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## CONTEXT

SPEAR was commissioned from October 2013 to March 2015 to conduct a third, successive evaluation of the Change4Life Primary School Sports Club programme. The case studies presented in this document form an important part of the wider evaluation. SPEAR conducted eight site visits between April and December 2014 to highlight how clubs were operating in a range of different contexts. Seven of the clubs visited were situated in priority areas; one was situated in an 'other' area (D1, South West flight club). The visits comprised of interviews with SGOs, head teachers and club leads; focus groups with club members and; participant observation of a Change4Life Primary Club session. The purpose of the visits was to explore multiple perceptions of impact, delivery and sustainability. They also aimed to capture the impact of the new support framework as it developed over time in clubs situated in priority areas.

All photographs presented in this document have been provided by the site visit schools. Each school has given permission to be named and for the photographs to be used, and is aware that this material may be made publicly available.

## ROWANFIELD JUNIOR SCHOOL

**School Context**

This school is a medium sized junior school with approximately 250 pupils and 51 academic and support staff. Pupils are predominantly white British and comprise year groups 3-6. The school is in a relatively deprived area with a significant proportion of free school meals and is a partnership school with 5 other local schools (termed 'United Schools'). The catchment area for these schools is relatively intimate with teachers indicating most pupils come from "the surrounding streets and estates". The school ethos is defined as the 4 D's 'Dream, Drive, Duty, Dazzle'. This saturates every aspect of school life. Pupils are able to make their way through these levels and if they do particularly well are awarded a 5<sup>th</sup> D for achievement - 'Dynamite'.

The project lead for the Change4Life Club is Mark, a higher level teaching assistant (HLTA). Mark has a keen interest in both sport and cooking which assists in his delivery of the club and is supported by teachers who volunteer on a weekly basis to assist with the running of the club. Although Mark enjoys leading the Change4Life club, he indicated that he was most definitely required to do it as an additional extra to his current commitments as his background facilitated his effectiveness to deliver:

*I teach across a lot of the classes so I knew a lot of the kids, I knew a spread of the children so I could see which individuals may need it. And I am interested in cooking and healthy lifestyles and the sports things as well. There is no home economics here; we do no dietary stuff so that was the thing that really interested me to do it.*

(Mark, club lead)

Supporting Mark was Roxy, a year 6 class teacher who liked to help when she was available. The school has relatively good PE facilities including a large flat playground, a large field and an adventure playground. Pupils are provided with additional sports equipment at lunchtimes including tennis racquets, footballs, basketballs and rugby balls. There was also a 'trim trail' that pupils could complete and time themselves on. PE generally constituted of mainstream activities and sports day was the most parent supported event of the year. The school runs a prize giving event at the end of the year to celebrate sporting success and a plasma TV in reception promotes pupil achievement and sporting results against local schools. The Olympic 2012 legacy is still influential, mainly because it inspired the first D 'Dream' and teachers are supportive of facilitating these aspirations. Funding from these legacies is also available to help finance the Change4Life equipment. A formal PE co-ordinator manages sport at the school.

**Reason for taking on the Change4Life Club**

The Change4Life Club was initiated at the school due to positive feedback from other local schools and the desire to improve the healthy lifestyle of pupils. In particular, the non-competitive and inclusive ethos of Change4Life would allow the school to target pupils who do not participate in PE or other clubs in an attempt to integrate a long term change in exercise and eating habits. Various sport, art and music clubs run at the school both at lunchtimes and after school but the Change4Life Club represents a cultural shift from these more competitive ideals and encourages participation amongst pupils not currently engaging in extra-curricular clubs.

## **Targeting**

The Change4Life Club is comprised of 12 year 6 pupils, the majority of which have health problems, are deemed overweight and have further educational needs. Targeting these children to participate in the club was a sensitive process in order to reduce any stigma that may be attached to membership. Intimate strategic approaches were therefore taken to encourage pupils to 'self-select' for the club, as Mark explains:

*Children are selected for the club in conference with class teachers. Our biggest concern was that it would be seen as a 'fat club' with stigma attached to those targeted, so we did a launch assembly to get everyone excited about it and then we got children to volunteer...It wasn't a case of us saying "You need it!" it was pupil led and as a result there is no stigma and they feel ownership over the club. They wanted to do it.*

(Mark, club lead)

This approach offered many advantages including harnessing student excitement to 'kick off' the club and affording pupils a certain level of kudos and prestige rather than stigmatisation and marginalisation allowing the school to target 'children at risk' while also getting the right blend of ambassadors that would be good for children in the club and for wider publicity within the school. Roxy explained that they attempted to select children as sensitively as possible and wanted to encourage children who did not usually attend an after school club to sign up, "It's just a case of getting these children that have probably never been to an after school club in their life for one reason or another, and normally these are year 6 girls who hardly join in with PE sessions". Roxy went on to explain that although they targeted the less sporty, it would have been nice to have had some of the more sporty children take part as positive role models.

Once targeted, Mark and Roxy indicated that changes evolved over a long period of time and that there were no quick fixes. Rather, small changes were implemented in the hope of making wider dietary and lifestyle choices:

*The children we are targeting, their lunchboxes are typically full of a couple of chocolate bars and a packet of crisps. Mark has tried to do things gradually, like one change at a time. So substitute that one packet of crisps for a banana or whatever, rather than try to make big changes, one change at a time.*

(Roxy, deliverer)

## **The Change4Life Club**

The club has been running since February 2014. Mark indicated that it would have started earlier but they were waiting some time for the bag of equipment to arrive. While they were waiting for resources Mark took ICT sessions in order to educate pupils on the benefits of healthy eating and the changes that can be made. He also made fresh pasta, healthy flapjacks, muesli and banana smoothies with the pupils and provided them with recipes that they could take home.

The Change4Life Club is conducted on the school playground at lunchtimes, allowing approximately 40 minutes of activity. Initially, getting a member of staff to take the Change4Life Club at lunchtime was problematic, but Mark's enthusiasm and belief in the project were persuasive. As a HLTA, Mark was in control of the group and managed the session well with strong pedagogical skills. Activities were interspersed with time for feedback, education and grounding of knowledge. Activities were fun and skill based with one child commenting "We are exercising and being healthy, sometimes when we don't even know it!" Pupils were well engaged and appeared to

be enjoying themselves throughout. Mark was keen to outline how a variety of activities is crucial in order to maintain focus and interaction, *“Mixing it up between the games, cooking and healthy lifestyle chats keeps them engaged and excited”*.

School rules apply within the Change4Life Club. For example, the school has a behaviour chart. If pupils misbehave in the club they are given a warning and moved down the behaviour chart; good behaviour in the Change4Life Club provides pupils an opportunity to move up the chart, becoming a ‘dazzler’ or a ‘double dazzler’. In addition, good behaviour and positive lifestyle choices are rewarded with a treat on Friday:

*Monday to Thursday children have to bring in a healthy snack and then we then we have something called ‘Freedom Friday’ where they can have a treat. The school health counsellors (pupils) get to decide what this is. If all pupils have abided by this a note goes around saying that it is Freedom Friday and they are rewarded.*

(Roxy, deliverer)

### **Resources**

Being able to use the resources is also seen as a reward by the children. The high quality of the equipment separates it from much of the well-used school equipment and the children feel privileged to use it. Other children in the playground, who perhaps attend wider school clubs and activities, also respond to this equipment helping those in the Change4Life Club feel special. Importantly, this contributed to reducing any feelings of stigmatisation or surveillance by other pupils as Mark elucidates:

*This bag has been great – big enough to do a lot of things. There is an ideas booklet but you can make so much other stuff up, that’s part of the fun in itself. It’s really good to have that stuff and you can improvise, do stuff here or outside, lots of scope. Its good quality stuff, it’s prized and locked away for us! The first time the kids came out onto the playground with their yellow jackets it was like a procession, all the other children were like “What’s going on!” It makes them feel special about doing it. We really wanted to avoid stigma and the equipment has helped with that because everyone wants to play with it, it’s cool stuff. It’s seen as a privilege.*

Although both Mark and Roxy thought that items could be purchased for less money, the quality and co-ordination of resources really helped. Students like the colourful ropes and the twister mats in particular which were *“really fun”*. Roxy also said that the school had agreed with other partnership schools to swap bags so they got a chance to have a go with different bags of equipment in order to keep things fresh, innovative and creative. The logbooks have not been initiated yet, but Mark and Roxy are keen to do so. They have started filling in progress charts so children can monitor their fresh fruit and vegetable intake, but closer monitoring will take part in the future.

### **Impact**

The club has been hailed as a huge success both for participants and is beginning to have a broader impact in the school through various additional initiatives. One of the most significant success stories involves a year 6 girl who prior to Change4Life would not get involved in anything let alone PE. Furthermore, stigma was attached to other children who associated with her. The Change4Life Club has helped her to transgress these barriers, *“she had no PE kit and she was pushed to school in a push chair until who knows what age, she lives with her grandad who is immobile so it’s a huge credit to the club that she is here and enjoying it. She has even asked to*

*borrow PE kit!"* Mark went on to say that this girl now wants to integrate more with mainstream PE lessons. Mark also stated that the stigma attached to children who hang out with her has been reduced.

The Change4Life Club therefore not only provided a 'safehouse' in which children could exercise, but also instilled confidence and resilience in children to participate in wider school life including competitive sports, as one girl in the club mentioned, *"I didn't really think that I was that fast, but playing these games it doesn't matter how fast you are."* Another girl said *"I didn't want to take part in PE because I didn't think I would be good enough for it. But the activities here have helped me. I feel I can take part in PE now."*

Other children indicated that they had more energy and confidence and played more outside after school. Indeed, feedback from the children was exclusively positive, particularly on the benefits of a healthy diet and realising how easily and simply changes could be implemented with comments made including; *"I have learnt how to cook, how to make pasta and how to make healthier choices"*, *"I have stopped eating sweets every day. Now I just eat sweets on Fridays"*, *"I have started eating fruit – my favourite fruit are pears"*, *"Sometimes my Mum puts a pepperami in my lunchbox and I ask if I can change it to a banana"*. These dietary choices were linked to successful physical performance, with the Olympics a key influence upon which to draw. As one child put it *"A lot of Olympic athletes eat pasta. Our teachers recipes help give us energy, they are healthy like athletes and help us with this club"*. Mark indicated that making pasta was really effective as it was also fun, *"Something that's easy, once they see they can actually do it, it helps make changes. Rather than open up a tin of spaghetti they can have fresh pasta."*

Students' healthy eating habits were positively reinforced by the school who ran a VIP table in conjunction with the Change4Life Club. Roxy explained that if students bring in three consecutive healthy lunchboxes they get to sit on the VIP table. The staff put out a tablecloth and flowers and students get to invite a friend *"It's a way of celebrating achievement in a different way and getting other kids from the school involved. It's seen as a real privilege and brings children a certain amount of prestige that they have not otherwise had."*

The main difficulty facing the club in its current form is lack of parental involvement. Mark illustrated that difficulties with parent support and feedback are not specific to the Change4Life Club but are deeply engrained across the school, mainly due to the fact that many children come from complicated family backgrounds with little stability:

*In this school parental support is lacking. A lot of the time there is minimal communication between kids and parents - that is lacking. I gave these slips out on Monday, they were reminded Tuesday and Wednesday and we have one back. Lack of support is frustrating; it's hard if it's not backed up at a home because it's a further hurdle to overcome.*

(Mark, club lead)

Observations suggested that all pupils enjoyed it and had excellent attendance at the club. However one boy did drop out from the scheme, perhaps feeling insecure and self-conscious about the dietary choices that his mother made for him. This was a complex case however with many wider contributory factors that the school have tried to address through speaking to his mother.

## **Future**

The future of the club mainly involves expansion and ensuring long term change for children that pass through the club. The year 5s will imminently be joining current year 6 pupils and helping integration for the 2014/15 academic year. The school would desperately like to find the staff and resources to run a club for each year 3 through to 6. Overcoming the obstacles of cost is not only limited to school but also families. Pupils were aware of the costs of eating healthily and how parents indicated it required more trips to the supermarket. This could be perceived as pressure considering the demographic and socio-economic grouping of the majority of children's families:

*Typically the area we are, we are in one of the most deprived areas of Cheltenham, so cost is an issue. The kids have investigated this with Mark and think he is looking at ways around eating healthier for cheaper and getting parents on board with that. We are not at the stage where parents come in to join the club but that is something we envisage for the future, having parents come in to cook at the club.*

(Roxy, deliverer)

Broader school initiatives are also being used to publicise the club and celebrate achievement. For example, every year the school runs a 'sports personality of the year' at a local hotel and all the children in the Change4Life Club will be recognised at this event to celebrate progress that has been made. Such appreciation, it is hoped, will help achieve long term pride and lifestyle change. Whole school trips are also incorporating values from Change4Life in order to facilitate learning and knowledge, as Mark outlines:

*We have talked about integrating school trips next year. We have spoken to Tesco's about visiting one of their farms as part of a "field to fork" scheme to see where they get their free range eggs from, that's something we are trying to do in September to see where food comes from. That's just the local Tesco up the road that we have developed a link with.*

(Mark, club lead)

Finally, the timings and staffing of the club are being addressed to help build relations with parents and embed long term support. Completing a demonstration event at sports day (the most parent attended event of the year) may help this, as would inviting parents along to cooking events to help them learn recipes. For Mark, embedding long term change was the key for the future, "even if in three or four years' time students choose fruit over other choices I feel this will have been useful". The school is highly supportive of Change4Life and with continued enthusiasm both Mark and Roxy hope the scheme will run even more effectively next year.

### **KEY SUCCESS FACTORS**

- Facilitating the non-competitive and inclusive ethos of Change4Life
- Incorporating both physical activity and healthy eating during sessions
- Participation of pupils not currently engaged in extra-curricular clubs
- Targeting children using a sensitive process in order to reduce stigma
- Utilising the success of the Olympics to inspire and encourage the children



## ST PATRICKS RC PRIMARY SCHOOL

***School context***

The school is slightly smaller than the average primary school with 228 children from 3 to 11 years of age. The school has 44 teaching and support staff and is situated in an urban area approximately 1.5 miles from the city centre. The school states that it actively strives to support every child's entitlement to a spiritual, moral, social and cultural education. For 75% of the pupils English is not their first language and a larger than average proportion of pupils are eligible for free school meals and the Pupil Premium. Pupils whose first language is not English are not eligible for this funding and the school uses its own limited resources to provide free school meals for these children. This impacts on the resources available for other areas such as PE equipment. The number of children supported by School Action Plus or with a statement of special education needs is lower than average. The school is a feeder primary school for two large secondary schools in the area, both of which offer support to the primary school.

The school has a rich history that dates back to 1836. Staff are very proud of the fact that the school was the first school to give free education to girls. In addition the school was the first in the country to offer free school meals and one of the earliest to offer free nursery education. This heritage informs their mission and ethos, aiming to respond to the needs of people in the community in innovative ways. The school is a member of the local PE Association and has achieved both the Healthy Schools membership 2014-15 and the Gold Award for Green Tree Schools.

A wide range of extended activity provision includes a successful breakfast and afterschool activity club run each school day. The school has limited outdoor space but has created 2 small activity halls (one on the first and one on the third floor). The club leader, Tony, is a Teaching Assistant. With the support of the head teacher and the school, Tony aims to get 80% of the pupils involved in some kind of physical activity after school. A minimum of three activity sessions a night plus the 'night owls' and the breakfast club run throughout the school week. The school is open from 7am until 6pm every school day to support the needs of the children and community. According to Tony, the additional support received from the three SGOs for the area has been second to none. The SGOs have often supported the school in finding equipment and resources that have been donated from other schools, giving pupils the opportunity to experience a variety of physical activities and sports.

***Reasons for taking on the Change4Life Club***

The school was informed of the Change4Life project through the SGOs and through the local PE Association. The aims reflected those of the school. Given the limited resources and the need for equipment to broaden the offer of activities for all children the school 'jumped at the chance' to get involved.

***Targeting***

The pupils targeted for the Change4Life Club were children in years 3 and 4 who 'made excuses' not to take part in PE (felt 'sick' prior to PE sessions so asked to sit out or 'forgot' their PE kit). The school spoke with the families during a coffee morning, explaining the role of the club and how it

could benefit their children. Tony explained that since the school has an excellent relationship with most parents due to their community focus, engaging children in the club was not at all difficult. Tony felt engaging parents and families is *“just a matter of strong communication”*; as a school they strive to engage families and the wider community to support the development of the children at the school. The school provides coffee mornings for parents to discuss new initiatives such as Change4Life Clubs. This allows the parents to share their thoughts, ideas and to get involved.

### ***The Change4Life Club***

The club started in March 2014 and is delivered after school every Tuesday with between 12 and 16 pupils. The club runs with the same children until the end of the academic year. It is delivered by two teaching assistants (Tony and Mandy) and three Young Leaders from year 6 (one of which attended the Change4Life leadership course). Most of the children participating lacked confidence, were shy, lost attention easily, or did not want to be there, so the club was initially delivered outside for 20 minutes at a time to *“ease them in”*. The leaders gradually increased the session time and intensity as the children become more engaged. The club received the target resource bag and, as Mandy indicated, they *“loved the equipment and resources”*. Due to the success of the club and the need for resources Tony was asked if he could manage a second Change4Life Club using the bag with a particular focus on dance. Tony and Mandy agreed and successfully expanded their Change4Life activities. Tony said *“I wish I could take on 5 or 6 Change4Life Clubs”*. The school has taken on 6 young, local apprentices to train as leaders and undertake their level three Teaching Assistants course. The aim is to run more clubs and activities to complement the ethos of the Change4Life Clubs and improve activity levels across the school.

On the day of the visit, before and after the session the children were asked how they felt and how fast their hearts were beating. Tony said that the children thoroughly enjoy the club and generally attend most weeks. He added that wearing the wristbands every day makes the children feel *“very special”* within the school. The year 6 Young Leaders *“enjoy working with the younger kids”* and enjoy organising and taking part in sessions. The Young Leaders work with Mandy and Tony to set up activities and work with a smaller group of children to encourage and support them throughout the 45 minute session. Mandy has also trained as a Sports Leader to help progress the lessons as the children have grown in confidence and are now wanting to try new activities and games, such as dodge ball. During the observations of the session all children not only listened intently, but also engaged in all activities. The pupils were enthusiastic and smiling throughout the session.

Tony emphasised that the clubs would not have been possible without the support of the three SGOs. They work closely with the school to find additional resources to provide activities and to support them. One of the SGOs also provided a unique opportunity for the children from the club to have six additional sessions with a well-known professional basketball club in the area. Tony and Mandy were overwhelmed with the offer and sessions, which offered so much more than activity. The children were really engaged in the sessions and had the opportunity to see some *“local heroes and role models come to their school and work with them”*. There had also been a dance festival which was a real success and something the children thoroughly enjoyed.

### ***Resources***

Tony explained that the *“equipment has been invaluable as ordinarily the school would not have been able to afford the amount and quality of equipment provided”*. The club leads and the children *“love the wristbands”*; these and the stickers are seen as a real privilege within the school.



The clubs have completed the quizzes at all timepoints as they find them useful and “we know how important they are”. Tony and Mandy felt that, while the activities in the logbook were of a good quality, they were pitched too high for the stage of the learners at the school; they would have preferred a variety of logbook activities appropriate for different stages of development.

**Impact**

The clubs are considered a real success within the school and have been used to address the acknowledged gap in activity provision for pupils who were less engaged in PE and sport. Tony and Mandy felt that within four to five weeks of the club the children started to grow in confidence and really start to get involved in the sessions. Initially a number of children reported that “we don’t want to be here” and asked “why do we have to come?” However, now the club has a consistent number of between 12 and 16 children enthusiastically attending the sessions every week.



At the end of the session the group of children involved reported that, *“I really enjoy the club because it is fun”, “we can run around loads and we can be loud”, “it’s exciting”, “I get to play dodge ball and I really like it, that’s my favourite game”* and, *“I get to play games and do exercises I wouldn’t do if I didn’t come here”*. Mandy and Tony both thoroughly enjoy leading the sessions and *“love seeing the children run to the club”*. Both Mandy and Tony try to attend as many training events as they can to offer the best activities to the children. Ensuring sessions are fun and inclusive is key to the Change4Life Club at the school. Engaging the parents is also important to them and they stated that moving forward *“we would like to run a family session alongside the children’s session to help parents at home provide a healthy and cost effective environment.”*

The Young Leaders reported that *“we enjoy working with the younger children”, “it is fun to organise activities and to get involved”* and *“we come every week unless we are sick”*. One leader said *“I really enjoyed the leaders’ course and meeting new people”*. Tony indicated that this was a real step up for the Young Leader who was previously very quiet and shy and is now much more confident across the board.

The children now take part in festivals and enjoy coming together with other schools to participate in joint activities, which have a focus on fun and enjoyment. The development in confidence observed in the young leaders throughout the course of the club has been exceptional. Tony was not aware of the support framework or indeed that the school was situated in a priority area. Nevertheless, Tony stated that;

*We have so much support from our SGOs we really couldn’t ask for more. We receive equipment and training, we have opportunities to share new ideas with others outside of our school (as well as inside) and if I really need to I can pick up the phone and ask them for help and they are there.*

(Tony, club lead)

### **Future**

Due to the success of the club the school will not only continue the club with the existing children, but will extend the club offer to other children. In addition, Tony would very much like to offer a parents’ Change4Life Club to support the children. The parents’ club would run concurrently with the children’s club; the two clubs would come together at specific time points to share ideas and experiences. The school sees the continuance of the Change4Life Clubs as an important aspect of sustaining activities that make a marked difference to the children.

#### **KEY SUCCESS FACTORS**

- Using a mix of equipment and resources to add variety to every session
- The enthusiasm and commitment of the deliverers and Young Leaders
- Ensuring the support of senior management and the whole school
- Embracing the support of the SGOs and PE Association.
- Building a strong relationship between parents and the school

## WIMBORNE JUNIOR SCHOOL

**School context**

The school is a larger than average-sized junior school in the South East of England. It is situated in an area of mixed housing, suggestive of a range of socio-economic levels within the community, with the Victorian, semi-detached housing of more affluent appearance being situated in very close proximity to the school. The vast majority of pupils at the school are of White British heritage, with a low number of pupils from ethnic minority groups. The proportion of disabled pupils and those with special educational needs supported at school action is average and there are a low proportion of children supported by school action plus or with a statement of special educational needs. The number of pupils for whom the school receives funding through the Pupil Premium is average. Following an Ofsted inspection in 2014, the school has been rated as 'Good'. This is substantial improvement from its previous rating in 2012 as 'Inadequate'. Since then the school has undergone changes to the structure and membership of its senior leadership team and to the governing body as well as some changes in staffing.

**Reasons for taking on the Change4Life Club**

The school facilitates a lot of clubs, including basketball and football in which teams compete. At lunchtimes, activities are available for all children on the playgrounds, with ball sports, such as tennis and cricket, running every lunchtime in the upper school and non-ball sports in the lower school. Sports Leaders play a pivotal role in running these activities. The Change4Life programme has been incorporated into the Sports Leaders initiative and the school recently re-launched this, recruiting an additional twelve Sports Leaders in year 5, four in year 4, and an administrator from year 5.

The Change4Life lead at the school is Chantelle. She is a teacher at this school and her passion for and commitment to the Change4Life ethos was very evident, *"Change4Life fitted in really nicely with what we were already doing and working towards... we were able to focus on the children having as much fun as they can at lunchtimes; for most children the favourite part of the day!"* Chantelle commented that the headteacher at the school is very supportive, *"always open to new ideas for children to be happy"* and has supported the training of Sports Leaders and purchase of extra equipment.

**Targeting**

Chantelle was careful in her approach to targeting. Not wishing to raise awareness of children being targeted for the programme and conscious of the need for children to want to participate and be enthusiastic, she organised a big assembly on Change4Life and put articles in the school newsletter and on the noticeboard. She then asked children to apply to be Sports Leaders by writing a letter explaining why they wanted to do it. She created an 'active pack' which included a logbook for children to record their activities and a point system. The children could take these home and each class could compete to be the 'most active'. In these ways, Chantelle believed she could reach the children most in need of intervention without obviously 'targeting'.



## ***The Change4Life Club***

The Change4Life Club itself runs once a week at lunchtime in the sports hall, with another planned to run afterschool next year. While the school have been running lunchtime activities with a Change4Life ethos in the playground for some time, the club itself was only in its second week at the time of the visit. The Sports Leaders play a crucial role in running the club and ensure that everything is set up at break time to enable the club to run for the full lunchtime. The school plans to run the club for 24 weeks with the same group of 15 children and Chantelle expressed the need for the children's commitment to attend regularly to the children participating on the day of the visit; *"to get the most out of it, go with the way it's planned for the benefit of the children...it's very empowering for them, their self-esteem grows as they see changes over time"*. When the club was launched recently, Chantelle explained that the children were very enthusiastic to get involved. She now has a waiting list of 'target children', which she firmly believes is due to the whole school approach adopted.

The lunchtime activities in the playground are also facilitated by the Sports Leaders and include giant lego, space hoppers, skipping, football and basketball skills (*"an activity for everyone"* as Chantelle indicated). The entire playground is dedicated to these activities every lunchtime and the vast majority of children participate. Initially, Chantelle took sole responsibility for facilitating these activities, but was passionate about the children 'having it'. Chantelle commented that the aim is for children to be *"happy, keeping fit, having a healthy body and a healthy mind"*. Numerous activities run simultaneously every lunchtime. The name of each activity and the Sports Leader running it is placed on the noticeboard so that children know what activity is being done when and who is leading it. Chantelle commented on the respect for Sports Leaders amongst the other children and the awareness that these activities would not run without the Sports Leaders involvement; *"they respond so well to the fact that their peers are leading it"*.



Children participating in the playground activities sign a register, enabling the school to collate data on the number of children participating in each activity. The Change4Life logbooks were being given to those children participating in the Change4Life (indoors) Club on the day of the visit, so surveys are yet to be completed by the children.



### **Resources**

Chantelle and another teacher attended the Change4Life training at which they welcomed the opportunity to see the choice of equipment by theme; they chose Adventure on the basis that the equipment for this theme would add to that which the school already had. Chantelle commented on the equipment that *“the children absolutely love it!”* The headteacher was supportive of the Change4Life programme and has used the school’s sports budget to purchase extra equipment for the lunchtime playground activities. The school had also made changes to the new Teaching Assistant contract to incorporate involvement in supervising these activities.



Chantelle praised the Change4Life resources available to download from the website and commented that *“it’s so easy to pull Change4Life in and incorporate the food topics, health and science aspects across the school”*. One example given was the setting of ‘Change4Life challenges’ which is included in the regular school newsletter, e.g. ‘how long can you hoola?’ Chantelle commented on the ease of communication with the Youth Sport Trust representative and on the training which some of the Sports Leaders had received, *“It’s brilliant; everyone just loves it”*. She was not aware of being linked to a Health and Wellbeing school however; nor had the concept of Change4Life Coaches or Champions been communicated to her at the time of the visit.

### **Impact**

While the school had initially tried to target those children considered in most need of the intervention in terms of physical activity and healthy lifestyles, Chantelle commented that the wider benefits soon became apparent:

*We realised that some children struggled with social skills, behaviour and friendship issues...as we started to run the Change4Life activities in the playground, more and more were coming to join in...so as well as collecting data for children who were becoming more active, we could look at children who struggled to make friends or struggled with social skills and see they were massively improving...It's really motivated them to exercise and be more health conscious but they're so much happier...they're making friends and they're learning really good skills...it's just had a huge impact.*

(Chantelle, club lead)

This observation was backed up by the lunchtime supervisor, Doreen, on the day of the visit. Crucially, it had been made clear to her that she was not expected to run these activities; that the children (Sports Leaders) would take responsibility for facilitating and that the role of the supervisor would be supervisory. Doreen praised the initiative for its success in including those children who would normally sit on their own in the playground or those who might otherwise demonstrate anti-social behaviour. Such children participated willingly and constructively in the lunchtime activities. The school also adopted positive behaviour management, with Sports Leaders giving out 'green cards' or stickers for good behaviour and the nomination of children for awards.

Chantelle considered that, to some extent, the impact was immediate; *"put anyone on a space hopper you'll put a smile on their face – it's an instant impact!"* and that changes were going beyond school into home life. She felt that the children were becoming more mindful of healthy lifestyles and the different forms exercise can take, for example, climbing a tree.



### **Future**

The programme in this school has evolved over time and without doubt has benefited from the enthusiasm and commitment of the Change4Life lead. Chantelle was confident though that the structures were now in place for continuance of the programme, even if she were not there. Chantelle felt very strongly that the benefits to the children were wide-ranging and of great importance, not least of which was the impact of the programme on the children's levels of fitness and happiness. The sustainability of the programme has been enhanced by the involvement and commitment of the Sports Leaders, who are inspiring the younger children to go on to train to lead activities themselves. Aspects enjoyed most by these young leaders included *"having fun"*, *"getting more people into sport"* and *"helping people"*. Their role in the sustainability of the activities running at the school is crucial and looks set to continue. In addition to ensuring the support of the lunchtime supervisors, the building in of supervisory capacity in new contracts for teaching assistants is also likely to aid sustainability.



In the future, Chantelle expressed the desire to involve the school dinner providers in Change4Life. She expressed concerns about the food choices available for children in school dinners and about the 'one size fits all' approach to portions. The involvement of outside providers of school meals in Change4Life would enable targeting of children who receive free school meals and who attend breakfast club, thereby maximising impact.

#### **KEY SUCCESS FACTORS**

- The commitment, passion and energy of the Change4Life lead
- Sensitively recruiting targeted children
- Engaging a team of enthusiastic young Sports Leaders
- Gaining support for the programme from the headteacher and whole school
- Incorporating the Change4Life ethos across the school

## ST MATTHEWS PRIMARY SCHOOL

**School Context**

The school is smaller than the average-sized inner city primary school for children from 3-11 years old. There are approximately 200 children on roll and the school attracts children from over 40 different countries. The majority of pupils are from minority ethnic groups and a high proportion of pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs supported through school action is average whereas the proportion supported at school action plus or a statement of special educational needs is above average. The number of children known to be eligible for pupil premium is above average. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress. The headteacher commented that;

*The school community fosters the special ethos that makes us renowned for the care we provide for each individual. We value all of our children and staff and work together to provide an excellent education. We care about the academic, personal, moral and spiritual enrichment of each child.*

(Headteacher)

There has been a marked improvement in the development and ethos of PE, activity and sport across the school, in part because there has been a new headteacher who has been very supportive and interested in that development. The headteacher has ensured that the PE Coordinator Laura (who also runs the Change4Life Club) has cover, to allow Laura to arrange and get involved in sport competitions. The school organized their own competition and will host several other local schools who will be taking part in a mini festival in the playground.

The school has used part of their Sport Premium funding to employ an external sports coach to mentor the teachers and support their development in delivering high quality PE and sport. The coach has delivered training during inset days and works with two teachers at a time during school to deliver a variety of activities and sports. The only other physical activity club available is the Change4Life Club.

**Reasons for taking on the Change4Life Club**

As the school did not provide any afterschool clubs or activities for the children in years 1 and 2, the headteacher was particularly keen to provide a physical activity club for those children. Laura commented that;

*The children in years 1 and 2 do not have any opportunities for after school clubs. I said I was quite happy to deliver the Change4Life Club and because I work with the younger children anyway it just seemed to make sense as I have a good relationship with them all as I have taught them before.*

(Laura, club lead)

Children in years 1 and 2 were invited to take part in the Change4Life Club and were selected on a first come first served basis. The club has generally been oversubscribed and is often inundated with requests from children and their parents to join the club as there are only ten places offered,

as Laura explained; *“We have 10 places at the club and all are taken up pretty quickly. I have a waiting list so long that unfortunately or fortunately we don’t really get any dropouts”.*

### **The Change4Life Club**

The club runs for 60 minutes every Thursday from 3:30pm to 4:30pm and is led by Laura. The children began by changing into their PE kit and then Laura supported the children to complete their logbooks for the first five to ten minutes of the session. Once the logbooks had been completed, the children were ready for the club and they made their way to the playground. Laura placed five hula hoops across the playground and asked the children to find a space. The children were asked to move, run and jog around the space until a number was shouted from one to seven. The number indicates the number of children who have to fit into the hula hoop and after every turn a hoop is taken away. The idea of the game is to promote teamwork.

As a progression from the previous activity, a new instruction was given such as ‘hands or feet!’ and the children had to find a partner and be creative about how they use their hands or feet to touch each other. The children then shouted *“can we play Shark Island?”* and Laura set up the hula hoops again. The hoops were the islands and the rest of the playground the sea. The children had to swim in the sea until Laura shouted *“shark!”* and the children had to stand on an island as quickly as possible. As the islands were taken away the children had to work together to move to and stay in the island. Following on from this the children took the equipment out of the flight bag and played at a station of their choice (but still having the freedom to move to another station and share with others should they wish to do so). At the end of the session Laura and the children talked about what they had done and handed out stickers based on teamwork and other areas.

The session worked very well with the children being engaged throughout. They also appeared to really enjoy the different activities provided. Laura commented that *“the children are always excited about the club and like I say the children who aren’t involved are really intrigued as to how they can get involved and get a place! We are always oversubscribed.”* Two year 1 girls when asked what they enjoyed most about the club replied *“we love Shark Island and all the things we get to play with.”* One girl went on to say *“I don’t want to leave this club when it finishes.”* Additionally, when two year 2 boys were asked about the activities in their logbooks they said *“the activities are fun, I like this word search and I like drawing and colouring in!”* The children were able to ask for their favourite activities during the session and seemed to enjoy being able to play ‘fun games’ at the smaller stations using the equipment within the session.

### **Resources**

Laura discussed how the school delivered the session in their own way. This consisted of using activities that worked well while also developing new games and activities to compliment the sessions. Laura praised the equipment for its variety and utility;

*The equipment is so nice, so useful! It is nice that there are lots of things in there that you don’t find in your standard PE cupboard like your beach ball and the big balloons and things and it is quite exciting for the kids really. The rebound nets are also really nice, the children seem to love those!*

(Laura, club lead)

Laura mentioned that they had not used the wristbands as they are currently too big for the young children. Laura also spoke about the incorporation of the activity cards into the sessions and that after a certain amount of time the children become so familiar with the activities that they are able to simply choose the games and activities they enjoy most; *“Getting their feedback and*

*ownership is key to everything we do.” Laura also spoke about the training and remarked that “the training was really helpful, it gave us different ideas which was really nice and we were also able to get the bags out and have a look inside them and see all the activities, this really made a difference.”*

### **Impact**

Laura believes that the logbooks have started to help the children think about their fitness and activity much more. Laura spoke about a girl who participated in the club previously who said “*I don’t really do much exercise*” and Laura encouraged her to think about how she goes out to play twice a day and the activity that she does during lunchtimes. The girl then said to Laura that although she does enjoy just sitting and reading during her lunchtimes, maybe she could do a bit more running and play a few more games with her friends along with doing her reading which Laura thought was great.

Laura stated that the Change4Life Club is the only opportunity for younger children within the school to get involved in a physical activity club;

*There is only one other physical activity club for Key Stage 2 children, so this is really the only activity club for the younger children and they love it! As it is fun, with lots of games and a chance to play as a whole group and in small groups too. We have lots of other clubs that are creative or musical but not really active and I think that’s why they love this club as it is fun in a physical way. One girl who managed to get into the club this time around had been asking for months to join and now she is here with her brother!*

(Laura, club lead)

### **Future**

Laura indicated that while she is the PE coordinator, the club would definitely continue to run and move forward. Laura also said that she will consider how to engage support, which might enable the club to expand; “*it would be nice to have extra support as we would like to have Key Stage 2 children trained as mentors but it just became too difficult to manage the mentors as well as the children.*” Laura suggested that she would benefit from having an assistant to help with the Change4Life Club as this would enable more children to participate. Both Laura and the school have stated that the SGO network offer support if asked although Laura was not aware of the new support framework or resources attached to the framework.

#### **KEY SUCCESS FACTORS**

- Club lead’s positive relationship with participating children
- Using the logbooks to aid reflection on the amount of physical activity achieved
- Incorporating feedback from the children in the development of the club
- Using the Change4Life equipment to develop new games and activities
- Prioritising the fun element of the club to engage all children

## OUR LADY OF LOURDES RC PRIMARY SCHOOL

**School Context**

This is a larger-than-average primary school and pupils travel from a wide area to attend. There are approximately 420 pupils on roll, aged 4 to 11 years, and 56 teaching and support staff. The majority of children are from White British families and the proportion of children known to be eligible for free school meals is much lower than average. The proportion of children identified with special educational needs and disabilities is also below average. The school has won a number of national awards in recent years, including Healthy Schools status and the Basic Skills Quality Mark.

The school has a large hall and extensive outdoor space with two grass football pitches, a netball court, additional playground space and basketball equipment and facilities. The school works closely with teachers, parents and children to improve physical and health education in lessons, around school and during extra-curricular activities. The school provides opportunities for children and parents to engage in healthy and active lifestyles as Andy the club lead explained by promoting *“long term healthy, active lifestyle choices”*, and competitive opportunities by nurturing *“confident, resilient children who strive to achieve their potential through competitive experiences”* and high quality PE *“to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities”*.

**Reasons for taking on the Change4Life Club**

The school recognised that there was a need to support and educate both adults and children to develop a greater understanding of the benefits of healthy living. Andy, the PE Coordinator and the Change4Life Club lead, felt that the Change4Life Club really fitted into this ethos; *“through Change4Life and our cooking club as a school we believe that we can provide our children with knowledge, improved skills and wellbeing, as well as creating fruitful partnerships between home, school and the community.”*

**Targeting**

Andy feels there is a link between children who are very inactive and their progress academically; *“If you look at the top performing children academically they are the most active children sport wise and if you look at the underachievers, the ones who aren’t making the progress as needed they are actually less active so that’s who I’m trying to target”*. Initially targeting the children for the Change4Life Club was challenging as Andy indicated;

*The parents were branding the club as a ‘fat club’ so I went back to the drawing board and came up with ‘Action Heroes’. I changed the whole letter format, my letter format previously was very Change4Life and then I said no we are going to call it ‘Action Heroes’ I did mention Change4Life in the new letter because I thought you know this is what it is and I then actually stated what it is they were going to do in the club, and why we were doing it, you know the five key areas.*

(Andy, club lead).

Andy was still keen to engage less active children but he knew this would be a little more challenging given the initial issues with the Change4Life Club. Andy sent letters out to certain classes which encompassed children that Andy wanted to target, he then opened the Change4Life Club out to other children within the school. Andy feels *“the parents have responded really well to Action Heroes, I think because they know what their child is doing and what the outcomes are.”* Andy is also now engaging the parents with the 10 minute shake up packs to use outside of school and for the whole family. The school, through Andy’s drive, is keen to employ a holistic approach to healthy and active lifestyles that spans across the school, home and community environments.

### ***The Change4Life Club – ‘Action Heroes’***

The Action Heroes club is delivered every Monday for 60 minutes from 3pm until 4pm. Each week the club focuses on a different theme ensuring that the children are involved in a different activity each week. The Action Heroes have been involved in a creative gymnastics session and an invasion session and this particular session was based around the target theme. The rotation of themes allows the children to try something different over the 12-week delivery period. The activities during this session revolved around golf and utilised ‘golf roots equipment’. The session was held outside on the school field; the location that the session is delivered is dependent on the chosen activity for that week. There were 44 children attending the Action Heroes Club, mainly from year 5 and some children from year 6. Some of the children alternate between the Action Heroes Club and other clubs; *“we allow the children to be flexible, we have one little girl who wanted to participate in Action Heroes and the netball club so we allow her to alternate between the two”*.

The space was split into three activity areas: Hoops for Points, Targeting the Ball onto The Green and the Putting Challenge. In the middle of the activity area there was a triangle marked out by white cones. Andy led the children to the activity area and asked all of the children to sit in the triangle. Andy then explained the rules for each activity and when he announced that in the Hoops for Points activity *“the red hoop is worth 1 million points”* all of the children cheered and became very excited about the prospect of scoring points. Andy then paired the children up and split them into 3 groups. While one of the pair would attempt the golf activity the other child stood in the triangle and moved through an activity or movement of their choice, such as star jumps, high knees, tuck jumps or the plank. In addition these children in the triangle area were asked questions about healthy lifestyles. Andy said *“this week I was basing my questions around snacking, you know what are the good alternatives to sugary snacks linking to the sugar swap information. One girl has just rafted off about 5000 different fruits, which was brilliant!”* The children were able to independently identify a range of movements they could perform and support each other while waiting for their turn within the respective golfing activities.

During the session the children in their pairs were required to add together their scores from each activity. Once the children had an opportunity to participate and practice every activity, they were asked to try and beat their score within each activity (4 minutes at each station within their pairs) and to add together their scores to record an overall total for that session. At the end of the session the children sat in the triangle and discussed with Andy what they had done and shouted out their scores. The children were extremely enthusiastic when Andy informed them *“next week bring your socks, because we are doing combat next week and looking at sock wrestling wars!”*





The session was vibrant, fun and embraced the Change4Life ethos and every child was thoroughly engaged throughout the entirety of the session. The children all listened to Andy and worked well individually, in pairs and as a whole team. Andy encouraged all of the children to keep trying until they experienced success; this created a supportive environment in which the children were keen to help each other and focus on the positive points of the activities. The children were able to keep trying and not give up and were therefore more resilient when it came to experiencing a less positive outcome than they had hoped for. For example the children would often support their partners and say *“try again and stand like this, that might help you”*. Andy and the children smiled throughout the session and when the children were successful they all celebrated by cheering and clapping. The children were keen to tell Andy of their successes and Andy was keen to listen. This created an open and honest environment where, as Andy commented, *“the children really get on well together in the club”*.



Rotating the themes and incorporating a myriad of different ideas and equipment above and beyond that which is provided through Change4Life has exposed the children to a plethora of activities that they might not have ordinarily tried. One year 5 girl said *“I like the club because it is new and different every week, my favourite so far has been gymnastics”*, and another girl added *“it’s fun and exciting we do lots of things, I do another club too but this is the best one!”*, *“I like that we do so many different things, I do a few other clubs too but this is my favourite because it’s the most fun”*. Some children have engaged with other clubs inside and outside of school time. The school fosters the development of all children and where appropriate is able to signpost the children to other activities and clubs if they show an interest. Another year 5 girl said *“this is the club I enjoy most with my friends, the best one was gymnastics, but I really like it all, it is fun and we all get to have a go”*.

## Resources

Andy felt that the Change4Life training was exceptional and the addition of new equipment along with the existing equipment and how this has been managed by the SGOs, has been extremely beneficial; *“the SGOs have really mixed up the themes and added additional support and activities too, I get lots of ideas from your school games and the support I get from my SGOs are second to none”*. Rotating the equipment and utilising other ideas, such as ideas from golf roots or, from other programmes has provided a variety of activities for the children to participate in. The addition of equipment, activities and ideas has only enhanced the Change4Life ethos.

## Impact

The children are much more aware of healthy eating and what this might mean for them, their friends and their family and this was evident through the questioning and feedback techniques Andy incorporated throughout the session. Andy would love all of the children to have a healthy and active lifestyle and through Action Heroes he feels this is achievable;

*We have engaged a number of the less active children that I hoped we would and they are regular attendees to the club so they have increased not just their levels of physical activity but also the enjoyment of physical activity and sport too.'*

(Andy, club lead)

All of the children are much more confident, and are willing to give all activities a go. This change happened relatively early on in the delivery of the club. Action Heroes has maintained a regular participation rate and has not experienced children dropping out. The club has been flexible enough to attend to the needs of the children wanting to try other activities. Andy indicated that *“there are no real dropouts as such, some alternate between other clubs which is fine. I am hoping that the kids will take these activities home with them so they can build upon these at home with their friends and family”*. Andy feels that the parents are *“really on board with the club since we have rebranded the club to ‘Action Heroes’”*.

Andy described how being in a priority area had enabled them to receive valuable mentor support following the initial training, including guidance on how to embed the programme successfully across the school. This has ensured that all clubs (not just Action Heroes) are sustainable and not as dependent on funding. Andy commented that *“the funding we currently have is great, but if it all goes tomorrow we wouldn't want to lose clubs or activities so it is all about sustainability and quality really.”* Andy feels that the additional support he has received from his SGOs in particular in line with the new support framework has been exceptional. The SGOs have actively supported and signposted Andy and the school to additional training, resources and linking into other initiatives or ideas which has really added value to Action Heroes as well as to the rest of the school. Andy mentioned;

*I am aware of being a supported area, the framework and everything that goes with that. But I think I know because I am vice chairman of the Southend School Sports Association so I am quite aware of a lot things, but if you were to ask me the same questions and I wasn't a part of this group I am not sure I would be as aware. But I do know people are getting that additional support without being told you are a supported area you know, there is a lot of support out of there. We have a big push on healthy schools, we have even put in for an additional award you know. We are doing our story at the moment for the extended healthy schools award, we have cooking*



*clubs and lessons to support the activity clubs too; the extra support has helped us aim higher and achieve more!*

*(Andy, club lead)*

### **Future**

The club will continue to run as long as the school has the internal capacity and resource to run the club. The school believes that physical activity is integral to the achievement and health and wellbeing of all children and they will use Action Heroes and other clubs and activities to further support children in adopting active and healthy lifestyles. Andy commented on the future of Action Heroes;

*I am going to keep the Action Heroes on; I think Change4life is the future for PE and sport I think that's going to become more important than just sport itself. I think the whole healthy lifestyle holistic approach will be seen as the most important thing, you know.*

*(Andy, club lead)*

Andy described the sustainable model and approach the school has developed in relation to active lifestyles, PE and competition;

*What we have here at the school are three main high quality PE teachers who come out of sessions to deliver high quality PE. So we come out of class to support the delivery and the idea is that the other teachers work alongside the highly qualified PE teachers so they are learning and developing in that why. So it is a sustainable mentoring model so if the money went tomorrow we are in quite a strong position to continue with all of our initiatives and clubs.*

*(Andy, club lead)*

#### **KEY SUCCESS FACTORS**

- Informing parents of what the club entails and the benefits of participation
- Promoting the club positively
- Rotating the themes and incorporating a myriad of different ideas
- Using the children's feedback to shape the club
- Developing a sustainable model of club delivery

## MOSTON LANE COMMUNITY PRIMARY SCHOOL

**School Context**

This primary school is larger than average in size, with approximately 480 pupils on roll, age 3 to 11 years, and 62 staff. It is situated in an urban area a few miles from a city centre. Pupils who attend come from a diverse range of backgrounds. Around two thirds of pupils are White British; one third are from minority ethnic groups including African and mixed heritage as well as a small number from Eastern European and Traveller backgrounds. A small number of pupils are also from refugee families. Almost three times the average proportion of pupils are eligible for the Pupil Premium and free school meals and the proportion of pupils with special educational needs supported through school action is more than twice the national average. The school has a large hall, some outdoor space and a garden for the gardening group and activities to take place. There is a local park and the school effectively uses this facility as required. The school has a range of awards and accreditations including Healthy Schools Gold status, Arts Mark and Leading Aspects.

The school promotes individual learning and aims for high standards. The school endeavours to ensure that all learners are safe, motivated, active, responsible and thinkers (SMART). One of the school's stated objectives is to develop their pupils' enjoyment of sport and physical activity, through the provision of high quality PE and sport and by promoting passion for lifelong physical activity through shared interests with other children, schools and clubs within the community. Children at the school have the opportunity to compete in a number of sports, including football, tag-rugby, netball, handball, hockey, basketball, tennis, cycling, swimming, cross country running, athletics, badminton, gymnastics and rounders. The activities vary from term to term but include games skills, gymnastics, athletics, dance and swimming. Ian is the specialist PE teacher and provides a motivating and broad PE curriculum across KS1 and KS2 as well as organizing extracurricular activities. Through the primary school premium Ian is released every afternoon to deliver PE across the school, as well as being the lead for the Change4Life Club.

**Reasons for taking on the Change4Life Club**

The school recognises that all children have a need to be active and fit in order to be healthy. Sport and PE is thought to give their children a positive outlook on health and to develop important 'life qualities' such as strength, resilience and agility. Ian believed Change4Life Clubs offer "a unique opportunity for less active children to get more active in a different environment". Ian also expressed the belief that Change4Life Clubs have synergy with the healthy schools award, which is a priority for the school.

**Targeting**

There was recognition that some children were less active and less engaged within PE. Through Ian's role as a specialist PE teacher he was able to identify the children that missed PE sessions, did not really engage in PE and school sport or were absent. It was these less active and engaged children who were targeted for the Change4Life Club.

**The Change4Life Club**

This is the fourth year Ian has run the Change4Life Club. While the aims of the club have not changed Ian has developed activities and built on experiences, evolving the club year on year. The

club runs for 45 minutes every Tuesday afternoon from 3pm until 4pm for the whole academic year, in the large hall the school has for PE, assemblies and other activities. Ian has support from another deliverer and three year 6 Young Leaders. Two of the three Young Leaders attended the Change4Life Leadership course. There are approximately 16 children who attend the club on a weekly basis. There were 8 children targeted to take part in the club and they were allowed to bring a friend with them. Prior to the children arriving Ian and the 3 Young Leaders set up the hall with the equipment from the target bag and supplement this with cones, mats and other PE equipment. There was a main area for whole group activities and four smaller stations for four children at a time to work together in pairs. This allowed all children to have enough time on all equipment and involved them in all activities.

Ian began the delivery by asking the children to use the different 'methods of movement' they have learnt to move around the hall as a warm up before moving on to the main activities. The Young Leaders were each given responsibility for one of the four stations and rotated as the session continued to provide variety for the leaders. The young leaders not only provided children with a demonstration but also offered feedback and support alongside Ian. Ian provided the children with water breaks and during this time they discussed some of the activities in the logbook. The children involved in the club have 20 minute sessions weekly in lesson time to complete the Change4Life Club activities in the logbooks.



Ian indicated that the activities and quizzes in the logbooks have *“really helped the children understand more about their own health and wellbeing and the importance of being active”*. The Young Leaders are tasked with handing out stickers when they see a child or group of children achieving within a specific area related to the stickers they have. At the end of the session Ian asked the children what they had learnt and discussed how they felt after their activities.

### **Resources**

There were no particular reasons for Ian's choice of the target bag for the school. The allocation was *“more on a first come first served basis”* but *“as the equipment was all fantastic it didn't really matter”*. Ian commented that not only was the equipment *“invaluable and of a high standard”*, but that he also uses all activities within the logbooks, which *“are great, we normally complete them weekly”*. Ian indicated that the stickers and wristband are prized by members and provide an effective incentive to attend, *“they love the stickers and wristbands”*. Ian mentioned that the SGO for his area has been exceptionally supportive and has provided the school with additional resources when needed. The logbook activities and quizzes are completed weekly and quizzes are sent back to the SGO.

### **Impact**

This is the fourth successive year that Ian and the school have delivered a Change4Life Club. The headteacher *“is a huge fan and very supportive of the club”* and *“often uses the information gained on the success of the club to report back to the board of governors and to inform their response to Ofsted”*. Change4Life is an integral part of Ian's role and has even linked into the

garden project that has recently been launched within the school. The Primary School Premium has allowed Ian to be released from his classes in the afternoon specifically to deliver PE, School Sport and Change4Life. Ian commented *"I really enjoy this club, it is a real highlight for me to deliver"* and *"We have 100% retention rates with the odd child missing due to sickness"*. Ian stated that *'we have good SGOs who offer support, guidance, training and equipment we have a good network of support across our area which is great.'* However, Ian was not aware of the support framework or being within a priority area.

Ian reported that *"the club is really useful in helping me identify and target children from PE and school sport sessions who need something different and being able to provide them with Change4Life."* The Sports Leaders (two boys, and a girl) have been working with Ian and children participating in the club for four weeks now and they *"really enjoy playing with the kids"* and *"setting up activities"*; the Young Leaders said they felt much more confident and *"we really loved handing out the stickers"*. The two Young Leaders who attended the Change4Life leaders course said that they *"really enjoyed it"*, adding *"I learnt a lot and met new people"*. Every year Young Leaders have played a pivotal role in the delivery of the Change4Life Clubs at the school.

A boy in year 1 said *"I like throwing and catching and doing lots of different things"*. A girl, also in year 1 added, *"I come every Thursday and I love the activities"*. Another boy mentioned *"this is the only club I come to and I have a wrist band too"*, *"I love all activities and running around."* All children were engaged for the full 45 minutes and the support from the Young Leaders was invaluable. Ian made sure the children worked with others they had not worked with before and encouraged children to keep trying at every activity even if at first they did not succeed.

Ian noted that there has been a noticeable difference in the confidence and engagement of the children who are involved in the club, not only within the club but across the school as a whole. Children who previously were not engaged in any physical activity at least attend this club once a week outside of PE lessons. Four children who attended the club on the day of the visit had forgotten that they were supposed to be at other appointments (dentist/doctor) at the time and it was notable that they did not want to leave the session. Ian said if he were to specifically give one example where the Change4Life Club had been particularly impactful it would be Zac. From a very early age Zac missed school on a regular basis due to medical problems. However, since starting the Change4Life Club, Ian reported that both Zac's attendance and confidence have dramatically improved; *"Zac's mum thinks the Change4Life club is fantastic"*.

### **Future**

Undoubtedly the club will continue to run due to the success and added value Change4Life has brought to targeted children within the school.

#### **KEY SUCCESS FACTORS**

- Gaining the enthusiasm of the club leads and Young Leaders
- Using Change4Life to support whole school performance in relation to Ofsted
- Encouraging the engagement of parents
- Recognising appropriate children to target
- Ensuring the commitment and support of the headteacher and whole school

### **School context**

This is a larger than average-sized primary school that was converted to become an academy in August 2012 and serves a mixed catchment area. There are approximately 400 pupils on roll and 36 teaching and support staff. The proportion of pupils who are known to be eligible for Pupil Premium funding is average and the proportion of pupils supported through school action plus is above average. The proportion of pupils who have a statement of special educational needs is also above average and the number of pupils from minority ethnic groups is below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school runs a daily breakfast club for pupils to attend from 8:10am. There are high levels of long-term unemployment in the more deprived areas with a high proportion of the working age population receiving out of work benefits.

The school believes that any child who attends the academy should be given the skills to become resilient, inspired, a problem solver, curious, happy, creative, literate, numerate and ambitious. The headteacher and school embrace an ethos where children are given every opportunity to learn, to respect other people, to be safe, to learn from their mistakes, to treat others fairly and to accept the consequences of their actions. For this to happen, the school redesigned the curriculum so that it is unique to the academy. The school plans project based learning around the following drivers: enquiry, enterprise, inspiration, community, 21<sup>st</sup> century life, immersion, being your best and being world wise. In previous years the school has been awarded the Healthy Schools Award, an award for the Eco Growing Challenge, and they were the runners up for the Garden in a Tray competition and achieved the MCC Spirit of Cricket Award.

The school's headteacher Chris wants each activity and club to be delivered with strong purpose and direction and to link across the school and community; *"Change4Life for example links across our whole curriculum helping with the promotion of health eating, social skills, working together and turn taking to name a few areas."*

### **Reasons for taking on the Change4Life Club**

The school believed that the Change4Life Sports Club would be an offer that would be suitable for and fulfil elements of the Pupil Premium spend, as Chris commented, *"we offered the C4L programme initially as a part of our Pupil Premium spend and offer and we then opened the offer and Change4Life club out as well after that."* The school believed that the Change4Life Sports Club was and continues to be a great medium in which to promote and embrace a healthy lifestyle, improving the physical and emotional health and wellbeing for those children involved. Craig the SGO for the area noted that; *"We look at role models, leadership and taking ownership with the idea of empowering the children to achieve and make healthier choices as well as making them much more resilient"*. He went on to explain that *"we use the Change4Life Club to improve and develop physical and emotional health, as well as enhancing aspirations which will hopefully improve academic attainment too."* There was a natural synergy between the ethos of the Change4Life Club and the project based teaching and learning approach taken by the school allowing for the Change4Life Club to link across the curriculum. Chris felt that this has made it easy for the school to initiate and sustain the club;

*We were able to link healthy food activities from the Change4Life club to numeracy, where they were being taught about fractions and quantities and were really able to translate and apply the information from Maths to Change4Life and vice versa which is great. The children were also using ratio and proportion at their level to make their foods so really there was a strong relationship between their academic work, healthy lifestyles and reality.*

(Chris, headteacher)

### **Targeting**

Initially the Change4Life club was part of the schools' Pupil Premium offer so those children eligible for Pupil Premium funding were initially heavily targeted but then the club was opened out to other children within the school. Craig explained that the reason for taking on the Change4Life club and the approach taken to targeting the children has meant that;

*Some of the children in the club are overweight, some underweight, some have low self-esteem, some children who are not attaining academically and some who dislike PE so it's a real mix. But you know some children need those skills to go home with as they are not necessarily getting the support from their parents so it has worked particularly well here, also the parents may well be of a generation whereby the children are able to impact what they have learnt to their parents.*

(Craig, SGO)

### **The Change4Life Club**

The Change4Life Club is delivered every Thursday from 3:15pm to 4:15pm in the large school activity hall. Two Teaching Assistants (Fran and Lorraine) co-deliver the session, the team teaching strategy and ethos is something the school implements across all programmes. Fran and Lorraine feel that the team teaching approach has allowed and will continue to allow Change4Life to be delivered in a sustainable way. In total the club has 20 children who attend on a regular basis. At this particular session approximately 18 of the 20 children were in attendance. The children formed an extremely cohesive and supportive group and smiled and laughed during the whole session. The children provided feedback throughout the session which was taken on board by Fran and Lorraine, allowing them to adapt activities accordingly to meet the needs of every child. At the beginning of the session the children changed their shoes (the school provided plimsolls and jugs of water) and during the register Fran asked the children questions about healthy eating and also discussed the pizza making activity they participated in the week before.

Fran and Lorraine began the session with a warm up which allowed the children to move around the hall using the space effectively while also listening to instructions as to when to jump, or change direction or speed up. The children then had a water break at which point they were asked to feel their hearts with their hands and describe how they felt. One boy shouted "*it is beating so fast*", another girl said "*I love this game it's really fun*". After the water break the children, with the support of Fran and Lorraine, added more intricate skills to the same activity, while also increasing the intensity and raising the children's heart rate. The activities continued to focus on the children having fun, using spatial awareness and different types of movement to travel around the hall. Throughout this activity the children were all engaged and laughing. Fran participated in the activities and Lorraine supported the children who needed help and offered words of support and encouragement.



It was apparent throughout that session that Fran and Lorraine had adapted the games provided not only from Change4Life resources but also from other programmes too such as the active pack for primary schools from the British Heart Foundation. Craig said *“one of the most important elements to the most successful Change4Life Clubs across our area is sharing activities, ideas and resources and transferring knowledge from different programmes to enhance and supplement delivery”*. The cool down utilised an activity from the British Heart Foundation activity cards; this was sharks and lifeguards. The children sat in a circle with the parachute over their legs. Every child took a turn at being the shark or the lifeguard. The shark crawled slowly under the parachute and had to try and pull someone under the parachute before the lifeguard could save them. This served as an excellent cool down and caused much excitement across the group. The children supported the lifeguard and tried their very best to ‘save’ each other from the shark. This really captured the unity and teamwork that was exhibited throughout the session from the children and this was encouraged by Fran and Lorraine at every opportunity. The session finished with a plenary in which the children were asked questions and they provided feedback.

The session was energetic, enjoyable and clearly embraced the Change4Life ethos with every child engaging in every activity throughout the 60 minute session. Fran mentioned one little girl who had found some of the games too intimidating, *“one little girl finds being in the circle too much so she chose a role outside the circle, pushing the ball into play and fetching the ball when it went out of play. She said ‘this is my role and I like it, I am responsible for this bit’”*. Fran later explained *“previously she would cry and didn’t want to take part so we adapted a role for her and as you could see she loved it and participated in the rest of the session.”*

The children were supportive, attentive and all listened to Fran and Lorraine and exhibited a strong teamwork ethos. Fran and Lorraine created a supportive and developmental environment, allowing the children to try new activities and skills as well as engaging in their favourite games. Even with a relatively large cohort of children Fran and Lorraine were able to provide one to one support and encouragement to every child.

### **Resources**

The school received the target bag as the theme. As a result of the new support framework the School Sports Partnership has been able to distribute additional equipment and has offered schools a copy of the activity cards from the other themes. The school received additional resources and this was allocated on a bespoke basis dependent on the needs of each individual school. Craig indicated that *“some of the bags are better than others”* with the target and flight bags being the most popular and schools citing the equipment as much more ‘transferable’ in these themes. Craig also felt that the creative bag was particularly useful in engaging girls in physical activity due to the themes of dance and cheerleading.

Both Craig and the school believe that more of an emphasis on activity cards and progressions would have been preferential and would really support the development of the deliverer and the clubs. Craig and the SGOs for the area were able to utilize knowledge, resources and expertise from other programmes and activities to supplement activities and provide a wider range and choice of activities for the clubs. These included the British Heart Foundation’s ‘Active Clubs’ resources in addition to Val Sabin’s ‘Positive Play’ guide.

Both Craig and the school believe that the *“teacher training was excellent”* while Lorraine and Fran felt that the training was inspiring and provided some excellent ideas. Following on from the initial teacher training the SGOs were able to provide mentoring support and a team-teaching approach for the first 6 to 10 weeks of the programme. The mentoring approach allowed the deliverers to

build their confidence in the delivery of Change4Life and therefore eventually feel confident enough to deliver the sessions independently of the SGOs. Fran and Lorraine still receive the contact and support ensuring the programme can evolve and the enthusiasm and motivation for Change4Life is sustained across the school, as Craig indicated;

*During the initial teacher training we also invited our coaches and allocated them to individual schools to look at factors such as positioning the club and which children to recruit. This was vital in ensuring the club was implemented correctly to ensure sustainability.*

(Craig, SGO)

Lorraine and Fran both felt that the stickers were great and the logbooks were useful which were completed at regular intervals. Fran commented on the wristbands; *“we have held back the wristbands. Last time we gave the wristbands out they were so big the children lost them quite quickly. So this time we will give them out a little later on in the club”*.

### **Impact**

The school believes the retention figures of 100% within every Change4Life Club run to date is the best measure of impact. Chris stated that *“I think that the best feedback is that we have the same children turning up every week. Roughly 20 a week come to the club”*. Chris feels that the parents have been very much on board with Change4Life and some parents want their children to attend above and beyond the 12 weeks. The parents are familiar with and embrace the physical activity and health clubs as they are a part of school life. The school has a weekly celebration event on Fridays where the Change4Life Club presents what they have done that week which also promotes the club to other children. The deliverers of the club believe that;

*There are children who have come out of their shells and are much more confident. We also believe we can cross-reference the improvements seen in this group of children to their attainment at the end of term. Of course the changes observed in each child happened and continue to happen on a real individual level, some children have really grasped Change4Life with both arms and really pushed on and embraced it. In the after school sessions there is a maximum of 20 places available so the children have really thrived in a smaller group environment, which has really developed their self-confidence and resilience.*

(Chris, headteacher)

The school and the SGOs felt that there were three key areas in terms of the impact of the Change4Life Club on the children, school and the wider community. The three areas were:

- The children being physically active outside of the club by engaging more in school sport, lunchtime clubs and going home to parents and sharing what they have learnt.
- The children discovering healthy eating and healthy choices and taking that learning home and sharing those experiences with their families and friends.
- The children increasing their self-esteem, confidence, resilience and also the potential positive impact physical activity can have on behaviour and academic attainment.

From a sustainability perspective the school and teaching staff have taken ownership of the Change4Life Club. This has ensured that the club has developed and evolved and is embedded into school life. Craig stated that *“ultimately, you have to say the success and sustainability of the club is down to the passion, enthusiasm and drive of the deliverers.”* The initial shadowing and



mentoring following on from the teacher training had a positive impact, however, once the co-teaching approach had finished the onus was then the school and their deliverers to push the programme forward. Chris indicated that *“the deliverers through their drive have expanded the club. The deliverers have added elements of healthy eating to encompass a ‘healthy lifestyle’ approach... this enhances the offer above and beyond physical activity and offers a holistic approach to health”*.

### **Future**

Craig was keen to express the usefulness of the new supported area framework that will continue to help the clubs sustainability. Craig explained that the new support framework had helped schools develop their internal delivery capacity through a team teaching and mentoring approach:

*As a result of the framework we are now able to offer additional support to schools. Many had clubs that were failing because they had become dependent on external delivery and didn't have staff internally to drive the programme forward. With the support framework we have been able to offer a team teaching and mentoring approach, working alongside enthusiastic staff to create a sustainable project which links to the health agenda of each individual school. We found that this has worked much better than in previous years.*

(Craig, SGO)

Fran feels that the Change4Life programme has become so successful that it needs expanding, Fran indicated that; *“The problem we have now is capacity as it has become so successful we may need to look at running more clubs. We have children who don't want to leave the club after 12 weeks and new children who desperately want to start!”* The school will review this in September 2015 and discuss the possibilities and practicalities of expanding the Change4Life programme within the school.

#### **KEY SUCCESS FACTORS**

- Integrating the Change4Life ethos across the whole school
- Using the collaborative team teaching and mentoring process
- Engaging parents and garnering their support
- Combining resources, activities and ideas
- Embracing the support of the new framework in priority areas

## ROBERT BLAIR PRIMARY SCHOOL

**School Context**

The school is an above-average sized primary school with approximately 275 pupils on roll and 64 teaching and support staff. The proportion of pupils known to be eligible for Pupil Premium funding is high compared to that of the national average. Over 70% of pupils are from minority ethnic groups, mainly from White backgrounds other than British, and from Bangladeshi and African heritages. For over half of the children English is not their native language. The proportion of pupils who are disabled or who have been identified as having special educational needs is much higher than average, and 15% of pupils are supported through school action plus or have a statement of special educational needs. These needs are predominantly speech, language and communication needs. The school has a language and communication resource base, a 28-place provision for pupils from across the local authority with statements of educational needs who have been diagnosed with speech, language and communication disorders. The school is currently below the government's floor standard, which is the minimum expected for pupils' attainment and progress. The school has one rooftop play area and several small play areas at ground level with gardens and a graffiti wall. The school has a variety of sport, activity, health and creative clubs that run Monday to Thursday from 3:30pm to 4:30pm. All clubs, with the exception of the Change4Life 'Plus' Club, cost fifteen pounds. The school fosters an inclusive learning community approach where expectations are high, individuals are nurtured and creativity is valued.

The surrounding area has the least public spaces in the country and has some of the highest levels of deprivation which has impacted upon a number of health indices in the local community. The school therefore works closely with the Healthy Schools Team and the SGOs to embrace a holistic teaching and learning approach to health, wellbeing and behaviour. The school has been awarded the bronze and silver healthy schools awards and constantly strives towards engaging the whole family in the promotion of a healthy lifestyle.

The Change4Life programme within this school and across the local authority has been delivered using a collaborative and cohesive approach combining physical activity, healthy eating and healthy choices. The Healthy Schools Team works closely with the SGOs to produce a programme called Change4Life Plus. Change4Life Plus is funded by the local public health team and has been running for the last two years and is open to every school. Every school is eligible for funding through an application process. The Change4Life Plus programme has specific requirements that the schools must adhere to for the schools to receive their funding; the funding is received in three instalments over the course of the programme.

**Reasons for taking on the Change4Life Club**

The Change4Life club has two co-deliverers leading the Change4Life Plus Club; Michelle is the PE Coordinator and Sarah the healthy eating coordinator. Michelle commented on the school's ethos;

*As a school we are very much engaged and on board with healthy schools ethos so we really promote healthy schools and the importance of keeping active, eating well and making choices. We are striving to be a school that is constantly active and doing exercise all the time whether they are aware of it or not!*

(Michelle, deliverer)

Michelle feels that the Change4Life Plus Club compliments the schools ethos for promoting activity, healthy eating and healthy choices. The area is highly deprived and pupils do not have many opportunities or spaces in which they can be active and enjoy a healthy lifestyle, as Sarah noted; *“this is a highly deprived area and there’s not a lot that is really close by for the children or their families.”* Michelle went on to explain how the Change4Life Plus programme provides the children with an opportunity to be active and learn about making healthier choices; *“so for us here at the school it is important that we are providing the opportunities that we can see that they don’t really have outside of school and really promoting that.”*

### **Targeting**

The Change4Life Plus programme requires the schools to target one or all of the following: children who are eligible for free school meals, fussy eaters and overweight, those who are reluctant to take part in PE or disengaged in family life and in particular children in year 3 and 4. The school focused on targeting the children who were eligible for free school meals and other Change4Life Plus criteria as well as targeting children based on discussions with class teachers regarding behaviour and attainment. The school sent out open invitations to all year 3 and 4 children to take part in the club. Once Sarah and Michelle had gauged the number of children who were interested (which was around 25) they were then able to target 10 children and, as Michelle indicated, *“hand pick the ones that really needed the intervention and support.”*

### **The Change4Life Plus Club**

This is the second year the club has been delivered. The club has two co-deliverers to support the children and runs across a ten to eleven week period over the academic year. This particular club has seen a regular parent helper attend both the physical activity and cooking elements of the session. At 3:30pm the children arrived in the classroom, they had already changed into their PE kits (some children borrowed jumpers and plimsolls from the school) and they made their way outside. The activity session lasted for 60 minutes and took place on the playground and adventure area at the school. Michelle initiated a warm up which comprised of movements that changed direction and speed to raise the pulse and stretch of the children. The children were given opportunities to lead during this activity. The children then engaged in ‘grandmas footsteps’ or ‘what’s the time mister wolf’; this was followed by stuck in the mud and hide and seek and then a cool down. Hide and seek allowed the children to play and explore the adventure area and use the outdoor facilities to the full potential. Two boys said *“I am so hot, can I take my jumper off?”* The children asked if they could finish off with ‘grandmas footsteps’ again before cooling down. As they were ‘shaking it out’ Michelle discussed with the children, when and where they could play the games and who they could play them with outside of the club. The activity cards with the games on are available for the children to read and use during play times and lunch times also.

The children were led back inside and were asked to wash their hands and put their aprons on. A number of stations for preparing hummus, crudités and pitta bread had previously been set up for the children. Each child had a role to play in preparing the food with the support of Michelle, Sarah and a parent who had attended the whole session. Once prepared the children sat down and sampled all of the food. They then discussed the foods taste, texture, flavours and how they could change the flavour of the food.

The children listen intently throughout the 60 minute activity and 30 minute cooking sessions. They appeared to enjoy the energy of the deliverers who got involved in the activities and really

emphasized the physical activity elements to promote just how fun the games could be. This was evident through the children smiling and laughing during every activity and as a result every child participated and was engaged throughout the session. The deliverers discussed and embraced team work and sportsmanship within the session and every child had the opportunity to lead an activity. Michelle commented on the change she had seen in one child; *“Jasmine initially hated being here and constantly asked if we could call her dad to pick her up but look at her now thoroughly involved, laughing and enjoying the session.”* Two of the girls when asked what they liked best about the club said *“Grandma’s footsteps, stuck in the mud and making and trying food”*. Another little boy continued *“hide and seek tag is the best!”* Sarah, the Healthy Schools lead within the local public health team, stated that *“the leads are very active here and text the parents to remind them weekly of the Change4Life Plus Club and don’t forget it is on so that has really ensured numbers are high.”* Michelle added *“the kids this time round have been really good not really forgotten kit or anything like that really which really says a lot I think.”* The parent who attended the session said she wished the session ran for the whole year;

*I love these sessions, both the activity and cooking aspects are things we use at home. The children have all made friends work well together and have fun, which is great to see! At the end of the club a celebration event is held whereby all parents are invited also which I am much looking forward to.*

(Parent)

## **Resources**

Sarah felt that, *“the training was great from memory but looking at some of the kit and activities they were really quite intricate and I think a bit too time consuming to set up.”* The feedback regarding training that the Healthy Schools Team has received across the whole area has been extremely positive.

Sarah commented that the Change4Life resources were not really embraced by the children; *“the children didn’t really seem to take to them... they enjoy the simple playground games really, which is really important as we want them to really take these games forward into unstructured play opportunities.”*

The wristbands have not been given out yet, as Sarah felt that last year the wristbands were too big for the children and were lost within the first week. This time the children will receive the wristbands towards the end of the club and will be encouraged to use them to monitor their activity beyond the completion of the club, Sarah felt that *“this gives them something they can work with moving forward.”* Both Michelle and Sarah support the children in completing quizzes from the logbooks, however both commented that *“the quizzes are ok but trying to get them to grasp and estimate time in terms of the amount they have exercised is difficult.”* The logbook activities were completed weekly along with supplementary activities provided by the Healthy Schools Team and other healthy lifestyle programmes.

## **Impact**

All involved in the Change4Life Plus Club believed that physical activity had increased within the confines of the school and they also believed there may be some positive behaviour changes in the home environment. In particular Michelle believes that *“the children have the confidence to be more physically active at playtimes and lunch times, the children engage more in PE and they even remember their PE kit! Their confidence soared which is great.”* Michelle explained that she uses a

lot of the food and physical activity quizzes and activities which she feels really helps to educate the children;

*We had the children looking at Lucozade and when we said it contained 17 teaspoons of sugar they said that's ok right? Until we measured it out into a bowl and they were shocked they said 'wow that's a lot of sugar'. But this made a few of them say I am not having that anymore and then we did the Haribo they were like we are definitely not doing that anymore!*

(Michelle, deliverer)

Sarah and Michelle believed that one of issues for sustaining healthy behaviours outside of the school environment is the lack of real engagement from the parents. Sarah indicated that there was not the relationship between the school and parents to know how much the parents are taking on board; *"the parents are quite disengaged and not educated in terms of lifestyle choices you know and the children are being educated to hopefully then go home and educate the parents in this instance."* Sarah explained that while one parent has been brilliant throughout the process, the other parents seem to be very apathetic to the engagement process and they will always have other commitments however Sarah feels they did *"seem to engage parents in the last celebration session which is great."* The school believes that the Change4Life Plus Club definitely fits across and is embedded into the curriculum and staff endeavour to link the curriculum to healthy lifestyles and foods at every opportunity they can.

### **Future**

The school and deliverers were unaware of the new support framework and resources associated with the framework. However, the local SGO, the Healthy Schools Team and the school not only worked in collaboration but they also had additional support and resources to run the Change4Life Plus Club. Michelle stated that;

*If we do not receive the resource and funding again that we have received we will look at cutting the club down to 60 minutes and maybe we can use some of our sports premium funds to support the continuation of the physical activity element.*

(Michelle, deliverer)

The school is building external school-club and school-activity links so that children can be signposted to activities outside of the school. Links with the local football team for the girls, the tennis club and even opportunities to link to tag rugby have recently become available.

### **KEY SUCCESS FACTORS**

- Embedding the programme as part of the schools' healthy lifestyle offer
- Integrating the Change4Life programme across the curriculum
- Recruiting targeted children appropriately and sensitively
- Focusing the sessions on fun to engage all children
- Allowing the club leads to take 'ownership' of the club