



The Healthy Schools London (HSL) Gold Award Reporting Tool



School Details

Name of School:		Borough:
Alexander McLeod Primary School		Greenwich
Key contact and job title:	Lauren Binks. Class teacher and PSHE/SMSC leader.	
Date achieved HSL Bronze Award:	17 th July 2018	
Date achieved HSL Silver Award:	28 th November 2018	
Health Priority 1 (universal)	Group	Planned Outcome(s)
Healthy eating	Children in KS2 who have packed lunch (115/339 children – 34%).	<p>To increase the percentage of children who are having a healthy packed lunch (as per the food policy) from 40% (46 children) to 75% (86 children).</p> <p>To increase the portions of fruit and vegetables in lunch boxes from an average of 1 portion per child to 2 to 3 portions per child.</p> <p>To increase the number of packed lunch children drinking water from 43% (49 children) to 75% (86 children).</p> <p>To reduce the number of sugar-based snacks in lunch boxes from 2 to 3 snacks to 1 sugar-based, homemade (if possible) snacks.</p>
Health Priority 2 (targeted)	Group	Planned Outcome(s)
Physical activity	For the girls in upper key stage 2.	<p>To increase the percentage of girls attending after school sports clubs from 49 children (54%) to 64 children (80%)</p> <p>To improve girls attitude to wanting to take part in PE and other physical activity from 60 children (75%) to 80 children (100%).</p>



Name of School:		Borough:
Alexander McLeod Primary School		Greenwich
Project Start Date	28 th November 2018	
Project End Date	25 th May 2018	
Consent to share Report and Photographs	We agree that HSL may share this report and photographs. Please delete as appropriate Yes	

Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)	Planned Outcome/s
Health Eating	To increase the percentage of children who are having a healthy packed lunch (as per the food policy) from 40% (46 children) to 75% (86 children).
Group	
Children in KS2 who have packed lunch (115/339 children – 34%).	<p>To increase the portions of fruit and vegetables in lunch boxes from an average of 1 portion per child to 2 to 3 portions per child.</p> <p>To increase the number of packed lunch children drinking water from 43% (49 children) to 75% (86 children).</p> <p>To reduce the number of sugar-based snacks in lunch boxes from 2 to 3 snacks to 1 sugar-based, homemade (if possible) snacks.</p>

Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

A: Record results and outcomes

i) **Overview::**

Last year, 40% of our Year 6 children were identified as being obese. Following on from our data last year and the proportion of 10- and 11-year-olds in the UK who were obese in 2015-16 rising to 19.8%, up from 19.1% the year before, we wanted to start this project as soon as possible. Following the 2015 census, Greenwich was considered the 14th most deprived borough in London. Research from 2014 showed that by the age of 11, around 40% of Greenwich children are obese or overweight (5th worst rate in London).

Following feedback from members of SLT and midday supervisors, we knew there was a need to educate our children and parents about a healthy packed lunch, as many children were bringing in whole packets of biscuits and sweets. Additionally, some children were regularly bringing takeaway food (such as



McDonalds and kebabs) into school for their lunch, unaware that this does not fit with a healthy, balanced diet. These issues have also led to some safeguarding concerns and therefore we knew our parents really need some educating on nutrition and obesity.

From our monitoring in July 2017, children in Key Stage 2 who brought a packed lunch to school were, on average, bringing 2-3 high sugar and/or snacks and on average, only 0 - 1 portion of fruit and vegetables. As this does not support a balanced diet, we knew we needed to help our children improve on this.

ii) **Planned outcome:**

In our HSL Silver award we planned to achieve the following outcomes for our universal healthy eating priority:

- To increase the percentage of children who are having a healthy packed lunch (as per the food policy) from 40% (46 children) to 75% (86 children).
- To increase the portions of fruit and vegetables in lunch boxes from an average of 0 to 1 portion per child to 2 to 3 portions per child.
- To increase the number of children drinking water from 52% (60 children) to 75% (86 children).
- To reduce the amount of high sugar snacks in lunch boxes from 2 to 3 high sugar and fat snacks to 1 – 2 low fat and sugar, homemade (where appropriate) snacks.

iii) **Outcomes achieved:**

We achieved the following in relation to our planned outcomes:

- The percentage of children bringing in a healthy packed lunch (as per the food policy) has increased from 40% (46 children) to 70% (80 children).
- The portions of fruits and vegetables that children are bringing in has increased from 0 to 1 portion per child to 1 – 3 per child.
- The number of children bringing in water has increased from 32% to 78% (90 children).
- Unhealthy snacks in lunch boxes decreased from an average of 2 to 3 per child to 0 – 1 per child.

iv) **Detailed results:**

- The number of children bringing in a healthy packed lunch since the start of this project has gone up and we are very pleased with this result. It went from 40% of children (46 children) having a healthy packed lunch to 70% (80 children). Although we did not reach our target of 75%, we will continue all our actions into the summer term and aim to get the final 5% then, hopefully even more.
- We were very pleased to see the increase in fruit and particularly vegetables in children's lunches. Children have now started bringing things like carrots, peppers and celery to dip in humous, as a result of this project. We have increased the average of children bringing 0-1 pieces of fruit or vegetables to an average of children bringing 2 – 3 pieces.
- We are very pleased to see such a rise in children who bring water for a drink at lunchtime. This has risen from 52% (60 children) to 78% (90 children). We are also seeing more children, who have an alternate drink, going to get a glass of water in the canteen as well as the drink in their lunchbox.
- We are proud to see such a big decrease in children bringing in unhealthy snacks in their lunchboxes. On average, children are only bringing 1, and some 0, unhealthy snacks in their lunches.



B: Approach

i) **Describe how you achieved the outcomes:**

Baseline data

We collected data at the start of this project through a hand up survey to identify what packed lunches in our school looked like. Throughout the term, we have completed surveys with children chosen at random and look at the following parts of their lunches:

- Their drink – is it water?
- Number of portions of fruit and vegetables
- Number of healthy snacks
- Number of unhealthy snacks

Parent engagement

Change for life leaflets were sent home to parents with information about healthy lunches and healthy eating in general. These leaflets included ideas for lunches to encourage parents to give their children healthier options. The link to the information on these leaflets, from Change4Life, was also made available on the school website.

Food technology kitchen

We opened our food technology kitchen in September 2017 and since the kitchen has been used daily. In the autumn term, it was used to run our packed lunch competition. Since then, each year group has been using the kitchen either 2 or 3 times a half term with lessons linked to their topics with a focus on food technology skills, such as peeling, chopping and grating. We are hoping that these life skills will encourage the children to get involved with cooking and preparing food for themselves outside of schools, with their parents and carers.

Curriculum links

In both science and PSHE curriculums in key stage 2, there are learning intentions linked to healthy eating and how different foods impact on our bodies and so all of key stage two will continue to learn about this during the year.

Healthy Packed lunch competitions

During Autumn 2, all children in the school took part in a healthy packed lunch project. This included children having 3 sessions in our food technology kitchen where they were learning how to make different healthy packed lunch items. During our healthy school's week, children were also given the chance to design a healthy packed lunch, based on what they had learnt in the kitchen and winners of this competition had their designs put onto the school website. Children were then encouraged to share this with their parents and for them and their parents to use the different entries as examples of what they might have in a healthy packed lunch.

Healthy school's week

Our healthy Schools Week was a great success and something all the children enjoyed. During the week, each child got to join in with a variety of activities, including:

- A workshop in the style of 'Ready, steady, cook' where a chef came in with a large bag of ingredients and the children had to create a healthy meal with them. This was particularly interesting workshop as the children learnt the difference between processed and unprocessed fats and sugars.
- A workshop with the school's fruit and vegetable supplier, discussing where the food comes from, how it is grown and how different foods are grown at different points in the year. He very kindly donated all the fruit and vegetables on his barrow and these were used in cooking lessons throughout the school,



some were sent home, and some were used as prizes, including a giant pumpkin.

- A workshop based around fruit, looking at how we can turn fruit into a fruit smoothie. We looked at which fruits flavours worked well together and then turned them into smoothies. We rented a smoothie bike and each child had a chance to ride the bike and make a smoothie.

Healthy school's ambassadors

We are introducing Healthy Schools ambassadors in Summer 1 and their responsibilities will include serving salad and giving out cutlery at lunchtimes, helping to keep the lunch room clean and discussing healthy changes in children's lunches. They will also responsible for monitoring the packed lunches. The children who have been monitoring packed lunches whilst we completed this project, will be part of our Healthy Schools ambassadors team.

C: Analysis of results

i. Include details of what worked and why

Data

04.12.2017 – One third of the children were drinking water, average of 0-1 pieces of fruit/veg, 0-1 healthy snacks and 2 unhealthy snacks.

18.12.2017 – One fifth or children were drinking water, average of 1 piece of fruit/veg, 0-1 healthy snacks and 3 unhealthy snacks.

08.01.2018 – Half of the children drank water, average of 1 pieces of fruit/veg, 1 healthy snacks and 2 unhealthy snack.

22.01.2018 - Majority drank water, average of 1 pieces of fruit/veg, 1 healthy snacks and 1 unhealthy snack.

08.02.2018 – Majority drank water, average of 2 pieces of fruit/veg, 2 healthy snacks and 1 unhealthy snack.

20.02.2018 - Majority drank water, average of 3 pieces of fruit/veg, 2 healthy snacks and 1 unhealthy snack.

12.03.2018 - Majority drank water, average of 3 pieces of fruit/veg, 2 healthy snacks and 1 unhealthy snack.

Parent engagement

The information given to parents was very useful and we had good feedback from parents. "It was a really and informative idea putting the healthy packed lunch information on the school website." one parent said.

Food technology kitchen

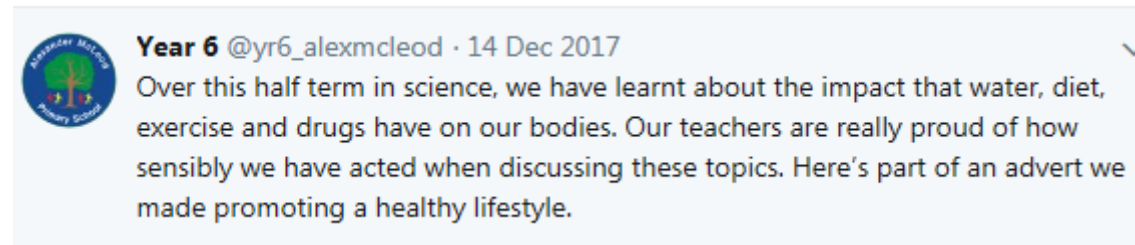
The food technology kitchen has been a great success with children throughout the school enjoying learning how to cook different foods and enhancing our science curriculum in regards to healthy lifestyles. We have also had several successful clubs running in the food technology kitchen with a focus on healthy eating.



Curriculum links

The Science and PSHE curriculums have both been used to teach about healthy lifestyles and healthy eating. The science learning has been monitored by a book look in Spring 1 and by looking at the data on Target Tracker. The PSHE learning was monitored by a book look in Spring 2.

“I was really interested to see how much sugar was in the foods I eat everyday like crisps. Even some of the fruit had a lot of sugar in!” Year 6 child



Healthy Packed lunch competitions

After the healthy packed lunch competition, we challenged children to try and create packed lunches that resembled their healthy packed lunch designs. After this, we saw an increase in the number of children bringing healthy snacks and more portions of fruit and vegetables being bought in for lunches. Parents have also been able to access these designs from the school website to give them inspiration for their child’s packed lunch. We have also found, through pupil voice, that some children are also helping to make their own lunches with their parents. We have also seen a decrease in waste of food from packed lunches, we believe this is because they’re eating more fruits and vegetable. A child in Year 5 said “When I was in Year 3, I’d have a sandwich, crisps and water but now when I make a packed lunch I’d have an apple, a ham and cheese sandwich and a bottle of water. This year, I’ve learnt that some foods I thought were healthy are not actually health”.



Food Technology Retweeted
Year 3 @yr3_alexmcleod · 7 Nov 2017
 Healthy packed lunches? Easy! 3L proved themselves to be real 'breadwinners' with their superbly made, healthy brown bread. @foodtech_alex

Food Technology Retweeted
Year 4 @yr4_alexmcleod · 17 Oct 2017
 4BL enjoyed using the food technology room today to create their own monster sandwiches from a range of different ingredients @AlexMcLeodPS

Food Technology Retweeted
Year 6 @yr6_alexmcleod · 1 Nov 2017
 As part of our school's Healthy Packed Lunch Project, we made malt loaf. We thought this would go well with a healthy wrap and some fruit.

Healthy schools week

The healthy school's week highlighted that children were not aware of the negative impact of fat and sugar and their diets. Since then, we have noticed a rise in the impact of fruit bought at playtimes. We have also started selling fruit and vegetables, grown in the garden, before and after school to the school community.

Year 6 @yr6_alexmcleod · 18 Oct 2017
 We met Fleur, a nutritionist, and considered how to make good sugar swaps. Thank you for coming to talk with us!

Year 6 @yr6_alexmcleod · 18 Oct 2017
 6B made some amazing smoothies on the smoothie bike. We are excited to try these recipes at home! @AlexMcLeodPS

Year 6 @yr6_alexmcleod · 18 Oct 2017
 Year 6 are loving Healthy Schools Week! We really enjoyed meeting Peter and looking at the different fruits and vegetables on his barrow.



Year 6 @yr6_alexmcleod · 16 Oct 2017

Year 6 were inspired to cook a healthy meal with Darren from @Rootstofood
Well done to both teams for cooking amazing meals! @AlexMcLeodPS



Healthy schools ambassadors

We will monitor the results of the Healthy school’s ambassadors across the summer term. We have been using them in Key Stage One for the last two years and they have been highly effective.

ii. **Include details of what did not work and why**

- Unfortunately, we were unable to complete a visit to Tesco to take part in their Farm to Fork workshop as these workshops have now been cancelled. However, we have booked visits to a local farm for the summer 2, in place of this visit.
- We hosted a workshop for parents, themed around healthy eating, with a particular focus on packed lunches, unfortunately the parent turnout was poor and we have rearranged this to take place in summer 1, straight from school, to encourage more parents to come,

ii. **Unintended outcomes/ wider impact:**

- The learning kitchen is now a prominent part of our school and is being used daily.
- Over the last two years, our gardening club has grown, and it is now very successful. The gardening club has taught many children how to grow fruit and vegetables and they are growing so many that they are now able to sell their produce back to the school community on a weekly basis at reasonable/cheap prices.
- We have now started to sell breakfast items to the school community at reasonable/cheap prices to encourage children to have a healthy breakfast. The ice cream van that used to park outside our school every day, has been asked to change location, to encourage children to buy healthy fruit, rather than ice creams at the end of the day.
- A ‘Facts about Food and Cookery’ workshop now takes place on a weekly basis and this has been going on since Autumn 2. “I liked cooking healthy things like humus with chopped carrots. Then we got to eat them, and they tasted good.”
- Children who take part in gardening club, are now selling fruit and vegetables before and after school to the school community.
- A daily gardening club takes place for vulnerable children and a lunchtime club also takes place where all children can attend. This is a highly popular club at lunchtime. Whilst at the club, children prepare, plant and pick seasonal fruit and vegetables that have been growing in our allotment throughout the year. We have received a variety of seeds from different companies, looking to encourage schools to grow their own food. “I like when Claire helps us to do planting because then we



can make the flower beds look nicer. We also grow fruit and veg in the greenhouse which is good so that we can use the fresh fruit and veg for selling and the children who sell them feel proud about themselves.”

- A company is currently using our Food Technology Kitchen to run a course for families, teaching them about healthy lifestyles and how to cook healthy foods. These are free sessions and available to all families within our school.
- The food policy, written in 2017, has been updated and handed out to parents to support them with making healthy food choices for their children

D: How activity is being sustained

Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.

- The Healthy Schools week was a great success and will now become an annual event with the children taking part in activities themed around living a healthy lifestyle. During this week, the healthy packed lunch competition will take place again as that was very well received.
- We developed use of our food technology kitchen and this will continue to be used to teach children how to prepare and cook healthy foods. The kitchen is also being used by clubs to run healthy eating themed cooking clubs, also teaching important life skills.
- This year we sent paper leaflets home for parents in regards to healthy eating. We will continue with this however we will use to e-mail to send them healthy eating recommendations/ideas to ensure all parents receive them and that they are easy to refer to. This will also be available on the school website.
- Healthy eating will continue to be taught in science and PSHE lessons, as per the national curriculum.
- As a school, we use twitter to share good learning. Any learning linked to healthy eating will be shared on the school's PSHE twitter account.
- The Healthy Schools Ambassadors will continue to monitor lunches and send home challenges for children to complete on a weekly basis.



Reporting Template HSL Gold Award: Health Priority 2 (Targeted)

Health Priority 2 (Targeted)	Planned Outcome/s
<p>Physical activity</p> <p>Group</p> <p>Girls in upper key stage 2 (80 girls)</p>	<p>To increase the percentage of girls attending after school sports clubs from 49 children (54%) to 64 children (80%)</p> <p>To improve girls attitude to wanting to take part in PE and other physical activity from 60 children (75%) to 80 children (100%).</p>

Health Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

A: Record results and outcomes

i) Overview:

Class teacher's in years 5 and 6 last year reported that they were worried about many of the girls in their classes who were overweight, very self-conscious and yet reluctant to join in with PE and after school sports. This links back to the concern that 40% (35/86 children – 59 of which were girls) of last year's Year 6 children were classed as obese by the end of the year (NCMP data). Based on pupil voice from the Year 5 and 6 children, we have learnt that many are not excited about PE and after school clubs, so we know that as a school, we need to change this mind set. Pupil voice tells us that girls do not want to take part in after school sports clubs as they are reluctant to play sports with boys and we wanted to change this mind set.

75% of girls (60 girls) in Upper KS2 say that they want to join in with PE and other physical activity, but we needed to inspire the other 25%. (20 girls)

The number and percentage of girls attending after school sports clubs was 49 children (54%).

60 out of 80 upper KS2 girls (75%) reported that they want to take part in PE and other physical activity.

In September 2017, we started a project around inspirational woman throughout history. This project was so inspiring for our children that we wanted to take it further and link it to inspirational woman in sport. Through the project, we learnt that the girls felt unequal to boys when talking about physical activity and PE and we therefore developed our silver action plan to help us overcome this. We wanted girls to have more confidence in themselves and start to see themselves as equal to the boys when it comes to physical activity. We did some pupil voice, of pupils in upper key stage 2, to find out how all of them were feeling about PE and physical activity. We found that many really enjoyed being active, but some still lacked that excitement as well as a lot of confidence. We wanted girls to be more excited about taking part in PE and to feel inspired by other women who have been successful in sport. After completing the pupil voice anonymously and learning about the children's opinions in regards to physical activities, I spoke to their teachers. The Year 5 and 6 teachers explained that they had a real mix of girls, some who love PE and the daily mile and others who felt uncomfortable taking part. When implementing the actions from our silver plan, it was those girls that we aimed a lot of the actions at and really encourage them to take part. I also discussed with SLT the importance of the daily mile and we discussed how this project could help girls to be more excited about it, rather than just seeing it as something they had to do.



ii) Planned outcome

In our HSL award we planned to achieve the following outcomes for our targeted physical activity healthy eating priority:

- To increase the percentage of girls attending after school sports clubs from 49 children (54%) to 64 children (80%)
- To improve girls' attitudes to wanting to take part in PE and other physical activity from 60 children (75%) to 80 children (100%).

iii) Outcomes achieved:

We achieved the following in relation to our planned outcomes:

- The percentage of girls attending after school sports clubs has increased from 49 children (54%) to 65 children (81%)
- The attitude to girls wanting to take part in PE and other physical activity has increased from 60 children (75%) to 80 children (100%).

iv) Detailed results:

- We are thrilled to see that more girls are now attending physical activity based clubs and hope this will go up more when we introduce 'Bootcamp' in Summer 2. The number of girls who attend these clubs has risen from 49 children (54%) to 65 children (81%).
- After lots of hard work, workshops and exciting PE lessons, we are also very proud to see that all the girls in upper key stage 2 are now wanting to take part in PE and other physical activity, rising from 75% before.

B: Approach

i) Describe how you achieved the outcomes:

Baseline data

We collected our baseline data through pupil voice, to establish the attitudes towards physical activity in upper key stage two. Additionally, we used pupil voice from the 'We can do anything' school project, to understand the girls' attitudes towards physical activity both inside and outside of school. Finally, we used the club attendance records to establish and compare girls in upper key stage two attending sports clubs after school.

We Can Do Anything event

The We Can Do Anything girls only event was a chance for girls to see different physical activities that they could take part in. This linked with the schools focus for the Autumn term which was 'inspiring women throughout history' and gave girls a chance to try activities themed around science and maths too. Girls who attended took part in football, basketball and hockey. The aim of this event was to encourage children to attend the after school clubs. Every child was given a list of school clubs on this day so that if they were inspired by the event, they could join the club.

Physical activity clubs

The school is currently offering dance, karate, football, gymnastics, multi-ball skills, basketball, invasion games, ballet and table tennis club for children to attend afterschool and all these clubs are very popular. The girls in upper key stage can attend the following clubs: karate, football, gymnastics, basketball, hockey, invasion games and table tennis. The football and basketball clubs are for girls only.



Female visitors

Tara Proctor, a former professional footballer and current owner of her own fitness business, came in lead a workshop with the year 5 and 6 children. Tara shared her sports success and explained the importance of leading a healthy lifestyle in order for her to pursue her career in fitness. All of upper key stage two met Tara, learned about her life and career and asked her questions in relation to her career. Tara then completed a fitness workshop with the girls in years 5 and 6, giving them a new perspective on physical activity. The girls loved this session and were keen for Tara to come back. We were also visited by Beth Bingham, part of the Wales women's hockey team. She explained her story and why she persevered to turn her enjoyment of hockey into a career. She then did a Q and A with the children about sports, hockey and career aims.

Curriculum links

Year 6 spent the Autumn term learning about how to care for their bodies, including looking at exercise and how a lack of this impacts on their bodies. During this, they were given the opportunity to take on the role of a personal trainer and create a meal and exercise plan for another child in their class and one for a member of SLT. We compared how the exercise needed will be different for children and adults.

Year 5 linked their maths lessons to physical activity and looked at how their heart rates were affected depending on the amount of exercise they were doing. They then compared this to their own lives and discussed how doing no exercise will impact on their heart and how doing moderate or lots of exercise will impact on their heart.

Healthy Schools Week

The main focus of our Healthy Schools week was on healthy eating. However, key stage 2 also took part in a fitness workshop with a member of the Sporting Club Thamesmead. This was an exciting opportunity to remind children that exercise can be fun and all of the children enjoyed the games played.

C: Analysis of results

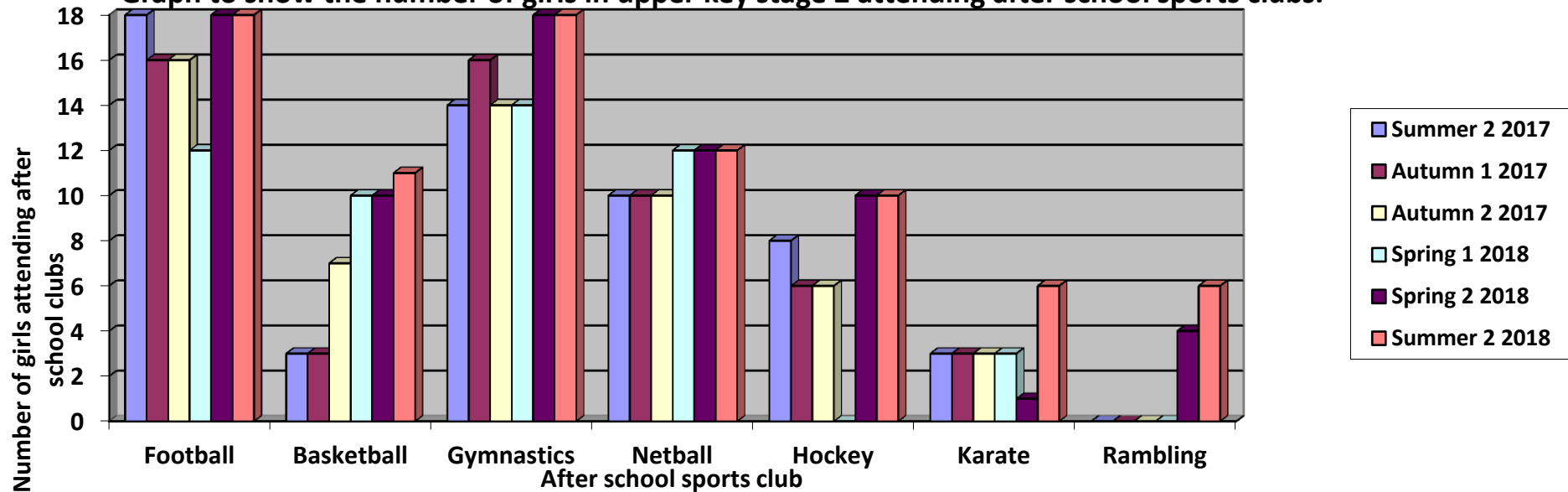
i) Include details of what worked and why

Baseline data

We had an increase of girls attending after school sports clubs from 54% 49 children (54%) to 65 children (81%). The graph below shows the number of girls attending each club per half term.



Graph to show the number of girls in upper key stage 2 attending after school sports clubs.



We Can Do Anything event

The We Can Do Anything event was a great success with lots of girls attended and tried a variety of different sports. “I’m normally too shy to try hockey because all of the boys play it, so it was nice to try it when it was just girls. I think I will play it more now.” Year 5 girl

Physical activity clubs

We have seen a rise in the number of girls attending sports clubs.

“I like football club because it’s something you can look forward to at the end of the week.” Year 6 girl

“I like gymnastics because it gets me running and doing lots of different skills. Basketball is a nice way to play with my friends. Ramblers club is nice to explore the woods because we can find lots of different things and we do nice activities. These clubs are good for me because they help me to stay fit”. Year 6 girl



Female visitors



Tara Proctor @TazFitnFearless · 6 Oct 2017

I thoroughly enjoyed my visit to @AlexMcLeodPS to speak about football and fitness. Such a great bunch of kids and lovely staff 👍👍🏀



“I liked that we had a different experience in PE, because we don’t always the kinds of activities tara did with us. Tara was really nice and friendly. She was also really open about stuff like encouraging us and saying “you can do this””. Year 6 girl

Curriculum links

After looking at the importance of exercise in Year 6, the girls have shown great enthusiasm and excitement for their PE lessons and during the daily mile. “I like to challenge myself in PE and feel excited to compete against all the children in my class”. Year 5 child.

Healthy Schools Week

During the Healthy Schools Week, the girls took part in a fitness workshop. Following this, we noticed an increase in the number of girls taking part in rugby at lunchtimes.

ii) Include details of what did not work and why

- Due to the school’s calendar being very busy, we have not yet had a careers fair take place. However, one did take place during the last academic year and we planning to arrange one for the second summer term. The careers fair was planned as part of the silver award to demonstrate excellent female role models to our girls and show them different careers that require good fitness. For example, Jodie Broughton – dance teacher, Tara Proctor – owner of fitness business, running fitness classes, and ex-football player, Nathan Beale – personal trainer and Beth Bingham – hockey player. We thought these role models would encourage the girls to develop their physical activity and aspire to be like them. With potentially, some girls looking for a career in sport/physical activity.
- The boot camp aimed at upper key stage 2 girls was due to start in the spring term. However, due to poor weather and lack of inside space, this has now been moved to the summer term.
- Although girls’ attendance at clubs increased overall, as a result of the project, their attendance was not always consistent. We found this was due to a variety of reasons, for example: some of the girls who regularly attended clubs have left and news girls have come in who do not attended consistently, we have found



the cost of some clubs has caused parents to not sign up their children and some children were unable to attend in certain terms due to tutoring sessions.

iii) Unintended outcomes/ wider impact:

- We are now targeting children in Years 5 and 6 who we feel will benefit from more opportunities for physical activities, such as the football and netball teams.
- During the Spring half term and Easter holiday, we are now offering a 'physical activities camp', where children can take part in activities such as archery, basketball, football and many more.
- In Spring 2, we held a sport relief event, where children completed a 'Circuit-a-thon' linked to gymnastics.
- We now have 2 girls football teams for girls in UKS2 and girls also can play on the mixed team with boys too.
- The number of girls in Upper KS2 taking part in hockey at lunchtimes has increased. Also, the girls enjoy playing football during their 'girls only' football time on a Friday. They also join in with the boys on their year group's time throughout the week.
- We opened some of the clubs up to girls in Year 4 who we felt would benefit from more physical activity and who were excited about sport. We are hoping they will inspire other children in their class to do the same once they are in Year 5.

iv) Detail changes that have been made to the school and/or local environment

- The grounds of the school have been completely updated, including a hockey pitch, basketball court, 2 football pitches, a running track and climbing equipment. The playground is now covered in astroturf allow children to run freely and safely during play and lunchtimes – encouraging them to take part in physical activity.
- The rambling club takes place in the local woods, allowing children to see that physical activity does not always have to take place in school.
- Although the project had a positive impact on girls' attitudes, we are aware that they may still feel not equal to the boys in regard to physical activity. We plan put in place things to address this such as same sex sports clubs, same sex PE lessons (when appropriate) and we have also started teaching lessons about equality and gender stereotypes.

D: How activity is being sustained

i) Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.

- Clubs will continue to be offered to girls in upper key stage two and where possible, these clubs will be free. We have now introduced a free ramblers club for girls in upper key stage two to give them even more options of clubs to take part in. We will also be introducing a 'Bootcamp' club, just for girls, in Summer 1.
- We will continue to invite visitors into the school to promote healthy lifestyles and have already confirmed with one visitor, Tara Proctor, that she will be back to run more workshops with the children.
- When appropriate, separate girls and boys PE lessons will continue to take place.
- The Healthy Schools and PSHE budgets will continue to be used to bring in outside visitors and provide clubs aimed at getting the girls excited about physical activity.
- Girls who are showing excellent progress in PE and greater confidence in physical activity related activities, will continue to be celebrated in Star of the Week assembly.
- Clubs available will continue to have a regular spot on our newsletter
- Physical activity PE and the daily mile will continue to be promoted via our twitter page



- Assemblies will continue to take place focused on inspirational sports people.