

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

Date: Monday 18th July, 2022 Time: 10.30 am Venue: Mandela Room
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AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 20 June 2022 3 - 10
4. School Meals and Physical Education - An Overview 11 - 22

Council officers will be in attendance to provide the scrutiny panel with:

- an overview of school meals and healthy eating standards in schools;
- information on free school meals and Middlesbrough's headline facts and figures; and
- information on the physical education curriculum and details of school-based activities.

The Principal of Unity City Academy will also be in attendance to provide the scrutiny panel with information on the academy's PE curriculum.

5. Education and Covid-19 Recovery

The Executive Director of Children's Services will provide a verbal update.

6. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meeting of the Overview and Scrutiny Board held on 22 June 2022.

7. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin
Director of Legal and Governance Services

Town Hall
Middlesbrough
Friday 8 July 2022

MEMBERSHIP

Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones, M Nugent and G Wilson

Assistance in accessing information

Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, georgina_moore@middlesbrough.gov.uk

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 20 June 2022.

PRESENT: Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones, M Nugent and G Wilson

ALSO IN ATTENDANCE: Councillor M Smiles (Deputy Mayor and Executive Member for Children's Services)

OFFICERS: S Bonner, R Brown, S Butcher, C Cannon, T Dunn, G Moore and K Smith

APOLOGIES FOR ABSENCE: Councillor P Storey

22/1 DECLARATIONS OF INTEREST

There were no declarations of interest received at this point in the meeting.

22/2 MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 25 APRIL 2022

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 25 April 2022 were submitted and approved as a correct record.

22/3 EDUCATION AND LEARNING - AN OVERVIEW

The Director of Education and Partnerships provided the scrutiny panel with information on the main service areas within its remit and an outline of priorities, key issues and challenges for the year ahead. The following information was provided:

- For a significant period of time there had been disruption for education, due to Covid-19. Infection rates had settled and schools were now undertaking 'business as usual' activities.
- In light of the impact of Covid-19, the Government had introduced a White Paper, which focussed on achievement and improving outcomes for children and young people. The paper set out plans to make sure every child could reach their potential. Middlesbrough would be provided with additional funding to deliver the Government's ambitions. The Local Authority would continue to ensure schools worked collectively to improve outcomes, provide high quality education and deliver the ambitions of the White Paper. Given the Government's plans, by 2030 it was anticipated that all schools would have become academies.
- To support the delivery of the White Paper, the Government was currently seeking views on its Green Paper about the changes it planned to make to the special educational needs and disabilities (SEND) and alternative provision (AP) system in England. The Government had recognised that although significant investment had been made in the SEND system, the system was financially unsustainable. The Green Paper aimed to tackle that by improving mainstream provision and ensuring settings offered early and accurate identification of needs, high-quality teaching, and prompt access to targeted support. The Green Paper aimed to improve mainstream provision, building on the ambitious of the White Paper reforms.
- The Local Authority was currently investigating the funding and opportunities available to develop multi-agency family hubs, focussing on school readiness.
- Given the impact of Covid-19 and the increase in demand, the issue of SEND sufficiency was highlighted and the importance of ensuring there was a sufficient number of places to educate children and young people with SEND and provide specialist provision.
- There had been recent changes in respect of attendance in schools. The importance

of school attendance was highlighted, as it provided reassurance that children/young people were benefiting from education and professionals were able to safeguard and promote their welfare. It was expected that, in future, there would be new duties placed on the Local Authority to improve attendance. The Local Authority's Vulnerable Children Attendance Project (VCAP) aimed to monitor and track the attendance of vulnerable children. The Department for Education (DfE) had selected Middlesbrough as a pilot area in respect of school attendance, building on the good work that had already been undertaken.

- Although the areas referenced were of national importance, the issues of SEND sufficiency and attendance were very specific to Middlesbrough's local needs.
- The issue of youth violence and the work undertaken with schools was highlighted as a priority for Education and Partnerships. Work in that area would continue via the delivery of the Youth Justice Plan.

A Member enquired about the relevance of SEND sufficiency to the scrutiny panel's recent review of SEND. The Director of Education and Partnerships explained that SEND sufficiency was specific to the free school wave and funding announced by Government to provide special and alternative provision free schools. The closing date to register an interest was July 2023. The issue was specific to sufficiency, rather than broader SEND provision.

In response to a Member's query regarding the locations of the proposed family hubs, the Director of Education and Partnerships advised that the funding planned to provide universal provision to those families in need. It was added that, in respect of developing the hubs, the scrutiny panel may wish to provide input.

A Member highlighted the importance of tackling youth violence and recommended that the topic be selected for the scrutiny panel's work programme for 2022/23.

A Member commented that, when agreeing its work programme, the scrutiny panel may wish to review the development of family hubs as part of a broader topic of early learning for young children.

NOTED

22/4

SETTING THE SCRUTINY PANEL'S WORK PROGRAMME - 2022/23

The Democratic Services Officer presented the submitted report. The following information was provided:

- At the start of every municipal year, panel members discussed the topics that they would like to review during the coming year.
- Work programmes were useful as they provided some structure to a scrutiny panel's activity and allowed for the effective planning and preparation of work.
- Referenced in the report was a list of topics which were anticipated to be of particular interest to the scrutiny panel.
- A topic that had been agreed last year, which had not been investigated was School Meals and Physical Education.
- The topical issues referenced in the report were - the impact of COVID on learning, every child deserves the best start in life, leading and delivering early childhood services, Pupil Premium and sexual abuse in schools and colleges.
- The suggestions received for the scrutiny panel's consideration were - air pollution outside schools and the impact on school attendance, teaching children about budgeting, digital inclusion for children and young people and children who struggle making friends at school.
- The Director of Education and Partnerships had suggested that it would be timely for the scrutiny panel to investigate the topics of youth violence and work undertaken with schools; SEND sufficiency and the free school wave.
- When considering its work programme, the scrutiny panel was asked to ensure that topics agreed for inclusion met the criteria detailed at paragraph 13 of the report.
- A prioritisation aid was included at Appendix 1 to enable Members to determine topics where scrutiny can make an impact, add value or contribute to policy development.
- It was recommended that the scrutiny panel identified two topics it would like to include in its work programme, those would then be submitted to the Overview and

Scrutiny Board for approval.

A Member made reference to the impact of Covid-19 on the learning of four and five-year-olds, ensuring every child deserves the best start in life and leading and delivering early childhood services. It was suggested that those issues could be considered collectively by investigating the topic of early learning for young children.

A Member commented that it would be beneficial for the scrutiny panel to look at Free School Meals (FSM) and the issue of school attendance.

A Member expressed a wish to investigate the topic of youth violence and its links to school exclusions and attendance. It was added that there had been an increase of serious youth violence across the Cleveland Police Force area.

A Member put forward a suggestion that the scrutiny panel investigated the topic of School Meals and Physical Education, which had been previously agreed for the work programme in 2021/22. The need for pupils to have access to healthy and nutritional meals was highlighted. It was added that data and information in respect of FSM could also be considered as part of the review.

Members were in an agreement that a short review of School Meals and Physical Education could be undertaken to look at healthy eating standards in schools, FSM data/figures and the physical education curriculum.

The Director of Education and Partnerships advised that work undertaken to address serious youth violence was primarily delivered by the Youth Offending Team and its partners (including schools). It was clarified that the topic had been suggested as the Local Authority worked in partnership with schools to deliver programmes aimed at addressing the issue of youth violence in the Middlesbrough area. It was therefore agreed that the scrutiny panel would investigate the topic of youth offending and partnership working with schools.

A discussion ensued and Members agreed topics for inclusion in the scrutiny panel's work programme for 2022/23.

AGREED

That the topics listed below be submitted to the Overview and Scrutiny Board for approval and inclusion in the work programme of the Children and Young People's Learning Scrutiny Panel for 2022/2023:

Short review

- **School Meals and Physical Education**

In-depth reviews

- **Youth Offending and Partnership Working with Schools; and**
- **Early Learning for Young Children.**

22/5

DRAFT FINAL REPORT - SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The Democratic Services Officer presented a brief overview of the draft final report on the topic of Special Educational Needs and Disabilities (SEND). The following information was provided:

- The aim, terms of reference and background information were detailed on page 2 of the report.
- Information in respect of Term of Reference A was included on pages 3 through to 6 and included key data and graphs in respect of children and young people with SEND in Middlesbrough, including their individual characteristics and primary needs.
- Information in respect of Term of Reference B was included on pages 6 through to 8 and covered the range and impact of SEND, referencing the four main areas of need which were - Cognition and Learning; Communication and Interaction; Physical, Medical and Sensory and Social, Emotional and Mental Health (SEMH).

- Information in respect of Term of Reference C was included on pages 9 through to 17 and provided details of how the Local Authority worked with early years providers, schools and colleges to identify and support children and young people with SEND. The section of the report included evidence received from the Early Years and Primary Support Service, Green Lane Primary Academy, Caldicotes Primary Academy, Rosedene Easterside, Discovery Primary Academy, Ayresome Primary School and Middlesbrough College.
- Information on Term of Reference D was included on pages 17 through to 20 and provided details of how Education, Social Care and Health worked collectively to deliver SEND provision at a local level and referenced Education, Health and Care Plans, the SEND Strategic Group and its workstreams and key developments.
- Information on Term of Reference E was included on pages 21 through to 24 and covered how the views, wishes and feelings of the child/young person and their parents were gained and the section referenced coproduction and the evidence received from Parents4Change.
- Information on Term of Reference F was included on pages 24 through to 28 and covered best practice strategies in supporting children and young people with SEND and referenced guidance published by the Education Endowment Fund and the Local Government Association.
- There was a section of the report covering information that had come to light throughout the investigation, which, while not directly covered by the terms of reference, was relevant to the work of the panel on the topic. Pages 28 through to 31 referenced the increasing demand in the local area and the fact schools and settings were under pressure to meet the needs of children and young people with SEND and those who were at risk of exclusion.
- The conclusions were detailed on pages 31 through to 33, a) through to k). The conclusions summarised the main points of the report and identified key areas for further consideration.

Draft recommendations were presented for the scrutiny panel's consideration.

A Member commented on the importance of the scrutiny panel receiving regular updates on the implementation of the proposed recommendations and the work undertaken to develop and sustain an effective local SEND system. The inclusion of a recommendation, requesting updates on a six-monthly basis, was agreed.

A Member commented that it would be useful to provide further clarification in respect of the data included at paragraph 13 of the submitted report. The Strategic Lead for the Inclusion and Specialist Support Service advised that of the 4800 children and young people classed as SEND in Middlesbrough, 1300 had an EHCP and 3500 did not require an EHCP. It was commented that the Local Authority's Inclusion, Assessment and Review Service and Model provided targeted inclusion support, which had impacted on the number of children and young people requiring an EHCP. It was agreed that the report would be updated accordingly to outline the information provided.

Following discussion, the following recommendations were agreed for inclusion in the final report:

- a) That awareness raising activities are undertaken to ensure that all of Middlesbrough's schools and settings are aware of the Local Authority's explicit offer of targeted inclusion support. There is a need for schools and settings to receive clear and concise information on what targeted support can be accessed, what is part of the "core" offer open to all schools and settings (without requiring a statutory assessment and plan), and the additional offer that settings and schools can tap into by using their own resources.***
- b) That work is undertaken with Legal Services and the Data Protection Officer to develop an effective transition planning process for all stages of education, which addresses the restrictions associated with GDPR. For example, Durham County Council has developed an electronic process for primary school headteachers to share the names of students who may require additional transition support into secondary education. Wording, informing parents that information will be shared to support transition, has been included in the admissions brochure, on Durham County Council's website and in secondary application forms and offer letters.***

- c) ***That the Local Authority links up with Middlesbrough College to provide placements for the college's supported internships programme. Supported internships have been introduced at Middlesbrough College to give a greater focus on preparing young people with special educational needs and disabilities with the skills needed for adulthood and employment.***
- d) ***That, to support continuous improvement, a regular cycle of SEND reviews takes place across all educational settings and outcomes are reported to the Children and Young People's Learning Scrutiny Panel.***
- e) ***That SEND annual reports are published to demonstrate how data, intelligence and feedback has been used to support strategic planning arrangements and ensure that there is sufficient local provision and support.***
- f) ***That work is undertaken with the Integrated Transport Service to explore and identify solutions to ensure children and young people with SEND are provided with travel assistance to enable them to access respite care.***
- g) ***That, to further promote effective partnership working, a local area partnership agreement is developed, which outlines how partners will work together and sets out responsibilities and agreed working arrangements. Investing time in fostering relationships and partnerships, given their importance to the local SEND system, is highly important - as there is a risk that those relationships can change very quickly.***
- h) ***That the collaborative work undertaken by Education, Social Care and Health is commended and continues to drive further improvement in the SEND system. Given the increasing demand for provision to support those children and young people with SEND, it is vital that work continues to expand specialist provision and enable mainstream settings to provide support.***
- i) ***That data/intelligence is collected, analysed and reported on to demonstrate the specific strategic approaches and practices that have been effective in supporting children and young people with SEND, enabling them to achieve the best possible educational outcomes and preparing them effectively for adulthood.***
- j) ***That regular updates are reported to the Children and Young People's Learning Scrutiny Panel, on a six monthly basis, in respect of the progress made with implementing the above recommendations and the work undertaken to develop and sustain an effective local SEND system.***

AGREED

That, subject to the inclusion of the agreed recommendations, the final report on Special Educational Needs and Disabilities (SEND) be approved and submitted to the Overview and Scrutiny Board for consideration.

22/6

EDUCATION AND COVID-19 RECOVERY

The Director of Education and Partnerships advised that there had been a period of significant disruption for education, due to Covid-19, however, infection rates had reduced and schools were now undertaking 'business as usual' activities.

It was added that there had been a slight increase in Covid-19 infection rates and subsequently there had been an increase in staff and pupil absences. It was advised that rates were being closely monitored and the Local Authority continued to work with schools to ensure all children had access to education, through the delivery of remote learning. It was also added that attendance and oversight of vulnerable children remained a high priority.

NOTED

22/7

OVERVIEW AND SCRUTINY BOARD - AN UPDATE

The Chair advised that at the meeting of the Overview and Scrutiny Board, held on 27 April 2022, the Board had considered:

- the Executive Forward Work Programme;
- the topic of school exclusions with the Principal at Unity City Academy and the Regional Head Teacher at River Tees Multi Academy Trust;
- an update from the Chief Executive;
- the Economic Development, Environment and Infrastructure Scrutiny Panel's final report on the Green Strategy; and
- updates from the scrutiny chairs.

Members were informed that at the last meeting of the Overview and Scrutiny Board, held on the 11 May 2022, the Board had considered:

- the Executive Forward Work Programme;
- an update from the Executive Member for Neighbourhood Safety and the Executive Member for Young Adults and Political Engagement;
- an update from the Chief Executive;
- information on school exclusions gathered from school visits;
- the Children and Young People's Social Care Scrutiny Panel's final report on Sufficiency and Permanency; and
- the Children and Young People's Social Care Scrutiny Panel final report on Locality Working from a Children's Services Perspective.

A Member commented that the Board had undertaken visits to Outwood Academy Ormesby and Kings Academy, which had provided reassurance that good work was being undertaken to avoid exclusions. It was added, however, that it would be beneficial for additional visits to be scheduled to enable Members to gain assurances that all secondary schools in Middlesbrough were doing everything possible to support children and young people to remain in school and achieve their full potential.

The scrutiny panel's Democratic Services Officer would liaise with the Overview and Scrutiny Board's Democratic Services Officer to coordinate/arrange future visits to schools during the new academic year.

NOTED

22/8

PROPOSED MEETING SCHEDULE FOR 2022/23

A proposed meeting schedule, for the Children and Young People's Learning Scrutiny Panel, was submitted for the scrutiny panel's consideration.

AGREED

That the proposed meeting schedule, for 2022/23, be approved.

22/9

ANY OTHER URGENT ITEMS WHICH IN THE OPINION OF THE CHAIR, MAY BE CONSIDERED.

As the pandemic internal safety restrictions had now been lifted in the Council, a Member raised the issue of whether future meetings of the Children and Young People's Learning Scrutiny Panels would be held virtually or face-to-face.

Each Member of the scrutiny panel was asked to state their preference in respect of virtual or face-to-face meetings. In conclusion, 4 of the 8 members indicated a preference for virtual meetings and 4 indicated a preference for face-to-face meetings. Several members indicated that a combination of both virtual and face-to-face meetings would be preferable.

A Member commented that virtual meetings offered increased inclusivity and flexibility.

The Chair proposed a cycle of three meetings being held virtually and the fourth taking place

face-to-face in the Town Hall. However, the scheduling of face-to-face meetings would need to take into consideration the items scheduled for discussion and the availability of those officers and witnesses submitting evidence.

The Democratic Services Officer advised that the preferences indicated by panel members would be fed back to the Head of Democratic Services and further clarification on future working would be sought.

A Member commented that it was important that hybrid meetings could be facilitated and work was being undertaken to purchase audio visual equipment.

NOTED

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MIDDLESBROUGH COUNCIL

SCRUTINY REPORT

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

18th July 2022

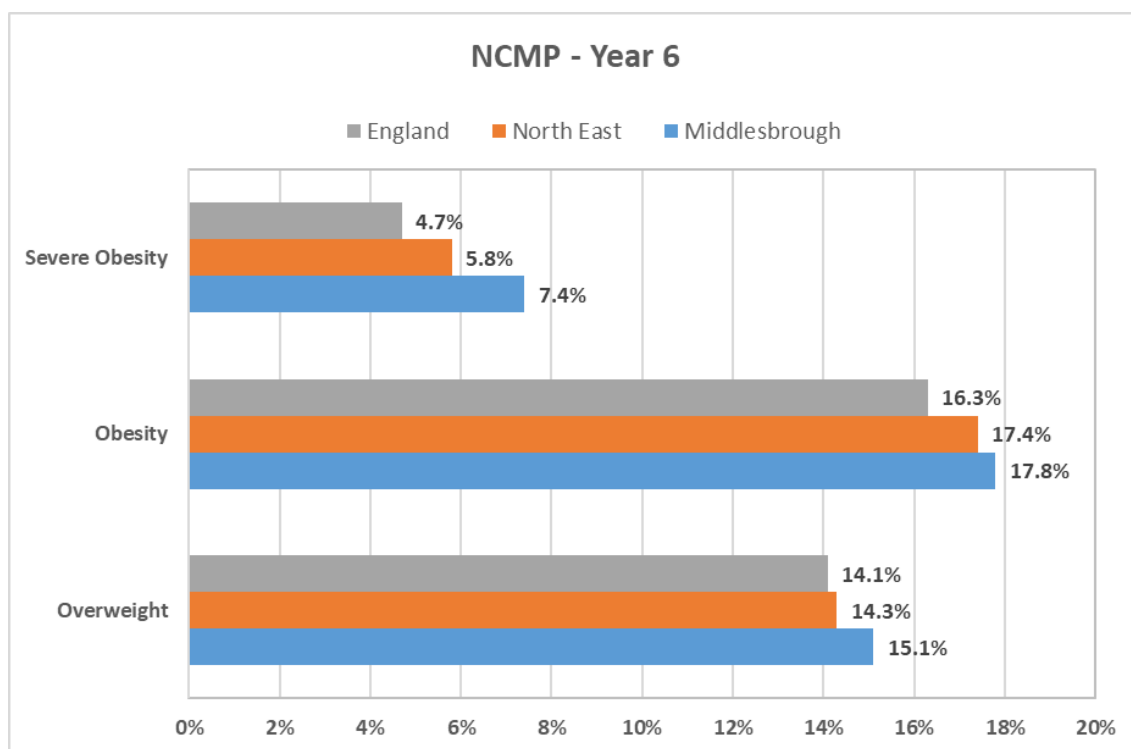
MEALS AND PHYSICAL ACTIVITY IN SCHOOLS IN MIDDLESBROUGH

MARK ADAMS, JOINT DIRECTOR OF PUBLIC HEALTH

Summary

Introduction

1. The health of children in Middlesbrough is a significant concern. Data shows that by the time that they start primary school (aged 4/5 years), around one in ten children in the Borough are living with obesity and that this increases to one in five by the time that they are in Year Six (10/11 year olds). This is significantly higher than the England average as demonstrated in the graph below.



2. Children living with overweight or obesity suffer from worse physical and mental health outcomes. They achieve poorer educational results than

their normal weight peers. In experiments with primary school pupils, investigators found the children voiced negative views about a fictional book character called 'fat Alfie' – they were less likely to invite him to parties or want to be his friend.

3. Physical inactivity and a poor diet are the main cause of unhealthy weight gain; however, they should be considered outcomes independently of weight status. An individual with a healthy weight may still be physically inactive or eating a poor diet, which are risk factors for a variety of health issues – for example, physical activity during childhood is vitally important for the prevention of osteoporosis later in life. However, only four out of ten children in Middlesbrough are physically active.
4. Child poverty is on the rise. There are over 4 million children living in poverty in the UK, and the Institute for Fiscal Studies expected this to rise to 5 million in 2020. The Social Metrics Commission recently estimated that 2.3 million children are affected by persistent poverty, that is, they have been living in poverty for at least two of the previous three years. The profile of child poverty has also changed over time, with almost three-quarters of children in poverty now living in households where at least one adult is working.
5. The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. In Middlesbrough 32.7% of children are living in income deprived families in comparison with the England average of 17.1%.

Evidence/Discussion

6. School is an important setting for improving health. Children spend a significant proportion of their waking hours in education.

Food and Nutrition

7. Children living with obesity are five times more likely to become adults living with obesity. Research evidence shows:
 - Around 55% of children living with obesity go on to be adolescents living with obesity;
 - Around 80% of adolescents living with obesity will be still be living with obesity in adulthood;
 - And; around 70% will be living with obesity after age 30.

8. The data shows that a child will have a better chance of healthy weight throughout their life if they are of a healthy weight before school – this means that healthy weight is often dictated by parental lifestyle and behaviour (exercise, food provide at meal times etc) in early years. To support this, Middlesbrough families have access to the Healthy Exercise and Nutrition for the Really Young (HENRY) programme, which is programme focused on developing good role modelling and healthy habits around exercise and nutrition. The programme is delivered by the Middlesbrough Healthy Child Programme (Health Visiting Service).
9. Good nutrition supports children to have the best start in life. Ensuring that children have access to high quality nutritious school meals not only supports them to develop healthy habits that can last a life time but can be linked to behaviour, concentration and cognitive ability therefore improving educational outcomes.
10. The School Food Standards are designed to ensure that all children receive the energy and nutrients they need to get the most from their school day whilst developing healthy habits in relation to food. The standards are compulsory for all maintained schools including academies and free schools as detailed in The Requirements for School Food Regulations 2014 and set out the number of foods from each food group that must be included (or restricted in the case of foods high in fat and sugar) on the menu each week.
11. Children living in low income families have poorer diets than those living in higher income families and eat less vegetables, less wholemeal bread, more processed meats and more sugar.
12. Free school meals ensure that children in low income families have access to a healthy school meal at no charge. Children aged 5-16 whose family are in receipt of certain benefits are eligible for free school meals.
13. Eligibility for free school meals

School Type	Percentage of pupils eligible for free school meals in Middlesbrough	National Average
Primary Schools	38.8%	23.1%
Secondary School	39.1%	20.9%
Special School	58.1%	44.7%

14. Middlesbrough's schools are also well above the national average for eligibility for Pupil Premium. The national average for Pupil Premium in

primary schools is 23%. Only 12 primary schools have numbers lower than the national average. The highest percentage of pupil premium in a Middlesbrough primary school is 75% eligibility. The national average for Pupil Premium in secondary schools is 28%; all schools are above national average, as are all Special Schools.

15. Healthy school meals have the capacity to decrease some dietary and health inequalities by providing at least one decent, hot meal a day to school age young people growing up in low income households.

Eat Well Schools

16. The Eat Well Schools Award is currently in development which will support schools to adopt a whole setting approach to food and nutrition. The award is due to launch in September 2022.
17. The programme will include training and resources for catering staff to ensure they develop nutritionally balanced menus that not only meet 100% of school food standards but go above and beyond to provide healthy nutritious school meals. Additional criteria will include reducing sugar in desserts by 30%, increasing access to fruit and vegetables and introducing more meat free meals.
18. The programme will also provide training and resources to all staff on the importance of eating well, how to create a positive food environment and how to educate children about food and wellbeing to support schools to create a health promoting culture throughout the whole setting.

Middlesbrough School Meals

19. Middlesbrough Council Catering Services cater for 30 schools in the Borough and are currently working to rebrand and revitalise school meals to encourage children to make healthier choices. In 2021/22, the Service served a total of 1,498,807 meals within our schools.
20. As well as exploring new menus over the next few months catering services have recently run a competition where over 300 pupils entered and designed a new mascot for the rebranded service and plan to introduce educational resources and posters both in the kitchens for staff and dining halls for children. This was to raise awareness of healthier meal options and assist in promoting healthy campaigns within the schools.

21. Catering Services are working collaboratively with Public Health South Tees, Middlesbrough Environment City and other local providers to ensure that children have access to healthy nutritious meals, optimise local food and reduce food waste as set out in the Council's Poverty Proofing Action Plan and reported to the Children and Young People's Scrutiny panel in July 2021.
22. A new menu that exceeds School Food Standards is going to be created and will go live in April 2023. The menu will be consistent (where possible) throughout our 30 schools and will consist of a four week seasonal menu.
23. The teams will be working with various catering food providers, partners, schools, reaching out to the pupils and parents to create a menu that is tasted and chosen by the pupils; it will be healthy, more nutritious and different to what has been done in Middlesbrough schools previously.

Physical Activity

24. The Chief Medical Officers' guidelines are for children aged 5-18 years old to take part in 60 minutes of moderate to vigorous physical activity on average each day. Moderate to vigorous physical activity is when the child starts to breathe faster, warm up and their heart rate is increasing. These guidelines are linked to the prevention of many long-term health conditions, not just obesity levels.
25. Starting in the new academic year, Public Health South Tees are introducing three new physical activity programmes into schools in Middlesbrough; specifically, the Creating Active Schools Framework, the Schools Pedometer Programme and a School Air Quality Action Zones initiative. Additionally, the Holiday Activities & Food Programme continues to develop, delivering 1,000s of free holiday activity places and meals.

The Creating Active Schools Framework

26. You've Got This (YGT), is one of twelve Sport England funded Local Delivery Pilots nationally. YGT is working across South Tees to increase physical activity at a population level, with the vision of "Active Lives as a Way of Life". One of the workstreams currently being developed by YGT's community partners is utilising the national "Creating Active Schools Framework" (CAS) to build physical activity into the school day. The CAS approach recognises that traditional physical education is only a small

part of the physical activity that can take place during the school day to help achieve these targets.

27. Insight work has been carried out by one of YGT's community partners, Redcar & Eston School Sport Partnership, at a school in Redcar & Cleveland to see how active the children are daily. Activity trackers used in one Year 6 class showed that, on average, the children in a games-based PE lesson only spent 19 minutes in levels of moderate to vigorous physical activity. A Year 4 class in the same school took part in the study and only 30% of the class were achieving 60 active minutes each day.
28. CAS looks at embedding a culture of physical activity within schools through four areas: Policy Environment, Stakeholders and Opportunities and is led by a management committee in the school. This is called a whole system approach. It encourages activity amongst the whole school community (governors, staff, students and parents), for example through introducing active lessons, active travel to school and making the most of break times.
29. The plan is to trial CAS in South Tees with around four schools, starting the main body of the work in the Autumn. If successful, phase two will roll out in September 2023.
30. The CASF Framework is included in appendix one.

Schools Pedometer Programme

31. Over the past eight years, colleagues in Redcar & Cleveland have been developing a schools pedometer programme. During this period, all primary schools in the area have been given access to research grade (accurate) pedometers (worth £15 each), which the children then use to collect their levels of physical activity in the form of steps.
32. This data is collected over a period of time and then used in a variety of lessons to teach not only about physical activity and healthy lifestyles but also mathematics (e.g. to draw bar charts) and geography (e.g. a virtual walk to famous places).
33. A research study evaluating the impact of the programme showed that not only did it increase physical activity and reduce sedentary behaviour, but that the impact was the greatest in those who were least active at the start.

34. Starting from September 2022, the pedometer programme will be offered to all Middlesbrough Primary Schools. Initially there will be 100 pedometers available for loan, with more potentially bought if demand is higher. Work will commence in August to plan this.

School Air Quality Action Zones

35. As part the Green Strategy work in Middlesbrough, Middlesbrough Environment City, Groundwork North East and the Redcar & Eston School Sport Partnership have been commissioned to develop a School Air Quality Action Zones programme.
36. Similar to the pedometer programme, this will collect data (in this instance, air quality data) which will then be used in school to change behaviour.
37. For example, the data will be (1) used in class to educate pupils during science, mathematics and other lessons, (2) influence the behaviour of parents and (3) support the schools and Local Authority to consider policy and environmental changes.
38. This programme will be trialled in two Middlesbrough and two Redcar & Cleveland Primary Schools from September 2022 onwards; this initial work will focus on developing the intervention and whether the schools engage and follow the process. Future plans will be confirmed after this initial stage.

Holiday Activities & Food (HAF) Programme

39. School holidays can be pressure points for families because of increased costs and reduced incomes. Many families are already under significant financial pressure and this is only increasing.
40. Broadly, the requirements of the HAF programme are to deliver a holiday programme for all school aged children and young people in receipt of free school meal (FSM) related-benefits that provides (1) healthy meals to School Food Standards, (2) physical activity, nutrition education and wider enrichment and (3) signposting and referrals to services and support.
41. The offer should be that participants can access this provision for at least four hours for four days a week – for four weeks in the summer, and for a week at Easter and a week at Christmas. Half term holidays are not covered by the HAF funding.

42. Through the grants programme, 1,000s of HAF places have been commissioned and filled, providing local children the opportunity to try new activities and experiences including outdoor pursuits, new sports and activities and learning new musical instruments and acting skills. When asked about their experiences, the children have said:

“Awesome, sensational, exciting, amazing, spectacular,”

“Fun, I’ve had a great time”

“Entertaining and fun to learn new things.”

43. The number of individual children accessing the programme have varied across the delivery periods as shown below; Easter 2021 included remote delivery but since then all provision has been face-to-face in line with DfE requirements.

	Easter 2021	Summer 2021	Christmas 2021	Easter 2022
Middlesbrough	937	1,816	1,161	866
Redcar & Cleveland	901	586	572	701

44. With the funding now confirmed to the end of 2024, recruitment is underway to appoint:

- A HAF Programme Manager to strategically drive the programme;
- Two x Officers to deliver operational developments and provide quality assurance;
- One x Apprentice to provide the team with important support capacity.

45. This team will manage and develop the Programme to:

- Work with our frontline providers to maximise the places available on the programme for local children;
- Effectively market the programme so that uptake increases;
- Link with partners to maximise potential opportunities in delivering system wide outcomes (e.g. reducing holiday learning loss, reducing antisocial behaviour during the holidays).

Beat the Street

46. Beat the Street (BtS) is a mass participation behaviour change programme which transforms activity levels and improves mental and

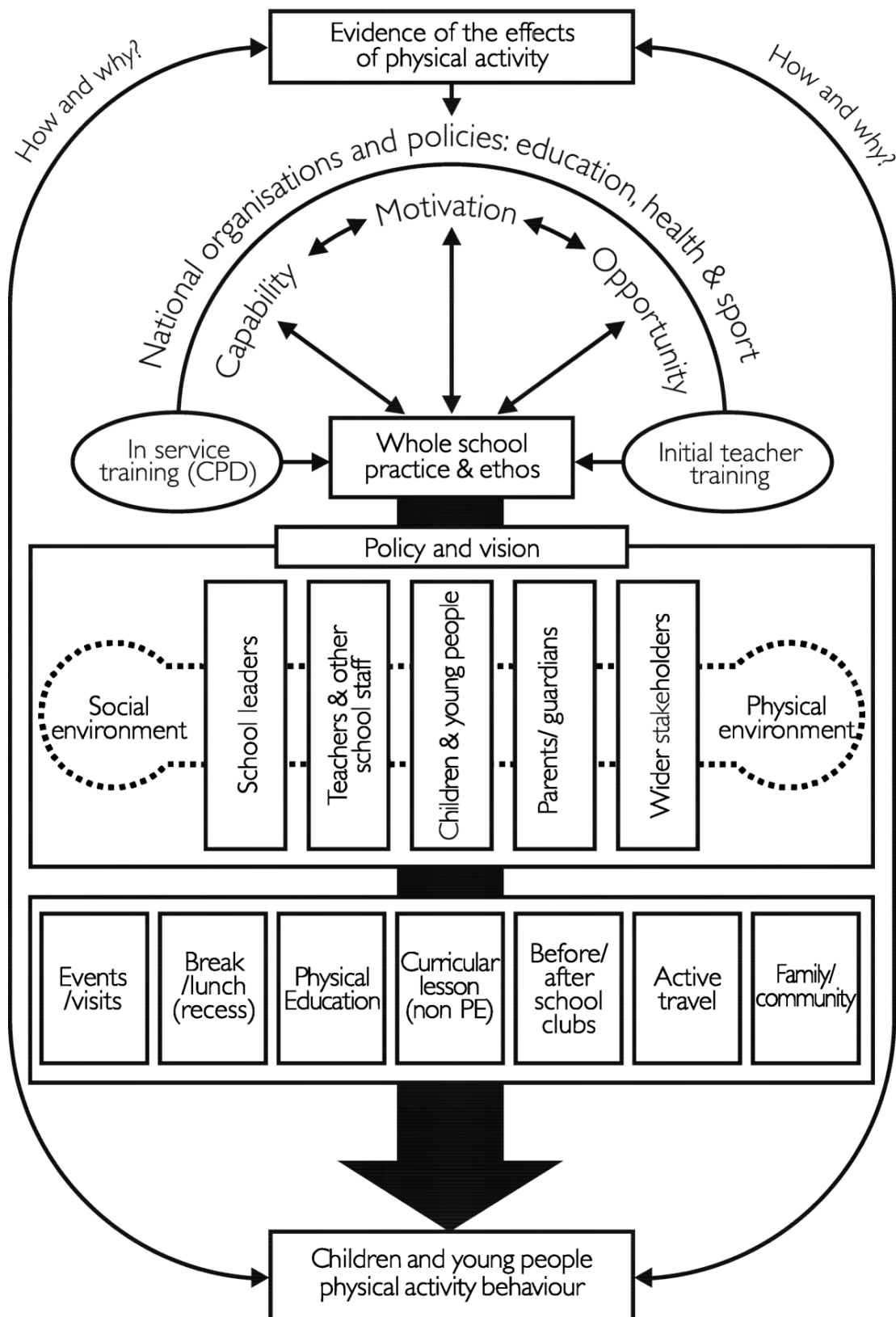
physical well-being across a community. It covers a local population, targeting priority groups and has a simple game at its heart. The game incentivises people to get active together with their community and shows people how making small changes to every-day life can have big benefits.

47. The game is at the core and is enclosed by a planning stage and post-game support for partners and residents to help deliver long-term change. This takes place over a 6-week period across an entire town. Using radio-frequency identification (RFID) game cards, adults and children tap RFID card readers placed on street furniture to get points for physically active journeys. The game is displayed on a website where leader boards contain school, workplace and community teams all on a journey together.
48. Adults and children provide health and demographic data via online registration which also allows them to join a team. Social media and newsletters keep players updated on progress and engaged with local events and activities. Surveys conducted post game and 6 and 12 months later provide evidence of sustained behaviour and attitudinal change.
49. A game of BtS was run in Middlesbrough in September 2021; all local primary schools participated in this, with a total of 14,528 local residents (10.3% of the local population) joining in. Collectively, they travelled 11,724 miles during the six week game.
50. A list of the winning schools is included in appendix two.
51. During registration, 34% of adults were inactive – but following the six week game, 53% of these had become physically active.
52. During registration, 52% of children were less active – but following the six week game, 38% of these had become physically active.
53. Importantly, the behaviour change was greatest in the least affluent areas, contributing to efforts to reduce inequalities.
54. Since the end of the game, local partners have been working together to sign post residents to ongoing activities and support residents to remain active. The BtS communication platforms remain active for 6-12 months post game which provides a trusted brand to signpost and motivate residents.

Conclusion

55. There are a number of programmes that will be offered to schools starting from September 2022 to improve the diets and physical activity levels of our children and their families (as highlighted above).
56. However, schools alone cannot tackle the issues highlighted above. Individuals and their health do not exist in isolation; they are impacted by a complex web of intertwined factors that contribute to a living system. Addressing obesity, nutrition and physical activity requires action across this system from influencing the individual to changing the environment in which they live – for example, there's little point encouraging an individual to go out walking if their local environment discourages this (e.g. because of high levels of crime or road traffic or lack of paths).
57. Therefore it is critical that any work in school links with other programmes such as You've Got This and Eat Well Schools which take a whole systems approach to physical activity and diet (by changing not only individual behaviour but also policy and the physical environment).

#CreatingActiveSchools



Appendix Two – Winners of Beat the Street Middlesbrough



Schools - Total Points

1st - Green Lane Primary Academy
2nd - Acklam Whin Primary School
3rd - Linthorpe Community Primary School
4th - Newham Bridge Primary School
5th - Rose Wood Academy
6th - Thorntree Academy

Special Schools - Total Points

1st - Beverley School

Community & Workplace Teams - Total Points

1st - BridgeHill Day Service
2nd - We are ABLE!
3rd - Acklam Grange
4th - MyPlace Ladies

Small Teams - Total Points

1st - Middlesbrough Community Learning - MMX

Individual Leaderboard - Total Points

1st - Alan2021

Schools - Average Points

1st - Acklam Whin Primary School
2nd - Green Lane Primary Academ
3rd - Rose Wood Academy
4th - Thorntree Academy
5th - Newham Bridge Primary School
6th - St Edward's Catholic Primary School

Special Schools - Average Points

1st - Holmwood School

Community & Workplace Teams - Average Points

1st - We are ABLE!
2nd - BridgeHill Day Service
3rd - Acklam Grange
4th - MyPlace Ladies

Charity

1st - Middlesbrough Foodbank