

ACTIVE MOVEMENT REVIEW OF 22/23 FOR WOKINGHAM BOROUGH COUNCIL

August 18th 2023

Executive Summary

Although the effects of the pandemic in 22/23 were less intrusive on school life, the demands of educating children each day were no less challenging. Children are still making up for the academic and socialisation time that was lost; schools were expected to support the cost of living crisis in the face of increased emotional stress and concerns about children nutrition; in addition, teachers felt compelled to strike for pay rises commensurate with high inflation.

Introducing or maintaining any health or activity programme in a school is difficult at the best of times. It is perhaps even harder when the intervention in question is a whole-school programme to be integrated into every lesson on every school day.

It is why Active Movement is designed not to overwhelm the school but to work alongside it. The programme's simple message of 'sit less, stand often and move more' as a means of increasing children's activity levels achieved resonance with children, staff and parents. Its empathetic delivery, ongoing supervision and comprehensive support created a relationship with each participating schools that quantitative and qualitative evidence showed has benefitted the majority.

However, whilst the programme's strength is that it needs neither equipment nor space or burdens teachers, compromises teaching time, disrupts the classroom or causes the school to re-organise, it is also its potential weakness. Maintaining momentum and intensity for an entire school year in an environment where circumstances and priorities change continually places greater emphasis on the teaching staff to remain committed. Though the programme is delivered comprehensively to all, response and integration varies greatly dependent by school.

Data collection is a case in point. Though Active Movement's quantitative data protocols were issued to all participants including detailed timing plans and additional time to complete, only a small proportion provided detailed information albeit substantial enough to make some useful conclusions.

Despite this, Active Movement showed powerful results in increasing activity, reducing sedentary behaviour, affecting waist to height ratio, engaging in other behaviours around travel and healthy food choices as well as inspiring children, staff and parents to add activity to their daily behaviour.

Active Movement Participants for 2022/23

Target	Performance
8 x Primary Schools (first year)	<p>Wheatfield, Windmill, South Lake, Gorse Ride, Polehampton Infants, Emmbrook Juniors & Embrook Infants</p> <p>Note Floreat Montague had signed up for launch in October 22, but delayed and finally withdrew in March 2023</p> <p>Note Aldrynton Primary began the programme in January 2023, but decided to cease support at the end of the Spring term</p>
6 x Primary schools (second year)	<p>St Dominic Savio, Bearwood, Shinfield St Marys, Westende, Wescott</p> <p>Note Earley St Peters decided not to proceed with a second year</p>
15 x Active Travel	<p>All Primary schools indicated above participated in December 2023 (including Floreat Montague and Aldrynton) = 13 schools</p> <p>Note that the event was integrated into the council's My Journey programme (becoming an Active Journey initiative).</p> <p>Note that Active Movement supported an additional two campaigns in February 2023 and May 2023 with relevant resource and support across all schools except Floreat and Aldrynton</p>
1 x Early Years programme	<p>South Lake undertook the Early Years programme</p> <p>Note Polehampton Early Years is also undertaking a new version of the Active Movement programme developed specifically for this school</p>

Content

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ACTIVE MOVEMENT 22/23 PRIMARY SCHOOL PROGRAMME

Active Movement Objectives for 2022/23

- To increase the activity levels of all children within the school by reducing the amount of time sitting
- To integrate non-sedentary behaviour and low-level activity into daily school routine without burdening teachers, disrupting classes, re-organising the school or compromising teaching time
- To embed the behaviour change deeply enough that it is maintained long after Active Movement's involvement
- To create a cohesive approach across Active Movement and similar school initiatives (AQ, Modeshift Star)

Active Movement – KPI performance measures

Requirement	Process
<p>Quantitative assessment of reduction in sedentary behaviour/increased activity outcomes (pre- v post-) (All schools)</p> <ul style="list-style-type: none"> - Reduction in sitting times/increase in activity levels in and outside school - Increase in sport and pastime activity 	<p>Gathered via Active Movement standard KS1 and KS2 behaviour questionnaires</p>
<p>Qualitative review (post-campaign assessment) (All schools)</p> <ul style="list-style-type: none"> - Children focus group review of learning and memorability - Teacher review of programme delivery and implementation - Parent review of programme awareness 	<p>Teacher/parent reviews gathered by post-campaign surveys</p> <p>Children focus groups</p> <p>School case history</p>
<p>Quantitative nutritional review (pre- and post-Active Food Swap programme) (All schools)</p> <ul style="list-style-type: none"> - Assessment of improvement in food choice behaviour 	<p>School response to Active Swap campaign</p>
<p>Active Travel programme to increase active behaviour on school journey times (All schools)</p>	<p>Active Journey event review</p>
<p>Quantitative physical review (pre- v. post-)</p> <ul style="list-style-type: none"> - Body measurement (height and waist circumference) - Strength (via handgrip) 	<p>Independent evaluation conducted via UCL. Outside standard Active Movement programme</p>

Active Movement with AQ/Modeshift Star/Nutrition

- Active Movement is designed as more than a behaviour change for just activity, but a wellbeing programme across all areas of daily routine
- Wokingham Borough Council also offer a range of wellbeing options to school in areas that complement the Active Movement programme
- These areas include Air Quality; Modeshift Star (an upgraded Active Travel programme); Oral Health; Flu protection
- In 2022/23, Active Movement worked closely with various departments in joint promotion e.g.
 - Active Movement promoted dates of 'flu' vaccination programme as reminder for participating schools
 - Active Movement co-ordinated campaigns alongside Air Quality and Modeshift Star to aid recruitment
 - Active Movement/AQ/Modeshift mutually supported respective campaigns
 - Active Movement/AQ/Modeshift Star created integrated Active Journey programme (See Active Journey campaign)
 - AQ/Modeshift Star supported Active Movement recruitment programme
 - Active Movement integrated AQ/Modeshift Star into evaluation process

ACTIVE MOVEMENT 22/23 OUTCOMES

Active Movement KS2 – Increasing activity

- Every participating school agrees to facilitate children completing a short online questionnaire in both KS1 and KS2
- The questionnaire is a self-reporting mechanism to review their activity levels in a number of areas both before the programme begins and after it is completed one year later
- All children are requested to complete to supply as robust information as possible
- Areas covered are
 - Activity in other physical activities including some sports
 - Activity levels in PE
 - Activity levels in school but outside the classroom (e.g lunch and break times)
 - Activity levels outside school (after school, evenings, weekends)
 - Activity levels each day of the week
 - Awareness of healthy food choices
- Each section is scored from 1 (Never) to 5 (Always)
- Cumulative scores are calculated and compared by school
- Data features the same children pre- and post-programme to ensure data is robust
- Only 5 Primary schools supplied comparable data though this resulted in 550 children being assessed

Active Movement KS2 – Increasing activity

School	Pupils	Activity/ Sport	PE	Breaktime/ Lunchtime	Out of school	Daily activity	Nutrition
St Dominics	180	2672	679	1427	1634	4112	698
Westende	120	1775	472	877	1139	2662	485
Emm Jun	191	2627	733	1412	1641	3529	741
Gorse Ride	38	459	136	270	286	594	130
South Lake	21	280	81	171	176	465	
PRE-TOTAL	550	7813	2101	4157	4876	11362	2054
St Dominics	180	3966	684	1307	1942	4792	676
Westende	120	2459	456	883	1184	2736	482
Emm Jun	191	4350	738	1504	2040	4597	760
Gorse Ride	38	720	142	268	382	752	130
South Lake	21	644	85	152	222	465	
POST-TOTAL	550	12139	2105	4114	5770	13342	2048
DIFFERENCE	%	55.4	0.2	-1.1	18.3	17.4	-0.3

Active Movement KS2 – Increasing activity

- Activity levels/choices in sports and pastimes increased by **55.4%**. This demonstrated how the programme can inspire children to consider themselves more active as part of their everyday behaviour
- Activity levels outside school such as after-school/evening/weekends increased by **18.3%** suggesting a change in activity behaviour beyond school routine
- This was further supported by an overall increase in daily activity of **17.4%**
- Activity levels in school (lunchtime/breaktime, PE) did not show increases. This is not uncommon – the changes in activity are more often within the classroom itself

Active Movement KS1 - Increasing activity

- Although all schools were given the pre- and post-campaign questionnaire only **one school** completed both for analysis
- Although the KS1 questionnaire is simpler than the KS2 version, it is more challenging for children of this age and often requires teacher support. This reduces completion levels

	Pupils	Activity	PE	B/Ltime	Out	Nutrition
	56	813	145	202	219	136
	56	825	138	144	235	130
DIFFERENCE		1.4	-4.9	-22.7	7.3	-4.4

- Though the numbers are smaller, there is still consistency in uplifts in overall activity and out of school activity. **Daily activity levels are not measured.**

Active Movement KS2 – Reducing sedentary behaviour

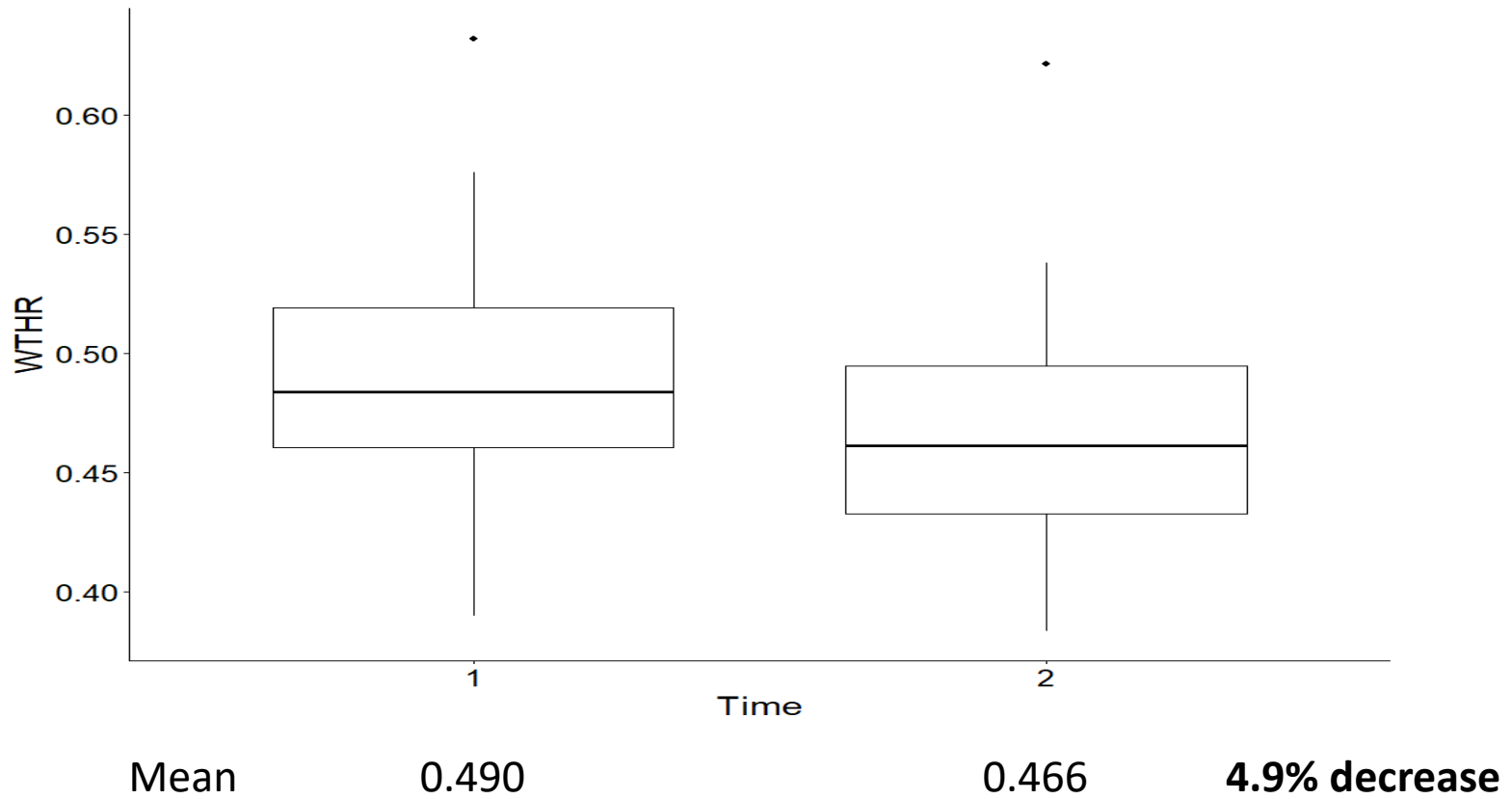
- Every participating school agrees to facilitate children completing a short online questionnaire in both KS1 and KS2
- The questionnaire is a self-reporting mechanism to review their activity levels in a number of areas both before the programme begins and after it is completed one year later
- All children are requested to complete to supply as robust information as possible
- For this analysis, activity levels are notated for each day of the week
In each case, the number of children who recorded the least activity on the scale (e.g. 1 = sedentary, 2 = hardly active) are analysed pre- and post-Active Movement
- Cumulative scores are then calculated and compared by school and overall
- Data features the same children pre- and post-programme to ensure data is robust
- There should be a lower number of children post-Active Movement who are in the 1 or 2 categories
- Note total sedentary behaviour was reduced across all schools by **33.8%**

Active Movement KS2 – Reducing sedentary behaviour

School		M	T	W	TH	F	S	Su	Tot Pr	Tot Po
St Dominics	Pre	70	60	65	54	58	58	74	439	
	Post	56	64	54	47	53	48	64		386
Westende	Pre	61	57	59	58	58	52	72	417	
	Post	46	34	27	43	36	35	46		267
Emmbrook Junior	Pre	104	98	104	108	107	91	106	718	
	Post	69	58	36	53	57	40	70		377
Gorse Ride	Pre	17	19	16	21	20	12	18	123	
	Post	12	10	7	11	15	10	11		76
South Lake	Pre	9	5	6	8	12	7	10	57	
	Post	6	10	7	8	9	5	11		56
TOTALS									1754	1162
Difference										- 33.8

Active Movement Children Physical Review

Waist to height ratio – South Lake – significant decrease



Active Movement Staff Questionnaire

- The staff survey is designed to review teacher’s integration and implementation of the Active Movement programme into their daily school routine
- A total of 42 teachers responded to the online link from Polehampton Infants, Wescott Infants, Bearwood Primary, Emmbrook Juniors, Wheatfield Primary, Westende Juniors
- Response was rated from 1 (*Strongly disagree*) to 5 (*Strongly agree*)
- Red numbers reflect *Agree* or above

I am aware of the Active Movement programme	Active Movement increases activity as part of class routine	My class knows about Active Movement	I am aware of the benefits of Active Movement	I use Active Movement in my classroom	Active Movement does not disrupt me or my class	The children enjoy sitting less and standing/moving more	Active Movement is easy to understand and simple to implement	The Active Movement programme is well resourced	I have seen a difference in class activity level	I have seen a difference in class performance levels
4.3	4.1	4	4.2	3.9	3.5	3.8	3.8	3.3	3.4	3.2

- **Average score was 3.8 (4 = Agree).** Awareness, understanding and class usage were highest. Enjoyment and easy implementation were next. Inadequate resourcing is a surprise and may be due to the competence of the teacher in charge of distribution. Seeing a difference in class performance is difficult for teachers to quantify

Active Movement Parent Questionnaire

- The parent survey is designed to review their understanding and awareness of Active Movement; and whether they implemented it at home
- A total of 122 parents responded to the online link from Westende Juniors, Wescott Infants, Bearwood Primary, Emmbrook Juniors and South Lake
- Response was rated from 1 (Strongly disagree) to 5 (Strongly agree)
- Red numbers reflect *Agree* or above

I am aware of Active Movement	I know Active Movement is about healthy living	I know Active Movement means sitting less, standing and moving more	My child knows about Active Movement	My child and I are more active because of Active Movement	I have seen a difference in our health with Active Movement	I have seen information from school about Active Movement	Staff are informed about Active Movement	I think Active Movement should continue at school
3.8	4	4.1	3.6	2.9	2.8	3.5	3.4	4.2

- **Average score was 3.6 (4 = Agree).** Awareness, understanding and wanting Active Movement to continue were highest. Information and staff knowledge were next. Integrating the programme into home life is disappointing. Seeing a difference in health is difficult for parents to quantify

Active Movement Children Focus Groups

Active Movement met with children representatives across each year at Bearwood Primary, Emmbrook Juniors and Westende Juniors in June 2023 to get their views about its rationale, its implementation and its effect. These are quotes.

'It gets you moving instead of sitting down'

'Active Movement is all around'

'When we sit down our body stops working'

'It's about the little things'

'It's different because we spend too much time sitting down'

'We move to look for our equipment before each lesson'

'It's part of what goes on at school'

'I stand up at home when I am reading'

'Being active means not sitting down'

'It's hard to forget as we're always doing it'

'It puts an idea in our head we should always be active'

'It's not about exercise but moving about'

'Standing up helps me concentrate'

'When I sit too much my brain becomes fuzzy'

'We stand up for multiple choice questions'

'I go for walks with my dad'

Active Movement Children Focus Groups/Staff & Parents

Further quotes from children plus some feedback from staff and parents via questionnaires

‘My mum was on the phone and decided to stand up’

‘We go home with our badges to show our parents’

‘Before it became a routine, my back and hips hurt’

‘It makes your eyes focus’

‘My dad stands up to watch TV’

‘Someone in our class is an Active Mover’

‘We did a lot at the start but it’s less now’

‘The posters remind me to stand up’

‘Could you come to school more to remind us?’

STAFF

‘Children love the active walk and an easy way as a teacher to give children a movement break’

‘In my classroom we use active movement for some routines (register, reading out work etc)’

PARENTS

‘My daughter has definitely enjoyed active movement at school; she’s talked about it a lot!’

‘The concept is well known and the school has mentioned a few times about promoting it more’

Active Movement Active Journey

- Three schools supplied pre-campaign surveys, but only **Emmbrook Junior** supplied post-campaign surveys. Once analysed, results were:

Question	Pre	Post	+/- Diff
Do you bike, scooter or walk to school	134	145	+ 8.2%
Do you use a car to go to schools	17	7	- 59%
Would you prefer to bike, scooter or walk to school	141	183	+ 29.7%
Are you awareness of the Air Quality campaign	0	54	

- There were 199 entries into the 'bingo card' incentive across 10 schools. A child at Gorse Ride Primary School won the prize of a scooter
- Although a small sample, the result was encouraging in changing journey behaviour

Active Movement Active Swaps

The Active Swaps programme is integrated into the overall campaign. It takes place in January – March (to both encourage a new look at health at the beginning of the year and to try and offset likely weight gains over the holiday period)

At the same time, there is an awareness campaign promoting better oral health through promoting regular brushing as a daily behaviour

Although all schools received the full support package, only **Emmbrook Juniors** reported back as below on number of swaps

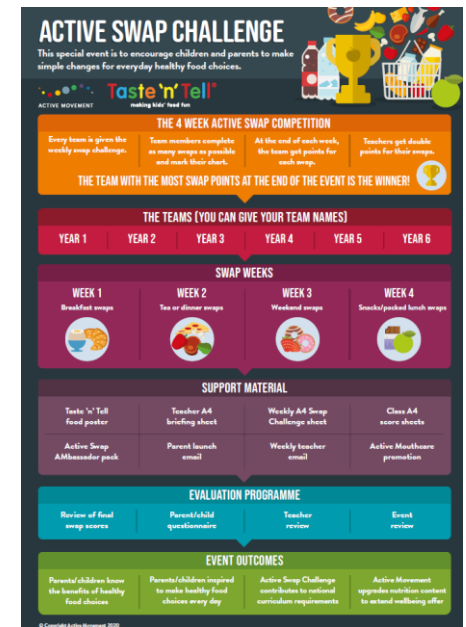
173 children participated

27% made 1-2 swaps

25% made 3-4 swaps

48% made 5+ swaps

Though a small sample, the majority made the more substantial number of healthy food swaps



Active Movement – St Dominics Case History

The following is a report by Laura Hulland Head teacher of St Dominics Primary. This primary school has just completed a second year of the programme. As can be seen in the attached, Active Movement is now an intrinsic part of everyday life at the school.

When Peter first contacted us about the Active Movement programme, we were confident that we had several sports returning post pandemic and children would return to being more active over time. However, it quickly became apparent that our children has lost stamina during COVID: they appeared lethargic in lessons, struggled with concentration and couldn't remain active for long periods.

We began with the programme gradually. The children took the Active Walks and discussed their learning on the way round. Children stood for prayers, reading and to answer questions. What we noticed was that this could also be used to increase participation during lessons. Some children 'switch off' during teacher input. Using standing talk partners meant that children became active and their brains re engaged with the learning. They were more confident to contribute, took part and retained more knowledge for the next lesson.

Active Movement – St Dominics Case History (cont.)

These interventions ran alongside increasing participation in competitive sport, running on our track at breaktimes, skipping and learning football skills. The number of children signing up to extra-curricular activities increased and we could see that their stamina has increased too. Children were standing to learn, moving around school and taking part in a wide range of active activities.

As the programme has grown, we notice that children are not only fitter and healthier but they know more and remember more. The active participation element has also increased outside of school. As headteacher, I take great pleasure in running Junior Parkrun every Sunday morning with many children from our school. Their parents are delighted to report that they can't wait to get out on their bikes and weekend and make 'Active Swaps' for healthier food choices.

The Active Movement initiative is now fully embedded and we has a representative on our Junior Leadership Team who continually comes up with new ideas including inviting visiting speakers into school to inspire future pupils about how Active Movement can support you in your futures too.

We are excited to see where the programme will take us next – it is something which is now very much pupil led and the opportunities seem to keep growing! (24th July 2023)

Conclusions

- Active Movement completed the full programme across the participating schools and Early Years (though the recruitment target was just missed)
- Across all schools, the programme increased activity levels, decreased sedentary behaviour and achieved behaviour change in travelling to school. South Lake also showed a significant decrease in waist-to-height ratio (a more accurate ratio of obesity compared to BMI)
- Qualitative feedback was positive from children, staff and parents
- There is some anecdotal evidence that the programme began to lose momentum further into the school year as internal pressures mounted
- Data collection (particularly post-campaign) continues to be difficult to obtain even though the protocols were simplified, more structured and consistently chased. (In the case of Active Journey it was also incentivised)
- Active Movement continues to offer an opportunity for all to reduce inactivity and integrate more movement into daily routine

Implications for 23/24

- The overall objective for the programme should be reconsidered. Its main focus should be the recruitment of as many schools as possible to widen the understanding, awareness and experience of the Active Movement concept
- Recruitment should be targeted to those schools who could gain the most benefit from the programme (e.g. the most socially deprived, highest on the NCMP rankings)
- The programme may need to be reviewed in the way that it maintains momentum. This may require more regular teacher briefing sessions throughout the year
- Parents remain a target audience that is difficult to connect with and inspire to support Active Movement at home. Further work is needed
- The supplying of quantitative data (such as questionnaires) needs to be enhanced. Whether by incentivisation, setting KPIs and penalties or changing the process of collection, schools must be more committed and efficient
- The co-ordination with other WBC initiatives (such as AQ and Modeshift Star) could create greater take-up, better school liaison and help provide data