



North Yorkshire and York Healthy Schools - Active Lives theme

Willow Tree School

PLEASE READ THIS SECTION FIRST

The process for achieving a North Yorkshire and York Healthy Schools Award

The aim of this action plan is to record progress and evidence towards achieving the Active Lives theme of Healthy Schools.

- You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be written.
- A list of the further supporting documents that need to be uploaded online as evidence is provided at the start of the action plan



Getting started in school



Lead Staff Member

Identify a named lead for the Healthy Schools Award but we do recommend a wider team work together on the award due to the different themes of the programme.

Share the Active Lives action plan with the staff healthy schools team/ whole staff team and record what is already in place and is working well, using data from the Growing up in North Yorkshire

Pupils Healthy Schools Team

To make a submission for a healthy schools award the school **must have** a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.

Share the Active Lives action plan with the pupils healthy schools team and enable pupils to contribute to what is

North Yorkshire: Growing up in North Yorkshire survey (GUNY) York: School Health and Wellbeing Survey (SHWS)

If your school took part in the GUNY / SHWS we would like data from the survey to be used to support your schools submission for a Healthy Schools award.

The data could be used to show:

<p>survey / School Health and Wellbeing Survey to support your responses.</p> <p>Identify any outstanding elements of the Active Lives criteria that need to be in place before submitting for the Active Lives theme. Identify the actions required to fulfil the criteria, who is responsible and the time frame.</p>	<p>working well in school and what could be further improved. Data from the Growing up in North Yorkshire survey/ School Health and Wellbeing Survey could also be shared with pupils.</p> <p>The aim of the pupil team is to involve them to explore what is working well, what could be better and to help implement a positive change in your school linked to this theme.</p> <p>(See appendix 1 at the end of the action plan for a suggestion on how you can feedback on pupil involvement)</p>	<ul style="list-style-type: none"> • what was not working well and how you have implemented actions to make improvements • how well the provision is working in school and how this has been achieved <p>GUNY Comparison data could be used from the 2018, 2020 and 2022 survey.</p> <p>If your school did not take part in the GUNY/ SHWS other data can be used – please identify the data source in the action plan.</p>
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Documents that need to be in place and will be required to be uploaded via the healthy school's website as further evidence to support your schools submission for the Active Lives theme

As part of the submission we require the following documentation to be uploaded as further evidence for this theme	
Documentation that is required	Yes, in place
<p>A Physical Activity policy an up-to-date physical activity policy which is wider than a PE policy and is regularly reviewed and shared with the whole school community. The policy should be inclusive of all physical activity opportunities throughout the school day including breaktimes and encouraging active travel to and from school.</p>	<p>Yes, in place.</p>
<p>An example of your extracurricular sport and activity timetable</p>	<p>Yes, in place.</p>
<p>One photograph of a healthy schools noticeboard, physical activity display board or an aspect that supports this theme in school</p>	<p>Yes, in place.</p>



Submitting for the Active Lives theme once all elements of the action plan have been completed

Submitting for an award via the healthy school website:

Log onto <https://healthyschoolsnorthyorks.org/> and sign in with your school username and password

- Once all criteria have been achieved, please work through the Active Lives 'Theme content' section online, uploading evidence where required.
- Finally upload your completed action plan and supporting photographs. *Please can all photographs be copied into a word document along with a short summary of what the photograph is showing.*
- Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.

Please see the [healthy schools website](#) resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, please contact us healthyschools@northyorks.gov.uk

The following is the action plan that needs to be completed when making a submission for the Active Lives theme of the Healthy Schools Award

Active Lives action plan criteria- this needs to be fully completed before applying

Pupil Voice

Please write in this section what the pupil's healthy schools team identified as the area for development in relation to the Active Lives theme and what changes have been implemented to make improvements. This should be **supported by a photograph** of a healthy schools noticeboard, physical activity display board or an aspect that supports this theme in school.

Travelling to school- The school council team recognised that many of our children are driven to school, even when they live within walking distance. We discussed some of the reasons why children might not walk to school and children suggested what might help to prevent this including: raising the profile of walk to school days, more opportunity to develop bike riding skills and more teaching about the importance of being active. The children also commented that the school is located on a busy and quite dangerous road which might put parents off allowing their children to walk to school. We already take part in North Yorkshire's walk to school days but realise that we could raise the profile for this further. We previously have delivered bikeability for UKS2 pupils and bike tuition for our Reception children but have identified the need to offer the bike tuition across school to ensure every child leaves Willow Tree as a confident bike rider. We have funds and plans in place for additional bike and scooter storage, including moving this to a more accessible and safer position within our school grounds. The school recently met with Chrystal Staveley from NYCC to look at improving opportunities for walking to school,

including creating an active travel plan which we are in the process of developing. The school has also registered for the modeshift travel scheme which we intend to progress with over the year.

Growing up in North Yorkshire Survey or for York schools the School Health and Wellbeing Survey (or other school data if the survey was not accessed by the school)

Please write in this section to showcase some data from your schools survey that relates to the Active Lives theme to either show how an area was identified for development or evidence to show an improvement in provision.

National Child Measurement Programme 20/21, 21/22 and 22/23

Reception- over weight or living with obesity 23% NA: 22% and 23% N-Yorks.

Y6- 32% who were overweight or living with obesity 34% NA & N-Yorks

Growing up in North Yorkshire survey:

Y6- 44% of all children travel to school by car. Y2- 72% travelled to school by car.

Y6- 49% said they were worried about their weight.

	Outline what you already have in place in your school to meet these criteria and how you know it is working.	ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.
<p>Senior Leadership commitment</p> <p>The leadership and management of the school provides visible leadership and champions PE, School Sport and Physical Activity for whole school development and consistently monitors the provision that is being provided.</p>	<p>The school has a PE lead and sporting events lead. Staff and pupils previously identified the need for more after school clubs that promote being physically active (this is in place in our clubs timetable).</p> <p>SLT have timetabled designated leadership time so that active lifestyle, PE and sports events lead are able to plan events, monitor the teaching and learning of PE and physical activities across. SLT have met to discuss the use of sports premium budget and ensure this is used to make sporting and physical activities accessible for all. Budgets have been effectively utilised to ensure equipment, outdoor resources and playtime resources.</p>	<p>In addition to a PE lead and sporting events Lead, SLT have appointed a fulltime role of outdoor and active lifestyles. Their role will be to prioritise outdoor learning across the school and provide more opportunities for children to be physically active. This includes enriching the curriculum through additional sporting opportunities, visits and use of school grounds.</p>
<p>Policy</p>	<p>In place, see policy.</p>	<p>Policy has been reflected upon since starting the Healthy Schools Award to ensure it</p>

<p>The school has an up-to-date physical activity (not just physical education) policy that is regularly reviewed and reflects the provision within the school and has been developed in consultation with the whole school community. The policy should be inclusive of all physical activity opportunities including encouraging active travel, active learning, playtimes and outdoor learning where appropriate eg maybe specifically for nurture groups or SEN in secondary schools.</p> <p>EVIDENCE UPLOAD: Physical Activity Policy</p>		<p>reflects all physical activities that are on offer at Willow Tree.</p>
<p>Subject Leadership</p> <p>There is a named PE subject lead in school with protected time and clear responsibilities and who has parity to other subject leaders in status and resources.</p> <p>The quality of provision is subject to regular and effective self-evaluation which is monitored by the SLT and governors.</p> <p>EVIDENCE: confirm in the action plan that a named subject lead is in place.</p>	<p>PE Lead: Katy Wignall Sporting Events Lead: Jade Duncan Active Lifestyle Lead: Emma Astin</p> <p>Over the past year, leadership time has been used to implement and review the teaching and learning of PE, sporting opportunities and active lifestyles across the school. During this time the school has begun using a new PE scheme “get set 4 PE” as well as adding to our offer of clubs and extracurricular activities for all pupils. Staff have used pupil and staff voice to obtain accurate reflections of the teaching of PE and being active across school.</p> <p>SLT work closely with all subject leads including during leadership time to ensure time is being managed effectively and support is offered when needed. Drop ins and CPD sessions provide chance for staff and SLT to observe and share teaching of PE and other curriculum areas that foster a love of being active. Subject leads have all completed an action plan for each aspect of being physically active and review regularly. These have been</p>	<p>Outdoor and Active Lifestyle lead has been brought in as an additional member of staff this academic year to place a greater emphasis on keeping physically active across the school day.</p>

	<p>shared with Governors and SLT. An impact report is created at the end of each academic year which is also shared with SLT and Governors.</p>	
<p>Curriculum including monitoring and evaluation</p> <p>There is a taught planned programme for all year groups which meets the statutory requirements of the PE curriculum. The planned curriculum has adequate curriculum time and is regularly monitored and evaluated</p> <p>Pupil's progress in PE is assessed and this progression is communicated to pupils and parents through school pupil reports.</p> <p>The school are teaching the statutory aspects of the Health Education curriculum which includes 'physical health and fitness'.</p> <p>PE and school sport are celebrated as part of whole school achievements eg linked to formal house/form rewards, assembly, an achievements noticeboard.</p> <p>EVIDENCE: provide detail in the Action Plan of how the school effectively monitors PE & physical activity; along with how sporting achievements are celebrated in school.</p> <p>PRIMARY</p> <p>The statutory PE curriculum is planned to link with wider opportunities within the school for physically active learning and cross curricular learning e.g physical literacy and physical numeracy: outdoor learning.</p>	<p><u>Vision statement</u></p> <p>At Willow Tree we aim to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children's wants and needs and provide them with a wide range of active experiences, clubs and offer them a broad range of competitive and non-competitive sporting opportunities. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being.</p> <p>Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities. 	<p>Since beginning the healthy school award pupils from Y1- Y6 now come to school in PE uniform to ensure more time is available for physical activity to take place during PE sessions.</p>

EVIDENCE: detail in the action plan an example of a cross curricular opportunity for pupils to be physically active.

- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Implementation

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. We strive to ensure that all children will receive a minimum of 2 hours of quality PE teaching. This is also supported and widely promoted by a range of after school activities, interschool competitions, sporting trips, bikeability, active playtimes and sports day.

	<p>Impact: Chn are all receiving a balanced curriculum that progresses, filling all curriculum expectations. Key knowledge progresses from year group to year group and children have the opportunity to build upon prior knowledge. All children have swam once a week for an entire term.</p> <p>PE is monitored through regular drop ins, use of pupil and staff voice, videos of skill development within sessions and use of formative assessment. Physical development is reported to parents as per the statutory requirements of the EYFS framework at the end of Reception. Any concerns or comments about progress are shared with parents through parents evening and end of year reports. If there are developmental concerns these are immediately reported to our school SENDCO as well as parents to ensure children receive the appropriate support to allow us to meet their physical needs.</p> <p>Evidence of sporting achievement is widely celebrated across the school. This is evident through displays, assemblies, social media and communications with parents.</p> <p>EYFS- Development of outdoor learning environment. At least three full afternoons on our big field. KS2 extended afternoon play to maximise outdoor opportunities. KS1 now have access to Reception outdoor learning environments to extend learning across the curriculum.</p>	
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	<p>Local visits are planned in every half-term for local walks for example Year 2 walking to the woods to support setting descriptions of woods for literacy. Geography and science seasonal walks in Year 1, take place regularly to promote keeping active across all aspects of the curriculum.</p> <p>Public transport is maximised for trips to ensure children have a good understanding of how travel safely and keep active on visits e.g. Year 1 train journey to Wonderlab in January and Year 5's train journey to visit Leeds City Museum.</p>	
<p>PRIMARY ONLY: PE Premium funding</p> <p>The schools PE and School Sports Premium funding website publication is up to date and detailed on the school website which must include the following information:</p> <ul style="list-style-type: none"> • The amount of premium received • A full breakdown of how it has been spent (or will be spent) • The impact the school has seen on pupils' PE and sport participation and attainment • How the improvements will be sustainable in the future and will build school capacity for PE/ sport delivery <p>EVIDENCE: provide detail in the Action Plan of the website address/ link for where this up-to-date PE premium report is published.</p>	<p>SLT met with the active lifestyle team to discuss the use of sports premium budget and ensure this is used to make sporting and physical activities accessible for all.</p>	
<p>Staff CPD</p>	<p>Jon Steel from Rugby Tots currently delivers rugby tot sessions for EYFS staff to take part in every Thursday afternoon.</p>	

<p>There is a program of CPD for relevant staff to deliver high quality PE and provide an active environment around school.</p> <p>Relevant staff feel confident and comfortable teaching PE with access to on-going CPD.</p> <p>Expert visitors are used to enhance teaching, rather than a replacement for teaching by staff.</p> <p>EVIDENCE: provide detail in the Action Plan of relevant staff training.</p> <p>PRIMARY Ideally a member of staff has achieved the professional vocational qualifications (level 5/6) Primary School Specialism and subject leadership in PE and School Sport.</p> <p>Provide detail in the action plan.</p>	<p>Rugby tots and Dave-the bike man support gross motor development in EYFS and have supported staff to improve their own knowledge in these areas of physical development.</p> <p>Staff invited to participate in team building and sporting events e.g. bench ball.</p> <p>Sporting influence coaches have been previously used to coach and support teaching of PE until staff built up confidence.</p> <p>Chance to Shine online and practical Cricket CPD for all teaching staff.</p> <p>Staff CPD- Get set 4 PE Katy Wignall and the importance of being physically active.</p> <p>Scrap Shed training (play-time development) - all staff</p> <p>Weekly CPD session allow all staff to observe PE sessions being delivered. There is also opportunity to reflect upon the sessions after during feedback. These sessions were initially delivered by the PE lead but are now opportunities for all staff to showcase their teaching so that staff can learn from each other in a positive and collaborative manner.</p>	
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	<p>Sporting influence deliver a robust competitions program which staff rotate to attend. This ensures all staff are regularly updating their knowledge of competitive games.</p>	
<p>Targeted Support and Provision</p> <p>The school is identifying and engaging with groups of pupils who may require further support such as inactive, low confidence, overweight and SEND pupils with more targeted or specific interventions and opportunities. The provision is monitored to ensure pupils are engaging and it is meeting their needs.</p> <p>Pupil premium pupils are offered activities and participation is tracked.</p> <p>EVIDENCE: detail in the action plan how pupils are identified, monitored, the types of activities offered and the impact of these.</p>	<p>All sporting clubs and competitions are accessible to all. Staff carefully ensure all children have access across the year and that it is not the same groups participating each time.</p> <p>Clubs identify that vulnerable pupils and pp are given priority for clubs and enrichment opportunities including golf, archery and visits. Our weekly swimming session also deliver SEND swimming sessions to allow additional opportunities for children with additional needs.</p>	
<p>Active Travel</p> <p>The school encourages all pupils, parents/ carers and staff to actively travel to school under safe conditions. These could be supported by participating in Walk to School days/weeks, rewards and incentives for walking/cycling where the whole school community take part.</p> <p>Appropriate secure cycle storage is available.</p>	<p>We offer a range of transports for trips to raise awareness of modes of transport for parents and pupils.</p> <p>Walk to school days with North Yorkshire.</p> <p>We currently have one bike/ scooter shed on site but have funds and plans in place to change the location of this and make more accessible.</p> <p>Bikeability- UKS2</p>	<p>Since taking part in the award, we have raised the profile of walk to school days by ensuring better promotion and more advance warning to parents.</p> <p>We met with Chrystal Staveley on 11th November to discuss active travel arrangements for the school. This has provided additional scope for our vision and included the school signing up for Modeshift stars which we intend to make progress with during the year.</p>

<p>Schools register on Modeshift STARS and begin work to create a Travel Plan to show their commitment to travel for the school journey:</p> <p>www.modeshiftstars.org</p> <p>EVIDENCE REQUIRED: registered on Modeshift STARS</p> <p>PRIMARY ONLY</p> <p>The school offers bikeability training and considers participation in the Junior Road Safety Officer scheme supported by NYCC Road Safety Team.</p>	<p>Bike tuition- EYFS and any new arrivals to school who may not be able to ride a pedal bike.</p> <p>Road safety visitors have been planned into our overview for visitors and trips.</p>	
<p>Extra curriculum opportunities</p> <p>The school provides opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity and offers choice and variety.</p> <p>Schools should demonstrate that they are broadening the physical activity experience outside of PE lessons. This could include but is not limited to:</p> <ul style="list-style-type: none"> • Adaptation of the extracurricular sports offer to support SEND and inactive pupils to access opportunities that are right for them. • Ensure activities offered don't include gender bias but are inclusive and open to all • Include a range of activities alongside traditional clubs – eg dance, yoga • Consult with pupils around what activities they would like to attend 	<p>SEND swimming sessions in our onsite pool enable further opportunities for all pupils to be physically active.</p> <p>Clubs are accessible to all regardless of gender, SEND or ability. PP and vulnerable children are prioritised their first choice of clubs and extracurricular activities.</p> <p>School provides big financial support to ensure all pupils are included in residential and other visits.</p>	<p>Since taking part in the healthy school awards, the school has met with sports crew and school council to ensure there is enough choice of additional sporting opportunities. We will continue to develop this and expand our offer to all pupils each year.</p>

<p>EVIDENCE UPLOAD: an example of an extracurricular sport and activity timetable</p>		
<p>Working in partnership with Parents/ Carers & the wider community</p> <p>The school provides a comprehensive School Community Links programme to create opportunities for young people to compete inside and outside of school.</p> <p>The school promotes local, varied opportunities for physical activity.</p> <p>Messages around healthy lifestyles are sent home to parents and carers via eg Public Health Change 4 Life leaflets, local sporting opportunities.</p> <p>EVIDENCE: provide detail in the Action Plan of an example of signposting to parents & carers about physical activity opportunities.</p>	<p>School sports competition timetable and club offer includes opportunities for people to compete.</p> <p>A robust timetable for trips and visits enable all pupils to be physically active beyond the school grounds. Every year group has at least one off site visit or experience every half-term.</p> <p>Messages around healthy lifestyles are also embedded in our school curriculum, assemblies and visitor offer.</p> <p>Parents receive weekly updates every Friday, which include signposting to support for healthy eating and lifestyles e.g. change for life. In addition to this, our family support worker sends termly newsletters which highlight a range of opportunities for families to keep active and healthy.</p>	
<p>Promote the HAF Holiday programme</p> <p>Promote the holiday activity programme to all pupils in school and ensure that any materials sent to school specifically for free school meal eligible pupils are distributed to relevant pupils.</p> <p>Consider applying for HAF funding and running or procuring own holiday provision in school utilising</p>	<p>Termly holiday clubs and sport clubs are sent out to parents before each school break. We promote HAF to eligible families.</p>	

the funding to enable free school meals eligible children to attend for free.		
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North Yorkshire schools:

[What is FEAST - North Yorkshire Together](#)

NEXT STEPS

What are your next identified steps to continue to ensure the effective implementation of a whole school approach to Active Lives?

Detail below.

Development of outdoor provision for EYFS, KS1 and rest of the school including the spending of £2,500 received recently from a local charity to further develop outdoor learning. Continue to monitor and provide staff CPD for outdoor teaching and learning opportunities.

Appendix 1: Pupil Healthy Schools Team - A suggested approach is the You said... We did... Feedback on the changes ...

For example:

You said: All pupils were asked the question, "How can we make lunchtimes happier, safer and calmer?" Pupils were given a week to formulate their ideas and then we held a consultation for them to put their ideas forward. After discussion, the following ideas were taken on board and changes made:

We did: Example

- KS1 and KS2 should have separate playtimes so that there are less children in the hall and then outside at playtime. The times were changed to separate sessions.
- I would like to sit with my friends and I would like to choose who I sit with (presently they sit in their houses). Pupils were given the option to choose where to sit.

Example feedback on the changes / positives:

- "Lunchtime is much better now than it used to be. This is because you can sit with your friends and the lunch hall is quieter and calmer."
- "I like the lunch hall better now because it is much quieter."

- “I love lunchtimes now because I am sitting with my friends. Before, I used to sit with no one to talk to.”