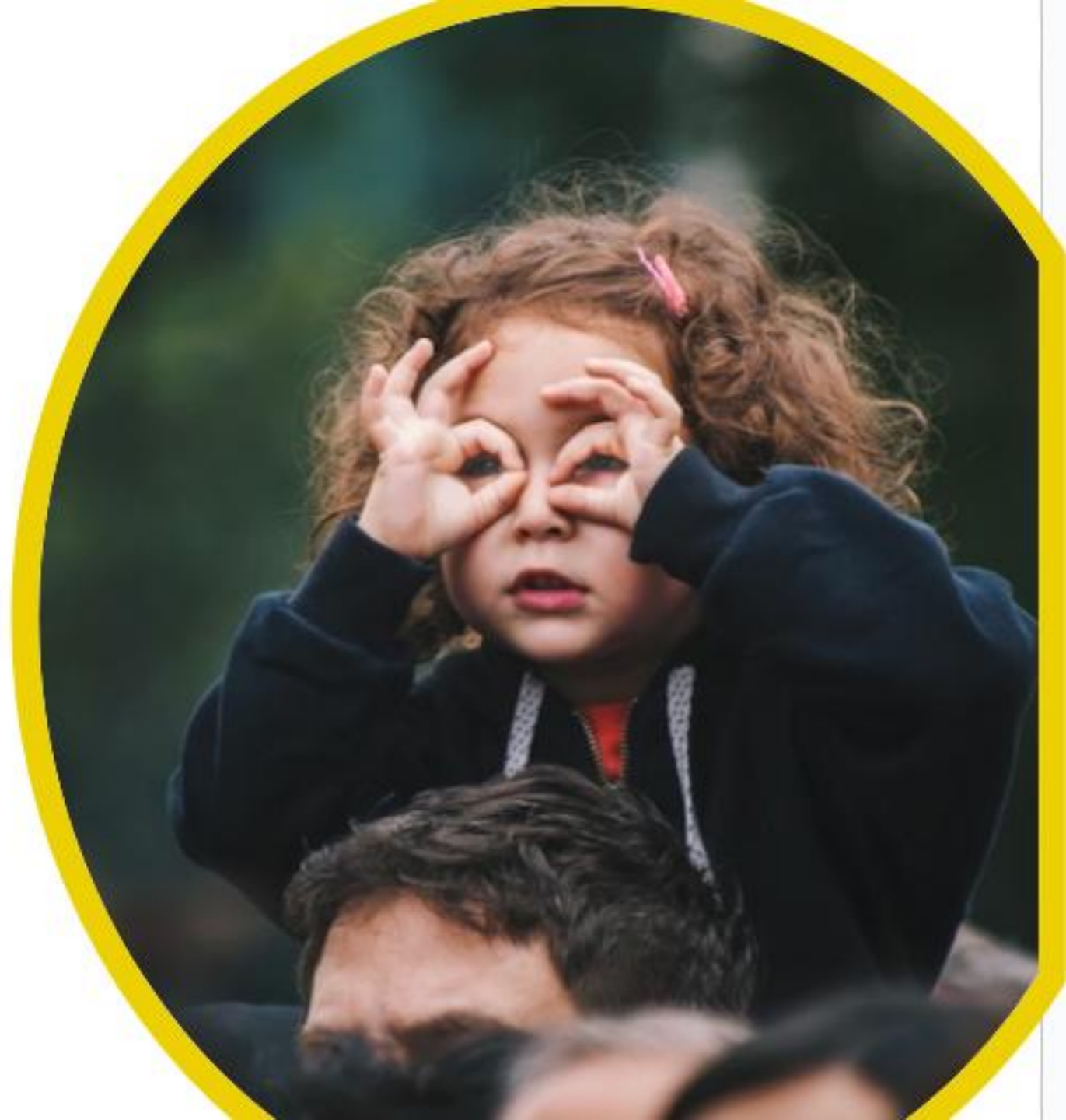
# Play sufficiency as a lens

## **Account-ability**

the ability to account for the ways in which we (directly & indirectly) impact on play

## **Response-ability**

the ability to improve our (collective) responses as adults to children's right to play



# Case study: Lincoln Green



# Thank you

**[karen.peck@leeds.gov.uk](mailto:karen.peck@leeds.gov.uk)**





# Comfort Break

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# JU:MP

A Whole Systems Approach to Physical Activity for Children and  
Young People in Bradford



# JU:MP whole system Place-based Physical Activity



## AIM

Step change in physical activity  
children aged 5 -14 years and  
their families in  
socioeconomically  
disadvantaged area



## APPROACH

Whole systems,  
collaborative, asset-based,  
sustainable, behaviour  
change

**Test and Learn Research  
Programme**

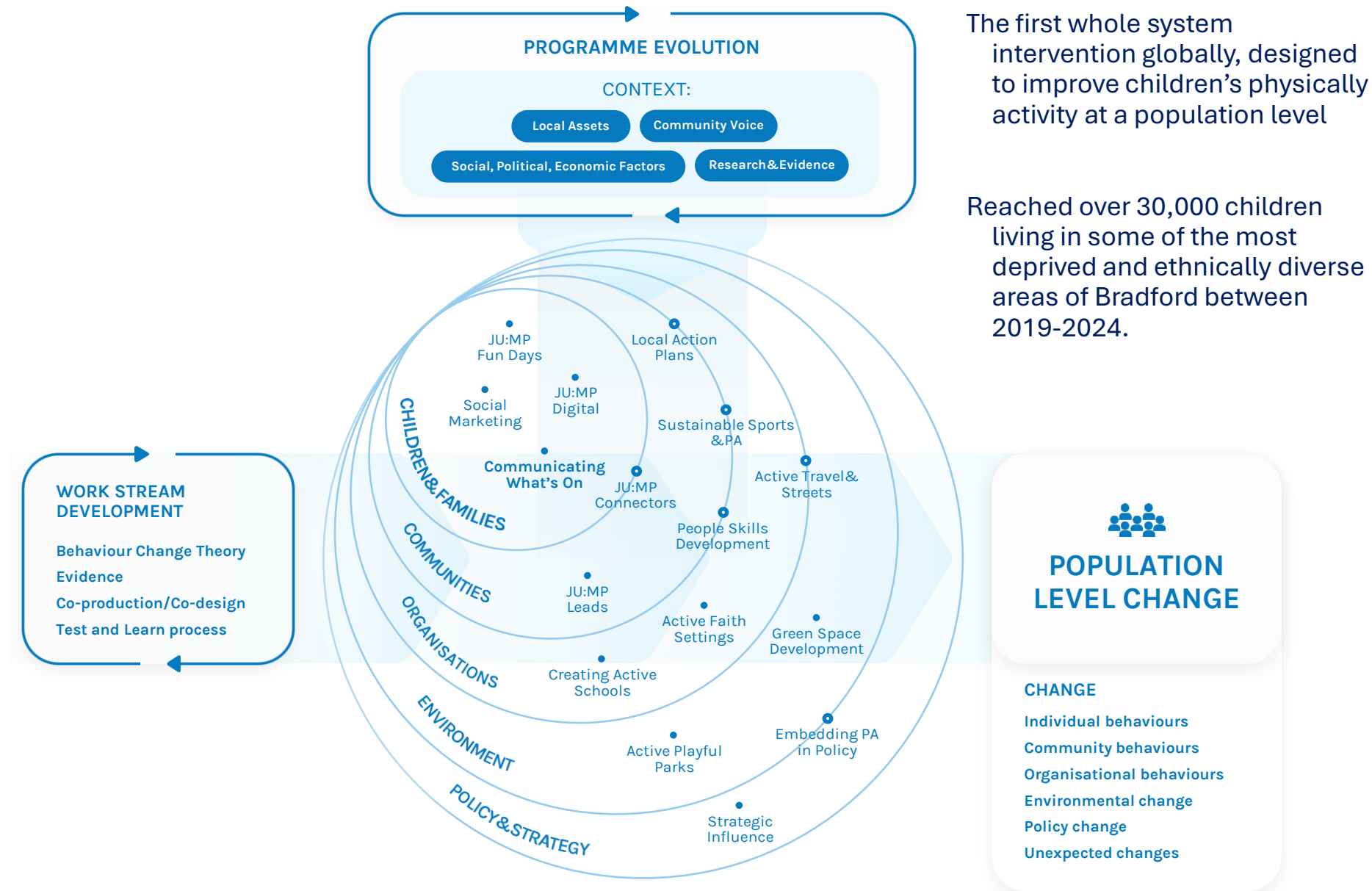


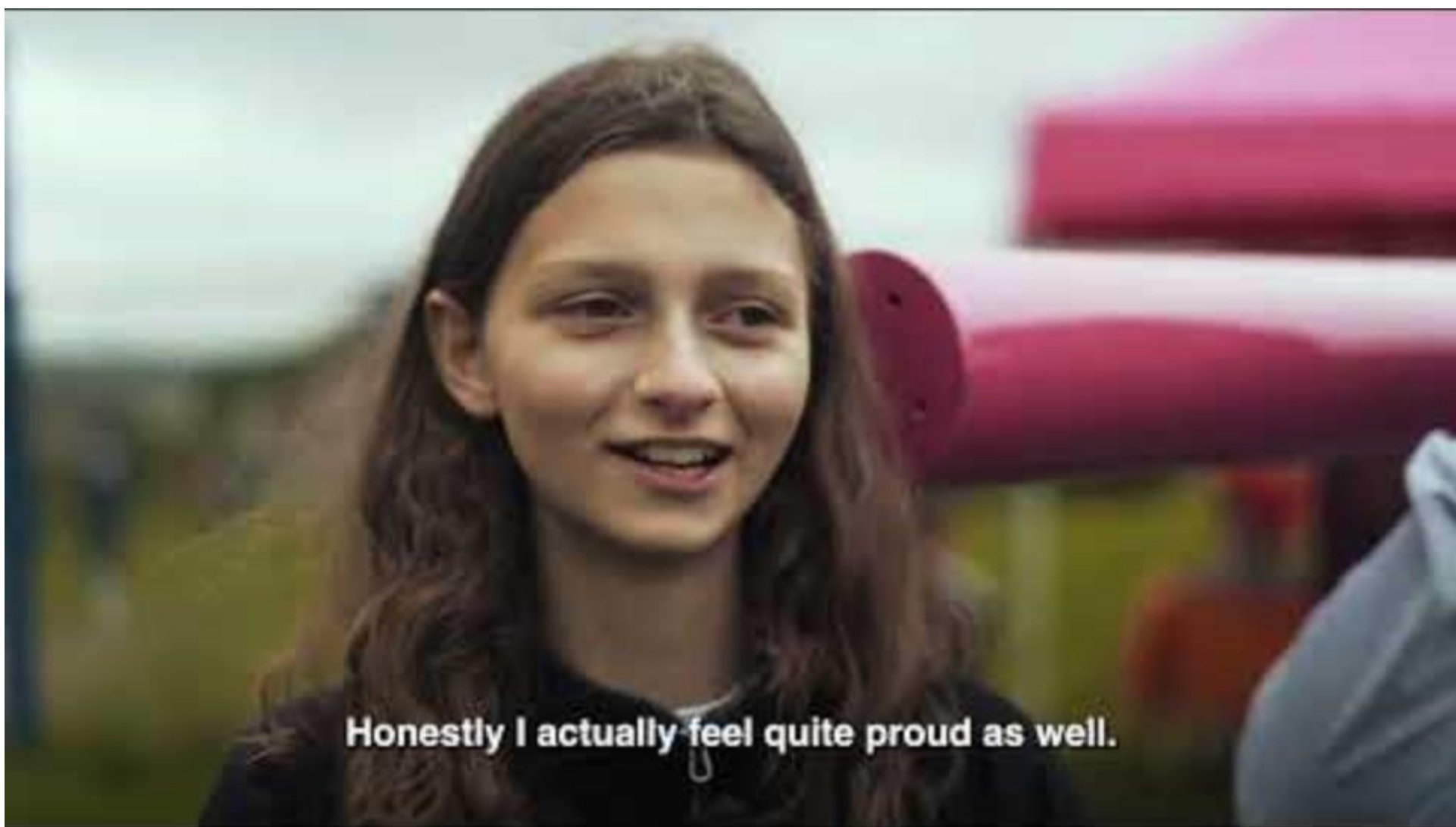
## Outcomes

- ✓ Better health
- ✓ Better skills/attainment
- ✓ Safe, clean,  
active communities

## Our Collaborative







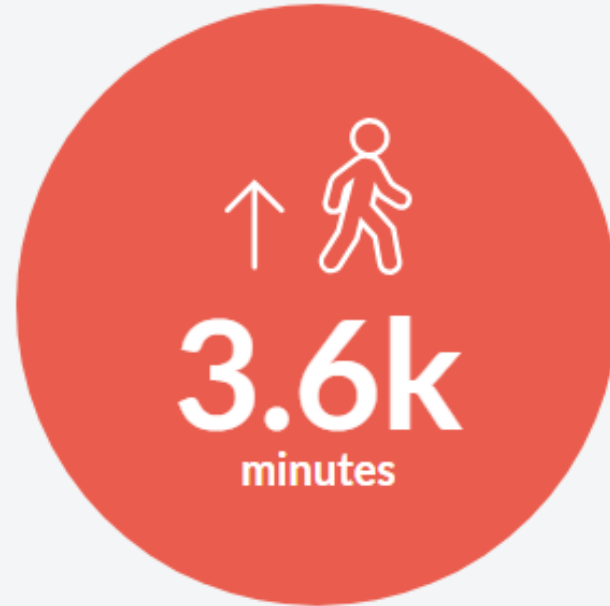
Honestly I actually feel quite proud as well.

## STUDY DESIGN



- Accelerometers measured time spent in physical activity and sedentary time
- Other data including:
  - BMI
  - Social emotional and behavioural health
  - Contextual physical activity data

# RESULTS



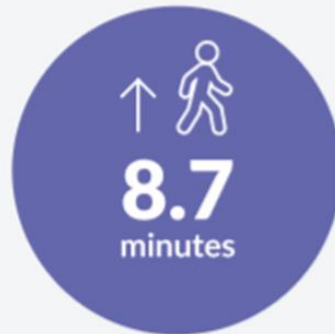
Improved children's total physical activity by over 70 minutes a week. This equates to over 3.6K extra minutes of physical activity per child a year

# RESULTS

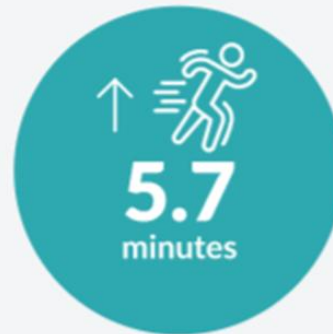


## Our impact

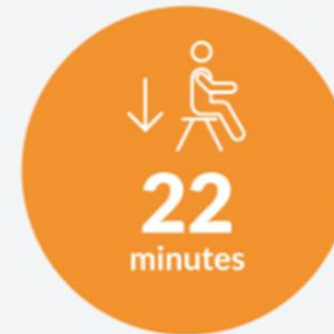
Our control trial results show JU:MP's approach has



Improved children's total physical activity by 8.7 minutes a day



Increased moderate-to-vigorous physical activity by 5.7 minutes on weekdays



Reduced inactivity by over 22 minutes a day on weekends

## Interpretation of findings

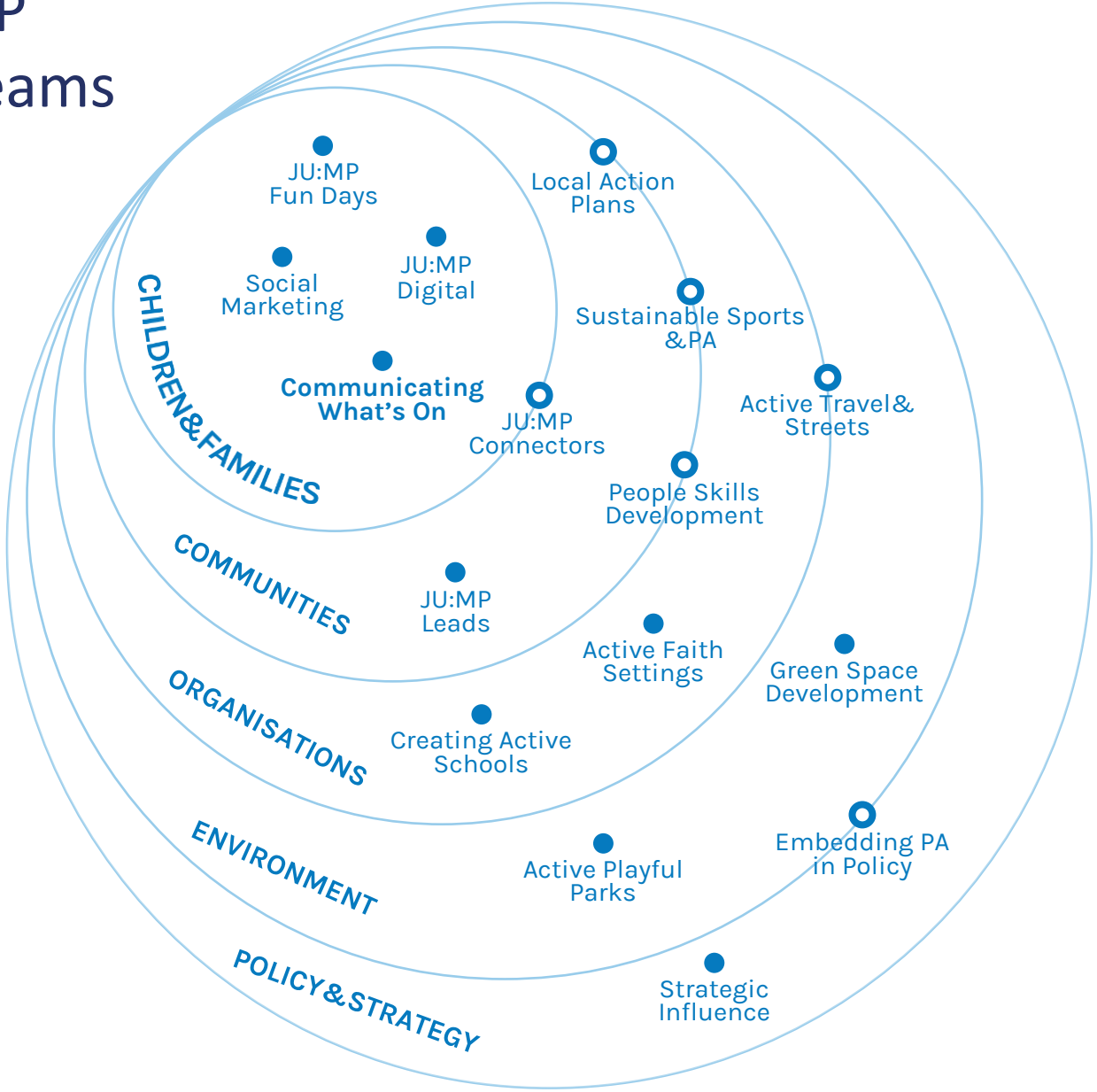


- Higher effectiveness than single or multi-component interventions
- Fostered behaviour change over the longer term, unlike other interventions which have struggled to maintain long term effects
- Interventions operating at the organisational level of the system may be responsible for the increased MVPA on week-days
- Interventions at the community and family level may be responsible for the reduction in sedentary time at the weekends
- New emerging evidence is pointing towards the importance of interventions at the environment level (e.g green space development and activation) for improving children's physical activity

# Recommendations

- Provide a broad array of physical activity opportunities
- Ensure interventions are underpinned by theory and evidence
- Co-produce whole system strategy and interventions with children, families, communities, delivery partners and local system leaders, this strengthens interconnectedness across the system
- Embed learning cycles into delivery to ensure agile responses to delivery challenges and changes
- Ensure national level advocacy and funding for whole system approaches

# JU:MP workstreams



## Learning Series: Conditions for addressing physical inactivity inequalities

| Integration of physical activity into sectors                                      | Strengthening community & individual capacities | Tackling structural inequalities |
|------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------|
| Understanding the <b>barriers</b> and <b>enablers</b> of physical activity         |                                                 |                                  |
| Distributed and collective <b>leadership</b>                                       |                                                 |                                  |
| <b>Collaboration</b> across organisations                                          |                                                 |                                  |
| <b>Capacity and capability</b> across the workforce, volunteers and in communities |                                                 |                                  |
| Facilitative processes and proportionate, representative <b>governance</b>         |                                                 |                                  |
| Co-production, local people-led initiatives ( <b>community power</b> )             |                                                 |                                  |
| Focus on <b>inequality and intersectionality</b>                                   |                                                 |                                  |
| <b>Cultures</b> and <b>social norms</b> for wellbeing and physical activity        |                                                 |                                  |
| <b>Physical environments</b> that enable wellbeing and physical activity           |                                                 |                                  |
| Cycles of <b>learning and action</b>                                               |                                                 |                                  |

# *Every Move Counts!*

**Bradford – the Active District:** creating a place where it's easy for everyone to move and be active every day.



1. Active schools,  
children and young  
people

2. Neighbourhoods  
and Communities

3. Sport & active  
recreation

4. Health and social  
care

5. Workplaces and  
workforce

6. Greenspace

7. Built environment

8. Active travel

9. Communications &  
campaigns



# JU:MP neighbourhood Approach



# Setting the scene with mapping and partnership building



MAPS



ASSETS



PEOPLE

# Local Action Groups

- Local community & Voluntary sectors
- Local primary schools; Senior leader + frontline staff
- Local faith settings
- Local sports organisations
- Friends of Parks group

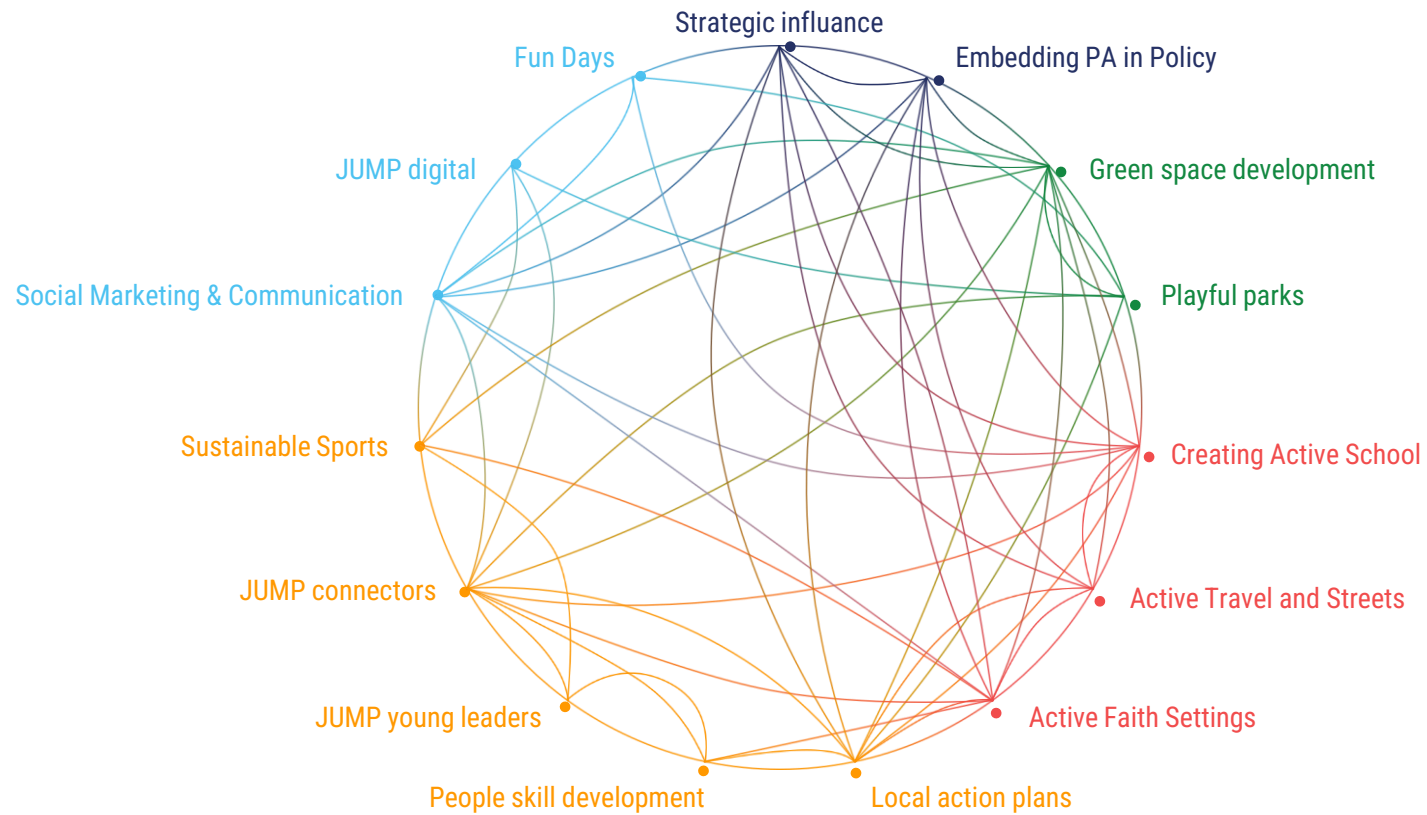
## LOCAL AUTHORITY PARTNERS

- Ward officers
- Youth workers/managers
- Parks Officers
- Active Travel team
- Councillors

Members of community  
and children's voice views fed in  
by JU:MP team



# Interconnections Across The System



## JU:MP Connectors

- Build the skills, confidence and motivation of families to be active
- Family engagement in local greenspace and activities
- Build links, connecting schools, community and greenspaces.



# Creating Active Schools

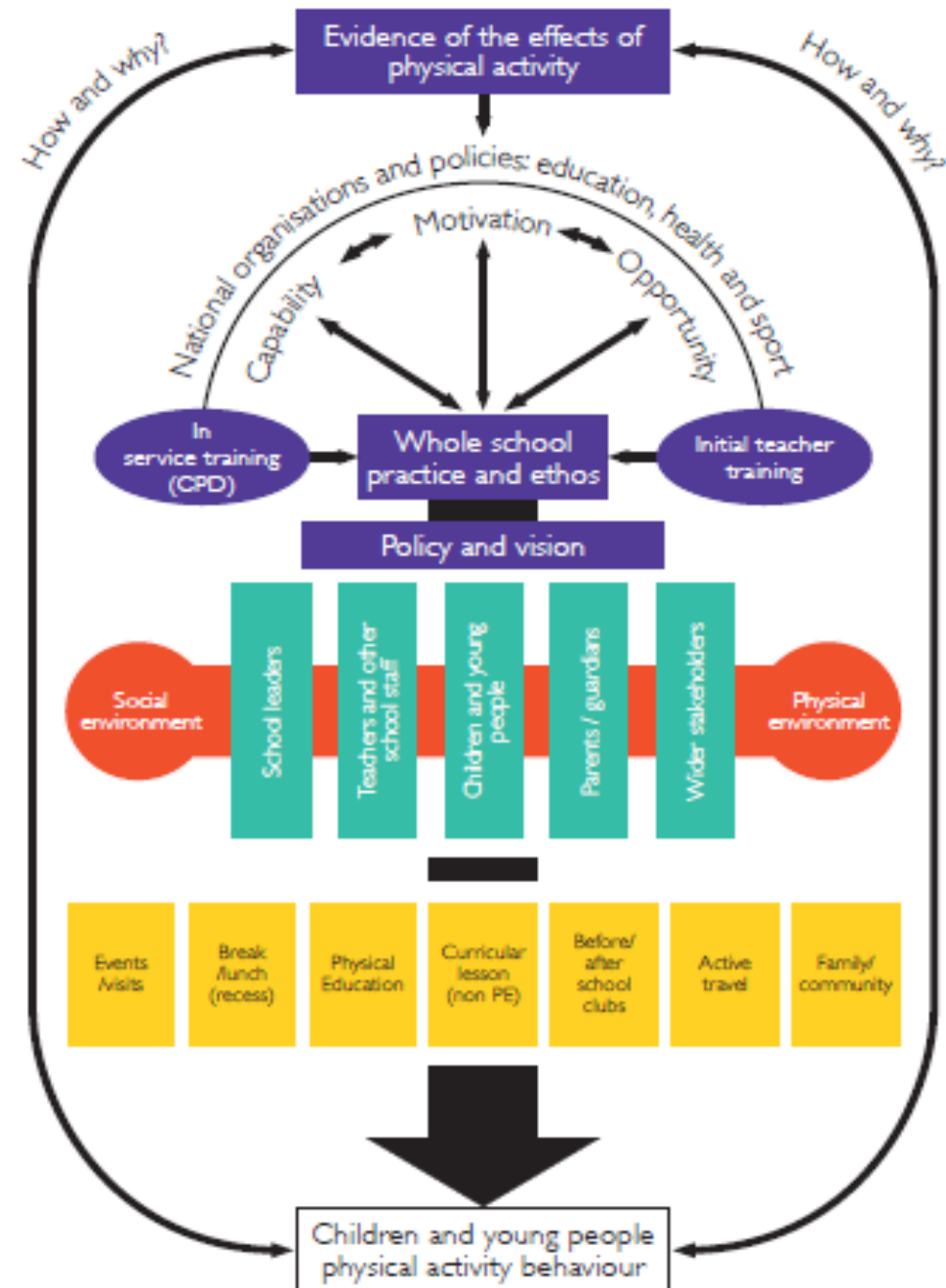
56 schools

Policy

Environments

Stakeholders

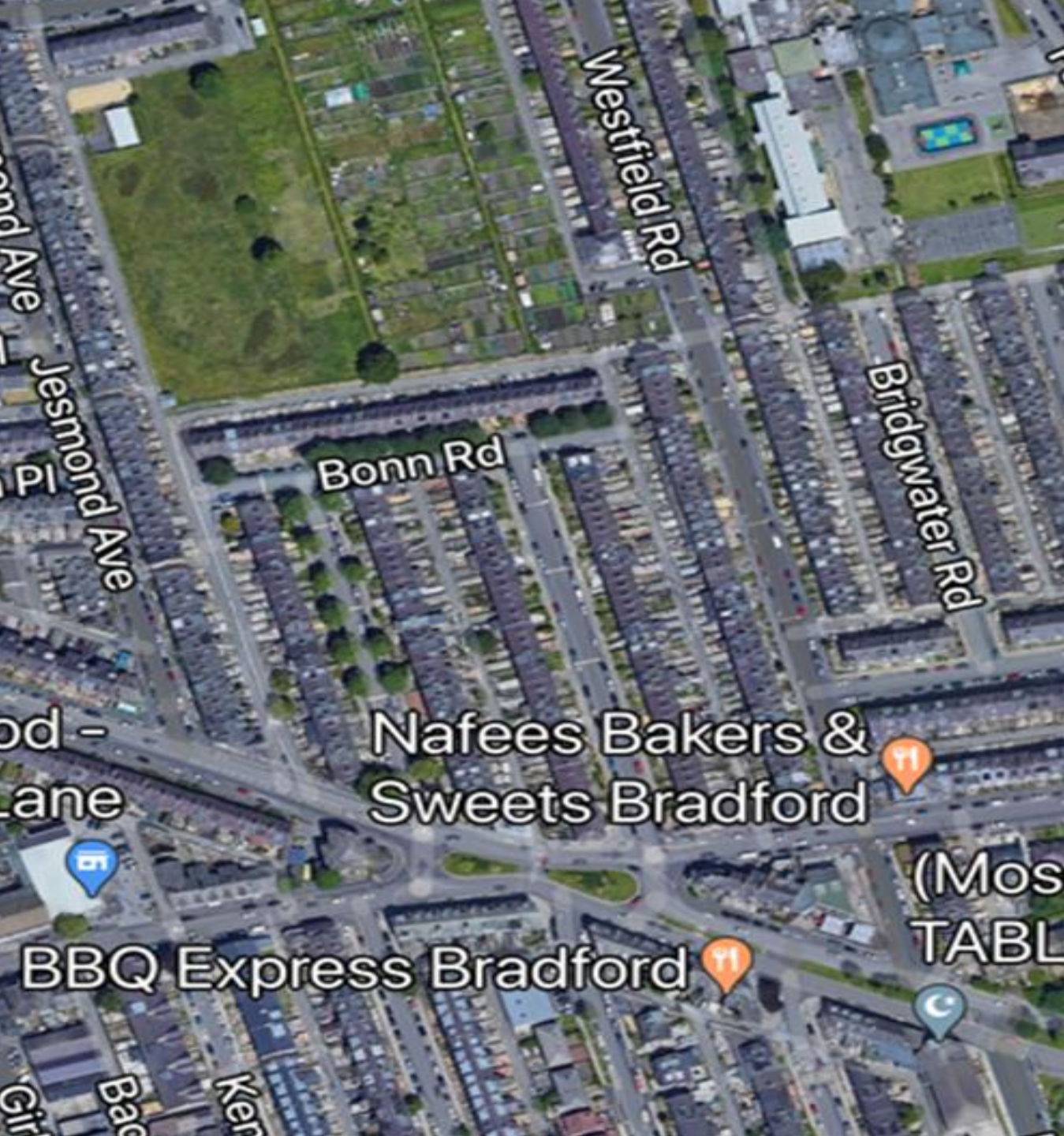
Opportunities





JOIN US:  
MOVE.PLAY.

## Community engagement And Co-design



Scotchman Road  
neighbourhood



JOIN US:  
MOVE. PLAY.

Community vote!



US:  
PLAY.



Activation of new green spaces

## Approach Top Tips

- Face-to-face working key for onboarding and maintaining energy
- Having a physical project (e.g a park development) engaged partners and the community; the success was visible
- Creating and sustaining the relationships between the local system
- Creating the champions of tomorrow!



A young girl with blonde hair and a pink bow is captured mid-air, jumping over a wooden obstacle. She is wearing a white floral dress and pink leggings. In the background, two other children are visible: a girl in a white shirt and a boy in an orange shirt and red plaid jacket, both looking towards the jumper. The scene is set outdoors with green trees and a blue sky with white clouds.

THAnK YOU!

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JU:MP Resource Hub  
[www.jump.borninbradford.nhs.uk](http://www.jump.borninbradford.nhs.uk)

## **Discussion:**

Considering the Framework...

- What work areas are strong in your place?
- What areas do you want to focus on more?
- Who are your system partners? – Opportunities or challenges
- 10 mins discussion in 2/3s
- 10 mins feedback around tables



# Lunch Break

Brought to you by





# Open Space

Brought to you by





How was the day? Tell us

Brought to you by

