

A School Community-Led Transformation:

The role the school community plays in helping children to play

Broadway Primary School was like many other schools, struggling with declining physical activity levels among children and after a death in service of the head teacher, teachers and parents noticed children becoming less engaged, struggling to manage emotions, and displaying difficulties in building relationships and social connections with peers. This translated into an increase in behaviour incidents and a lack of focus and concentration in the classroom.

Broadway wanted their children to fall back in love with school, they wanted all stakeholders to be part of creating something special, a school environment where children thrive and flourish.

The school recognised that for this to happen that the whole school community needed to be involved. Working across the levels of the school system is vital if we are to shift behaviours, mindsets and culture to create sustained and embedded change.

Broadway partnered with TaAF and enrolled a member of staff on the **Ready Set Move – Active Schools Middle Leaders Programme**. A programme designed to invest in the people working within schools and aligned to TaAF's core model for change: *Changes to the people working in the system to change how the system operates. Improving capabilities and capacity across the workforce and changing the culture, mindset and approaches within settings to create environments where physical activity is the norm.*

What is the Middle Leaders Programme?

The Middle leaders programme is an applied leadership development opportunity with the theme of physical activity weaved through it. It is this theme that binds the participants together with common purpose. Middle leaders drive a project that seeks to embed physical activity across their whole school, working with senior leaders to change practice and policy to make it easier for children to move more.

Over the course of 12 months schools release a member of teaching staff to attend a pre-planned diary of workshops, allowing them protected time and space to work on their own physical activity change project. Supported by the Ready Set Move team and wider educational professionals, schools receive practical tools and training around physically active learning, knowing and understanding the CAS framework and system layers and understanding the level of their current provision to identify areas where things can be done differently.

Through the leadership development part of the programme Middle Leaders become more aware of their own unique strengths and leadership qualities, which then supports them to have more meaningful conversations with wider stakeholders, win others over and start to make and embed change.

What change did Broadway focus on and how does this look across the different layers of the school system?

Broadway made a significant change to their play provision, redesigning playtimes and investing in their physical outdoor space. This play allows children to take more responsibility, build resilience, foster their creative skills and supports them to learn to assess their own risks.



Policy: Creating school-level policy change

To make movement opportunities easier and become a **daily norm**, Broadway updated policy to include:

- **Physical Activity Policy:** This outlines Broadway's commitment to provide all children with movement opportunities throughout the day
- **Uniform Policy:** Active Uniform and inclusion of outdoor wet weather clothes so wet playtimes are minimised
- Development of a new **Grow Curriculum** which includes 'Get Up and Move', backed up with an active teaching & learning policy

Social: Engaging the school community - school staff, families and children - in the design and development of playtimes

Investing in workforce and bringing alongside key members of school staff was the first step the school took. Training and skill development sessions were included at every staff meeting so they became a shared responsibility. The staff team were **learning together** about how this could work and look for them.

Co-design sessions with children: Pupil voice and insight was collected - what play means for them and what fun things would they like in their school yard. All children had the opportunity to contribute and a pupil led design team was created.

Parents were key to sustaining the changes. Parents were kept informed of the re-design and were invited to consultations, helpers days and assemblies.

The Parent, Teachers and Friends Association (PTFA) were tasked with sourcing low cost/no cost equipment and resources. The PTFA reached out to local businesses and organisations and the parent community to source equipment such as bikes, trikes, tyres, pallets, crates, prams, pushchairs, and den building equipment.

Open days and stay and play sessions were held to help **build relationships** with parents and encourage parents to play with their children.

Culture: Shifting Mindsets

Activity levels increase and behaviour incidents reduce. The school starts to become known as an active school and that it nurtures and supports children.

Physical Environment: Maximising school space to create positive play and movement experiences

The school planned and designed how they wanted their physical space to look. Different zones were created that cultivated different types of play and social interaction, including storytelling and creative areas, risky play areas, quiet zones, wheelie zones, ball zones and green space play zones. They also developed their forest school provision to enable more outdoor learning to take place.

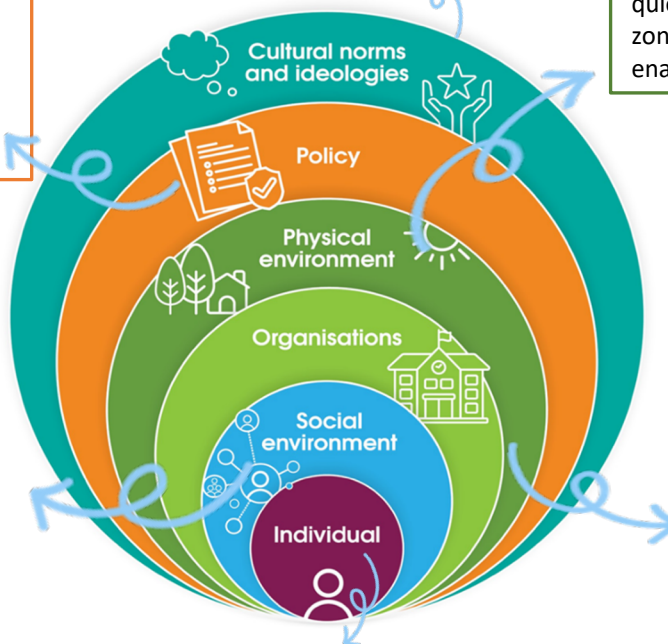
Organisations: Strengthening partnerships with National and Local Partners

The school collaborated with a national organisation to support them to transform their playtimes. This relationship ensured that the school were able to access resources, workforce skill development and allowed them to develop governance, policies and procedures around health, safety and risk management.

Broadway wanted to develop a better partnership with their local high school which is located on adjoining grounds. The reason was twofold:

- It allowed Broadway to work with high school students to educate in order to alleviate the risk of anti-social behaviour and damage of the new space and equipment
- It allowed high school staff and pupils to **build better relationships** to aid Y6-Y7 transition. High school staff were invited to be part of the new Play Assemblies.

Broadway are an 'Opal Platinum School' and are a Champion School for Ready Set Move. They open their doors to other schools within our network and further afield to **share good practice**.



Individual: Investing in the Middle Leader

At the heart of this work is a school middle leader, an innovator, champion, advocate and an aspiring future head teacher. Through **investing in their leadership, strengths, skills and capabilities** they effectively lead and drive change that will increase movement and activity across the school day.

Change: Redesign playtimes to help children to connect with one another, build resilience and increase activity levels.

Impacts, successes and further developments...

Invitation to present at an international conference

Broadway's Middle Leader is invited to present at the International Whole School Physical Activity Conference.



New Active Curriculum

Following on from redesigning play provision, the school has gone on to making further significant whole-school changes to boost physical activity. The biggest shift was launching their GROW curriculum, embedding movement into all subjects. Physical activity is central to their Teaching and Learning Policy, appraisals, recruitment, and School Development Plan - a journey that took months to fully integrate but is now a core part of their school's identity, culture and ethos.

Physical Activity in the School Day



“ The school is passionate about encouraging pupils to be active and to engage in purposeful play. It provides a range of outdoor activities at social times to encourage pupils to develop their physical development, creativity, social skills and resilience. ”

Ofsted Report (January 2025)

Enrolling a second teacher on to the Middle Leaders Programme

Broadway enrol another member of staff onto cohort five of the Ready Set Move Programme: Benefiting them in two ways:

- It provides fantastic personal and professional development and strengthens the school's commitment to becoming an active school.
- It allows their original active schools lead to support further staff development and expand their active curriculum. This will allow them more time to focus on developing physical activity opportunities for children that need it the most.



Sharing Learning with SLT and TaAF

The Middle Leader takes up a position in the senior leadership team as Active Curriculum Lead and undertakes a shared role with TaAF within the Active schools team, building internal capacity and strengthening the team through a 'lived' experience role.

Head Teacher joins the TaAF Executive Leadership Academy

Broadway's Head Teacher joins TaAF's Executive Leadership Academy further cementing that the people in the system are doing things differently and embracing change!