



Well School Trusts Principles in Practice

'Building a Strong Trust Through PE, Sport and Play'



Delivered by





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This toolkit has been developed alongside school trusts, for trusts, and using the practice examples we have gathered from nine trusts across the country who are putting PE, sport and play at the heart of their Well School Trust approach and delivering on the strong trust principles.



Introduction

As we focus on what it means to be a strong Trust, the Well School principles can contribute much to the conversation about what makes school trusts highly effective.

This guide, on how to implement the principles of a strong Trust, brings welcome focus to how we use the power of PE, sport and play as an enabler, a unifier and source of hope. Its practical examples and self-reflection tools will support you in exploring how you might embrace the philosophy of a Well School Trust as we all strive to 'lead well' and address the increasing physical, emotional and social challenges faced by our students and staff.

The Well School movement is a community of schools committed to self-reflection, collaboration, and common moral purpose it resonates beautifully with the principles of a strong trust. The Youth Sport Trust and Confederation of School Trusts are proud partners, and we hope you as the champions of change in education will find this toolkit both useful and inspiring.

STEVE ROLLETT, DEPUTY CEO,
CONFEDERATION OF SCHOOL TRUSTS



Wellbeing = Success

BEN LEVINSON
HEADTEACHER AT KENSINGTON
PRIMARY SCHOOL IN LONDON



Why Well School Trusts?

The evidence is overwhelming and unavoidable that children need to be physically active to live a healthy and happy life into adulthood; multi-academy trusts (Well School Trusts) have the gift of changing the narrative for 30.2% (2.2 million) of children who are already physically inactive, with evidenced, negative outcomes linked to both their education and their life.

We cannot solve all of society's challenges, but we do have the opportunity to significantly impact children's health. In doing this, we can reduce inequalities and positively impact learning, attendance, behaviour and achievement.

What is a Well School Trust?

A Well School Trust is a multi-academy trust (MAT), that explicitly prioritising the contribution of improved health and wellbeing to its strategic and improvement plans. It puts PE, sport and play at the heart of positive action across the schools it serves, as part of the improvement journey to be a strong Trust.

It understands that to deliver on the principles of a strong Trust there is a need to:

- Support and retain a **resilient workforce** that is healthy and well, in order to deliver **high quality education**, including for disadvantaged children and children with SEND, that addresses the **physical, mental, and social health and wellbeing needs** of pupils.

Why Is A Strong Trust A Well School Trust?

It acts on **working quickly to improve standards within all its schools, particularly transforming previously under performing schools** by:

- Supporting senior leaders, trustees, parents and staff to understand the connection between happy, healthy children and successful learning.
- Setting out a plan for how this will be achieved through:
 - effective central leadership teams
 - strong school leadership and teaching, and evidence-based curriculum design
 - its civic role within its communities.

As a foundation:

- It understands and can demonstrate the power of placing PE, sport and play at the heart of its strategic and improvement plans and
- It supports each of its schools to become a Well School within its individual contexts and communities.



A positive relationship exists between physical activity and cognition with primary and middle-school age children gaining the most benefit in terms of enhanced cognitive function.

INSTITUTE FOR YOUTH SPORT



The Evidence

The evidence shows that there is a clear link between higher levels of wellbeing, academic attainment, and other educational outcomes. There is also clear evidence of the **contribution of PE, sport and play to improve:**

- **Health and wellbeing**
- **Reducing inequalities**
- **Behaviour and attendance**
- **Achievement and attainment.**

Multi-academy Trusts (MATs) are responsible for setting the culture and climate across multiple schools based on a clear vision and value set. Well School Trusts prioritise into their vision, values and strategic planning, the imperative for good health and wellbeing and they put PE, sport and play at the heart of positive action across the schools they serve.

Evidence^{1 2 3} shows that happier teachers and happier children make for better learning environments. Well School Trusts are central to the ambition of the Well Schools movement in:

"Creating the happiest and healthiest schools in the world."

Well School Trusts that put in place trust-wide approaches to promote pupil and staff health and wellbeing and create a Well Culture can show:

- Improved job satisfaction
- Increased staff retention
- Improvements in mental health
- Decreased probability of dropout
- Increased attendance
- Improved behaviour
- Increased motivation and engagement
- Higher self-efficacy
- Significant gains in attainment

PISA 2022 results showed that pupils in England reported a significantly lower average level of satisfaction (6.01) when compared to the average across the OECD education systems (6.75). Importantly the extent to which a pupil feels satisfied with their life is related to performance in the PISA mathematics assessment. To improve educational outcomes, we must ensure more children are physically active.

YOUTH SPORT TRUST

Large cross-sectional studies have shown a positive relationship between participation in sports programmes and school attendance and between physical fitness and school attendance.

INSTITUTE FOR YOUTH SPORT



Principles Of A Strong Trust

This guidance builds on the principles taken from the [DfE Trust Quality Descriptors](#), Confederation of School Trusts paper on [Building Strong Trusts](#) and [Building Strong Trusts Assurance Framework](#); it provides a diagnostic tool through which to:

- Self-reflect and prioritise areas for improvement.
- Develop plans to prioritise wellbeing and the role of PE, sport and play across the Trust and its schools.

PRINCIPLES OF A STRONG TRUST

WELL SCHOOL TRUST VISION & VALUES



OUTCOMES

IMPROVED
CULTURE & CIVIC
VALUE

IMPROVED
LEARNING &
ATTAINMENT

IMPROVED
BEHAVIOUR &
ATTENDANCE

IMPROVED
TEACHER
RETENTION &
WELLBEING

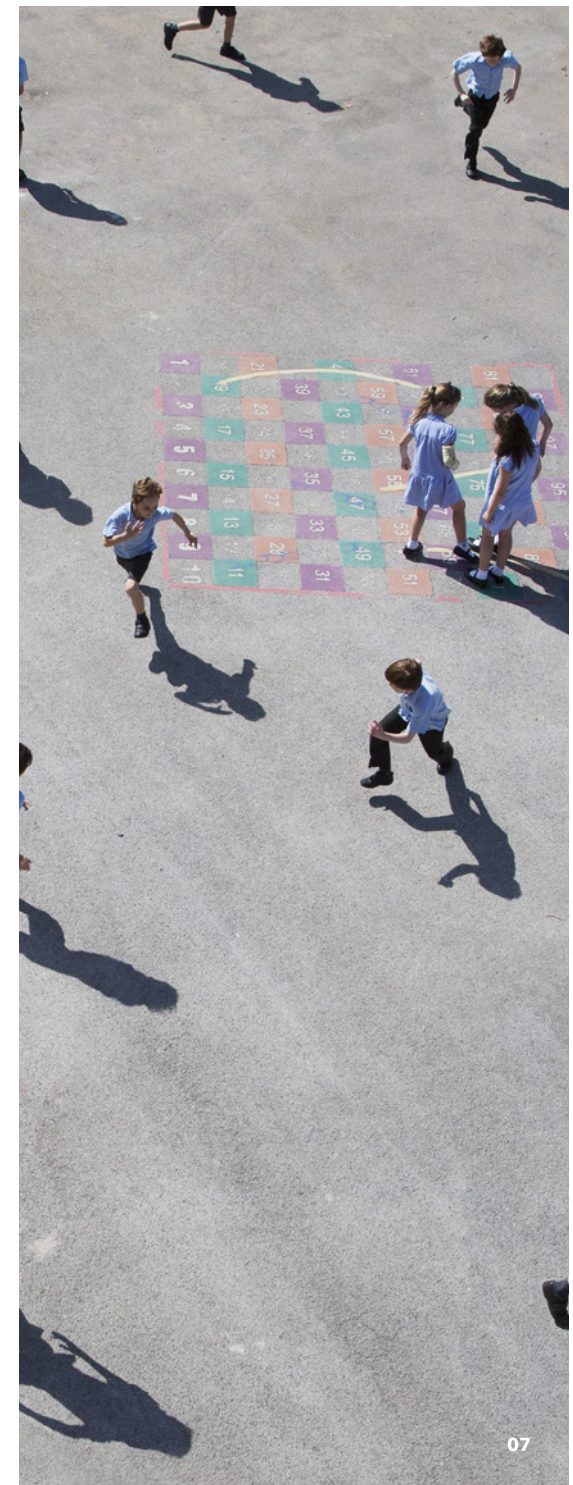


PHYSICAL
& MENTAL HEALTH

PERSONAL
DEVELOPMENT
& LIFE SKILLS

IMPROVED BRAIN
FUNCTION AND
COGNITION

CONTRIBUTION OF PE, SPORT & PLAY



It builds on the commitment a Well School Trust has across all their schools to **support and retain a resilient workforce that is healthy and well** and **deliver high quality education, including for disadvantaged children and children with SEND**. You can find the guidance on how to implement a whole trust approach to Well Schools [here](#).

Building on the Well Schools framework (Appendix 1) and aligning it to the Strong Trust domains as a basis for what a Trust aims to achieve across every school, the Well School Trust framework is outlined below:

WELL CULTURE

Strategic Governance, Expert Ethical Leadership,
F&O, Public Benefit & Civic Duty

WELL LED

Positive workforce resilience and well being impacts on resilience and well being of children

WELL PREPARED

High quality, inclusive education engaging all children in meaningful experiences preparing them for life

WELL EQUIPPED

School improvement at scale leads its strong outcomes for all children, equipping them for their next steps



There is clearly huge potential for schools working together in a Trust to embrace the Well Schools initiative as a collective. How powerful would it be if these principles of well led, well prepared and well equipped were implemented at scale? A commitment to creating Well Schools across a Trust could be a key part of a wider commitment to School Trusts as new civic structures.

LEORA CRUDDAS
CEO, CONFEDERATION OF SCHOOL TRUSTS



The Seven Domains of a Strong Trust

Trust Quality Descriptor / Strong Trust Domain - aligned with the Well School framework.

- 1. Strategic Governance - Well Culture**

The trust anchors its strategy in the needs of its schools, the communities it serves and the wider educational system, putting health and wellbeing at the heart of its improvement plan to be a strong Trust, with PE, sport and play at the heart of positive action across its schools.
- 2. Expert Ethical Leadership - Well Culture**

The Trust creates a culture of expert, ethical leadership based on the Seven Principles of Public Life. It creates a culture that values wellbeing at the heart of school life and enables everyone to thrive and achieve their potential. It acts by supporting senior leaders, trustees, and parents to understand the connection between happy, healthy children and successful learning.
- 3. High Quality, Inclusive Education - Well Prepared**

The trust creates a culture embedding high quality, inclusive physical education and enrichment opportunities that is motivating and ambitious for all, especially disadvantaged children, and children with SEND, so that all pupils can achieve their potential.
- 4. School Improvement at Scale - Well Equipped**

The Trust understands how the power of PE, sport and play can drive the quality and culture of continuous improvement across all schools; professional development is prioritised at the heart of school improvement planning, so all schools are able to use PE, sport and play to raise all educational outcomes, allowing children to thrive.
- 5. Workforce Resilience and Wellbeing - Well Led**

The Trust understands that to deliver on the principles of a strong Trust there is a need to support and retain a resilient workforce that is healthy and well, and that to deliver high quality education, including for disadvantaged children and children with SEND, that they need to address the physical and mental health needs of pupils.
- 6. Finance and Operations - Well Culture**

The trust creates a positive working culture for all staff that promotes collaboration, aspiration, and support. Prioritising the contribution of improved health and wellbeing through collaborative improvement plans, the trust sets out how this will be achieved through effective central leadership teams, strong school leadership and teaching, evidence-based curriculum design and their civic role within their communities.
- 7. Public Benefit and Civic Duty - Well Culture**

The Trust understands the role that sport and physical activity can play in supporting civic responsibilities and advancing education for common good, promoting the health and wellbeing of the whole community and enacts this through effective partnerships, plans and activities.

Your Self-Review

Every multi-academy trust's journey to becoming a Well School Trust will be different based on situation and context; it will take time to embed. There isn't a single approach to follow. This guide aims to help break down some of the important steps to becoming a Well School Trust and to signpost you to useful resources and helpful real-world case studies to spark your thinking.

Trust leaders who have already evolved towards and into Well School Trusts, have shared their approach, with some practical examples of how they have delivered their vision for a strong Trust, by addressing the health and wellbeing needs of their schools and through the power of PE, sport, and play.

Begin with these three steps:

1 - Self-Reflect

A key place to start is by reflecting on where your Trust is right now. This will help you understand your current situation, including strengths that you can build on, and areas that you are considering for development.

2 - Prioritise

Depending on where you are on your journey, the steps ahead may feel daunting. Therefore, it is important to prioritise your areas of development and to take small steps at first. Building on your strengths as a starting point will help to ensure that all activities evolve and are interconnected, and so become sustainable. Remember, being a Well School Trust is not about implementing a series of isolated activities.

Once you have identified the areas for focus, it can help to prioritise three to five key areas that you would like to work on developing first.

Questions you can ask are what feels important, what can we achieve relatively easily given our context, how can we build the capacity we need to deliver, and what are the quick wins to help gain momentum?

3 - Collaborate

Putting health and wellbeing at the heart of your Trust's vision and values is not a single person's job and it cannot be left solely to the CEO, a headteacher or strategic lead for health and wellbeing.

Being a Well School Trust is everybody's responsibility.

It can help to establish a Well School Trust team made up of a cross section of staff (and can include pupils and trustees) that will be responsible for driving the changes needed to become a Well School Trust.



The self-review is aimed at enabling the Trust to understand how to build a framework for health and wellbeing, including PE, sport and play, which will provide the foundation for the journey to becoming a Well School Trust. Completing this review of your current position will enable you to evaluate your current situation.

Consider whether two or three senior staff colleagues can complete this review independently and then come back to the table to discuss together?

Use your knowledge and understanding of your context to qualitatively evaluate your current situation, drawing in others to challenge your thinking. You will see how the case studies support a unique approach to your context of your Well School Trust. Keep in mind through this self-evaluation "How do your contextual strengths create opportunities for your Trust?"



1. Strategic Governance

The trust anchors its strategy in the needs of its schools, the communities it serves and the wider educational system, putting health and wellbeing at the heart of its improvement plan to be a strong Trust, with PE, sport and play at the heart of positive action across its schools.

	Emerging	Established	Embedded	Next Steps
Our Trust puts the health and wellbeing of staff and pupils at the heart of its improvement plan and clearly articulates its place in the trust's vision statement and curriculum of its schools.				
The Trust's vision and values align with the health and wellbeing needs of its communities.				
Our Trustees understand the meaning and importance of health and wellbeing and the value of PE, sport and play in meeting the needs of the trust and wider communities.				
Work to promote health and wellbeing is identified in the Trust strategy and there is clear strategic direction for the development of PE, sport, and play.				
Our physical school environments are safe, inviting, and inspiring spaces to learn and work in. Playground and recreation areas are inviting, and have a variety of spaces for pupils to be active in.				
Local governing boards keep health and wellbeing on the agenda (and use to inform decision making) within individual schools and support a whole school approach to wellbeing.				

Case study 1 - Aspire Academy Trust - Aspire Academy Trust's Strategic Vision 2025 document shapes the direction of the Trust and provides both vision and catalyst for change.

Case study 2 - Windsor Academy Trust - (WAT) - Prioritising active and healthy lives is embedded into Windsor Academy Trust's (WAT) strategy of Five Big Moves.

2. Expert Ethical Leadership

The Trust creates a culture of expert, ethical leadership based on the Seven Principles of Public Life. It creates a culture that values wellbeing at the heart of school life and enables everyone to thrive and achieve their potential. It acts by supporting senior leaders, trustees, and parents to understand the connection between happy, healthy children and successful learning.

	Emerging	Established	Embedded	Next Steps
Our Trust places as much emphasis and support on staff wellbeing as they do children's wellbeing.				
A team of people have strategic responsibility for health and wellbeing across the Trust.				
The culture of the trust means that positive health and wellbeing is supported and promoted through ethos, policies, and curriculum, and it flows out into the wider trust community too.				
Our senior leaders understand how through their ethical leadership the importance of how PE, sport and play can contribute to improved physical, social, and emotional wellbeing outcomes for all pupils, and embed it as a tool for trust improvement.				
Our Trust builds capacity, expertise, and credibility into the leadership team around health and wellbeing and the contribution of PE, sport and play.				
Positive relationships around the importance of wellbeing, PE, sport and play exist between staff, pupils, and families, and engender a sense of belonging for all.				

Case study 3 - Insignis Academy Trust - Galvanising and aligning governance and school leadership has helped to drive and shape both culture and ethos around wellbeing and personal development.

Case study 4 - Aspire Academy Trust - Trust Directors, Senior Leaders and Teaching Staff across the Trust worked together at INSET on the three Well School Pillars to bring to life the power of PE, Sport and play to impact wellbeing. The Trust's Strategic Lead coordinated the next steps.

3. High Quality And Inclusive Education

The trust creates a culture embedding high quality, inclusive physical education and enrichment opportunities that is motivating and ambitious for all, especially disadvantaged children, and children with SEND, so that all pupils can achieve their potential.

	Emerging	Established	Embedded	Next Steps
Our Trust has a shared understanding of high quality, inclusive physical education, and know what this looks like in practice.				
Our Trust knows how to improve our schools to deliver high quality, inclusive and prioritises it as part of a balanced education.				
Our Trust supports schools to ensure the design & implementation of a high quality, inclusive physical education curriculum and ensures all pupils achieve good outcomes.				
Our schools have a diverse range of clubs for pupils before, during and after school that encourage all young people to engage in physical activity.				
Our Trust enables all pupils to engage in sporting activities and leadership, that supports them to develop the life skills to move on to the next stage of education or training and be prepared as confident citizens.				
Our schools have a movement culture throughout the school day from active travel to active learning opportunities.				
Our schools provide at least 2 hours of high-quality physical education to all pupils as part of the curriculum.				
Our schools value and utilise targeted interventions for groups of pupils (e.g., SEND, faith, girls) to personalise their physical activity experience ensuring it is inclusive, accessible and meaningful.				
Outdoor learning is encouraged in all schools so pupils learn whilst being active and connect with the natural world.				

Case study 5 - Olive Academies Trust - Outdoor Learning (ODL) plays a key role in the curriculum. Experiencing success through ODL has laid important foundations for re-engaging in other areas of life for their pupils.

Case study 6 - Cabot Learning Federation - The Trust continually monitors and evaluates engagement in targeted sport and physical activity provision by pupils in need. They draw upon external programmes to respond and adapt rapidly if they are not meeting the needs of disadvantaged pupils. and continuously monitor and evaluate the demographic data of the pupils attending their extracurricular activities.

4. School Improvement at Scale

The Trust understands how the power of PE, sport and play can drive the quality and culture of continuous improvement across all schools; professional development is prioritised at the heart of school improvement planning so all schools are able to use PE, sport and play to raise all educational outcomes.

	Emerging	Established	Embedded	Next Steps
Our Trust seeks out and understands the best available PE, sport and play research and evidence, which is mobilised through the Trust leadership to ensure improved outcomes for pupils.				
Our Trust uses the available evidence to build capacity and deploy leadership to drive strategy which results in accessible sport and physical activity for all pupils.				
Our Trust knows that building strong structures for groups of schools will facilitate better professional development for the PE community enabling all to build knowledge and to draw upon experience and expertise across various contexts.				
Our Trust enables open communication and knows our situation and our context. We have the capacity and ability to develop and apply a tailored and strong model for improving health and wellbeing of pupils and staff.				
Our Trust provides a framework to connect, across all schools, all elements of physical and mental health and wellbeing to support sustainable school improvement which evolves and strengthens over time.				
Our Trust understands how specialist roles (e.g. SLE's, SGO's) can be deployed to mobilise and build knowledge, expertise and experience throughout the Trust.				
Our Trust systems and processes enable us to recognise quickly when the quality of PE, sport and play is falling, and intervention is rapid through effective deployment of expertise.				

Case study 7 - The Marches Academy Trust - The Marches Academy Trust embarked on a transformative journey by establishing a dedicated Physical Education and School Sport Staff Leadership team. A PESSPA strategic plan and a Sport Development Plan supported and reinforced this approach across all Trust schools.

Case study 8 - Redhill Academy Trust - The commitment to develop school sport is Trust wide and is a shared vision. The Trust has taken the clear and specific actions to develop a coherent approach across the family of schools to embed wholesale change.

5. Workforce Resilience and Wellbeing

The Trust understands that in order to deliver on the principles of a strong Trust there is a need to support and retain a resilient workforce that is healthy and well, and that to deliver high quality education, including for disadvantaged children and children with SEND, that they need to address the physical and mental health needs of pupils.

	Emerging	Established	Embedded	Next Steps
Our Trust understands that we must take care of staff wellbeing to create a culture that allows everyone to work towards achieving their potential.				
Our senior leaders model and champion efforts to support health and wellbeing, their own included, and ensure whole-school approaches to wellbeing are implemented effectively.				
Our governing bodies have a good knowledge and understanding of health and wellbeing issues and support the senior leadership team and wider trust community.				
Our Trust provides support to enable staff to reflect on and to take actions to enhance their own wellbeing. They are supported to develop behaviour change in healthy active lifestyles.				
Our Trust recognises the role of physical activity in improved physical and mental health and embeds it as part of approaches to improving staff wellbeing.				

Case study 9 - Insignis Academy Trust - The IAT puts the health and wellbeing of staff and pupils at the heart of its improvement plan to be a strong Trust with a wellbeing infrastructure.

Case study 10 - Nexus Academy Trust - Ensures that the culture supporting positive health and wellbeing is modelled by the CEO and all senior leaders, leading to grassroots practical application.

6. Finance and Operations

The trust creates a positive working culture for all staff that promotes collaboration, aspiration, and support. Prioritising the contribution of improved health and wellbeing through collaborative improvement plans, the trust sets out how this will be achieved through effective central leadership teams, strong school leadership and teaching, evidence-based curriculum design and their civic role within their communities.

	Emerging	Established	Embedded	Next Steps
Our Trust collaborates on the co-ordination, management and delivery of PE, sport and play, providing clear strategic direction around the development of the subject and activities, such as curriculum development, staff CPD & sharing practice.				
Our Trust utilises resources for the co-ordination of PE, sport and play efficiently across its schools to achieve the widest benefit for all.				
We provide centrally organised trust-wide enrichment opportunities through PE, sport and play that build a sense of belonging, identity and connect staff, pupils, and families (such as competitive sport, physical activity opportunities, holiday clubs).				
Our Trust supports and challenges primary schools to effectively manage and spend the Primary PE & School Sport Premium in line with DfE guidance to support all children and young people to live healthy active lives.				

Case study 11 - Tapscott Learning Trust - The Sports Hub is the operational driving force behind the significant strategic commitment to ensure the Trust provides an environment enabling happy, healthy children.

Case study 12 - Aspire Academy Trust - The Trust Board has developed a clear framework to financially plan for PESSPA across the Trust, with ambitious plans to ensure equity for all.



Move from accountability, to responsibility. Be responsible and put wellbeing front and centre.

FARHAN ADAM

PRINCIPAL, CROWN HILLS COMMUNITY COLLEGE

7. Civic Duty/Public Benefit

The Trust understands the role that sport and physical activity can play in supporting civic responsibilities and advancing education for common good, promoting the health and wellbeing of the whole community and enacts this through effective partnerships, plans and activities.

	Emerging	Established	Embedded	Next Steps
Our Trust understands the role that sport and physical activity can play in supporting our civic responsibilities and promoting the health and wellbeing of the whole community.				
Our trust and schools work in partnership and build relationships locally, regionally, and nationally to deliver on civic outcomes through sport and physical activity across education, health, sport and community organisations.				
Our Trust and schools seek opportunities to open school facilities for the benefit of the health and wellbeing of local communities				
Parents/carers are engaged in the importance of wellbeing and the wider value of physical activity, sport, and play.				
Our website and communications emphasise the importance of wellbeing, sport, physical activity, and play.				

Case study 13 - Tapscott Learning Trust - From major UK partnerships to making the playground available for safe family activities, the Tapscott Learning Trust is opening their doors to their communities.

Case study 14 - Marches Academy Trust - Step by step the Marches Academy Trust has taken a transformative journey to reaching out beyond the boundaries of the Trust to benefit more schools and more communities.



Leading People with Genuine & Authentic Love.

REBECCA LEEK

CEO, SOUTH ESSEX ALLIANCE MULTI ACADEMY TRUST

Next Steps

Your journey to becoming a Well School Trust has begun. By now you will have identified the areas in which your Trust is strong, the areas that are developing and some areas that will be a brand-new venture.

Remember that all Well Schools Trusts are a continuous work in progress, responding to the ever-changing educational landscape and ever evolving community that their Trust is serving. The most important aspect of becoming a Well School Trust is taking those continuous steps towards improvement and reaching out to those that are on the same path.

Your Trust is also now part of a large, growing, and supportive movement of schools and Trusts. The Well School movement exists to provide examples, resources and peer-to-peer support to one another.

Be sure to utilise the website and be inspired and learn from other schools and trusts and, in turn, share your best-practice too.



www.well-school.org
[@well_schools](https://twitter.com/well_schools)

Appendix 1



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Moving is preparing to learn.
RACHAEL MACKENZIE
WORLD THAI BOXING CHAMPION & NEURO-PHYSIOTHERAPIST

Appendix 2

Case study 1 – Aspire Academy Trust – Aspire Academy Trusts’ Strategic Vision 2025 document shapes the direction of the Trust and provides both vision and catalyst for change. The first of the Trust’s 9 goals is to ensure ‘there is an unwavering one trust culture and sense of wellbeing’. This goal is for both staff and children to feel a sense of togetherness and belonging and to live life well. The Trust’s vision statement is ‘nurturing curiosity, resilience, respect and excellence our children will thrive and live life well’. Through shared vision and values and robust clarity of purpose and direction, the trust has engendered deep collaboration amongst all staff to find the drivers for change that ensure children excel both academically and in character.

Indicators for success place PE, Sport and play centrally as clear drivers for change. This is achieved through the resolve that every individual school has alignment with the YST Well Schools ambitions and vision of every child enjoying the life-changing benefits of sport and play – the indicator for success being the translation of vision into practice.

The Board of Trustees and Trust leaders believe in the power of PE, School Sport and play in impacting on whole trust wellbeing and in doing so supporting extraordinary outcomes for children both academically and in character – thus achieving our mission.

Case study 2 – Windsor Academy Trust – At Windsor Academy Trust we are steadfast in our commitment to cultivating a transformative educational environment that goes beyond traditional academics. Central to our vision is the recognition that fostering healthier, happier, and more resilient young individuals requires a comprehensive approach—one that extends beyond classroom learning. By championing PE, sport and play as integral components of our educational ethos, WAT is dedicated to creating an inclusive and supportive environment that nurtures the physical, emotional, and social well-being of all our pupils. We are committed to leveraging these elements as powerful drivers for positive change, ensuring that our pupils are equipped not only with academic knowledge but also with the skills and resilience needed to thrive in all aspects of their lives.

- **Holistic Development:** PE, sport, and play contribute significantly to the holistic development of our pupils. They provide avenues for physical fitness, skill development, teamwork, leadership, and resilience—essential qualities that go beyond academic success.
- **Mental Health and Well-being:** Through engaging in physical activities and sports, pupils enhance their mental well-being by reducing stress, fostering positive attitudes, and developing coping mechanisms, which are critical for their overall happiness and resilience.
- **Community Engagement and Social Skills:** Participation in sports and play fosters a sense of community and belonging. It teaches invaluable lessons in teamwork, communication, respect, and collaboration—skills that are vital for success in both personal and professional spheres.
- **Academic Enhancement:** Research shows a positive correlation between physical activity and academic performance. Regular engagement in PE and sports can improve concentration, cognitive function, and overall academic achievement.



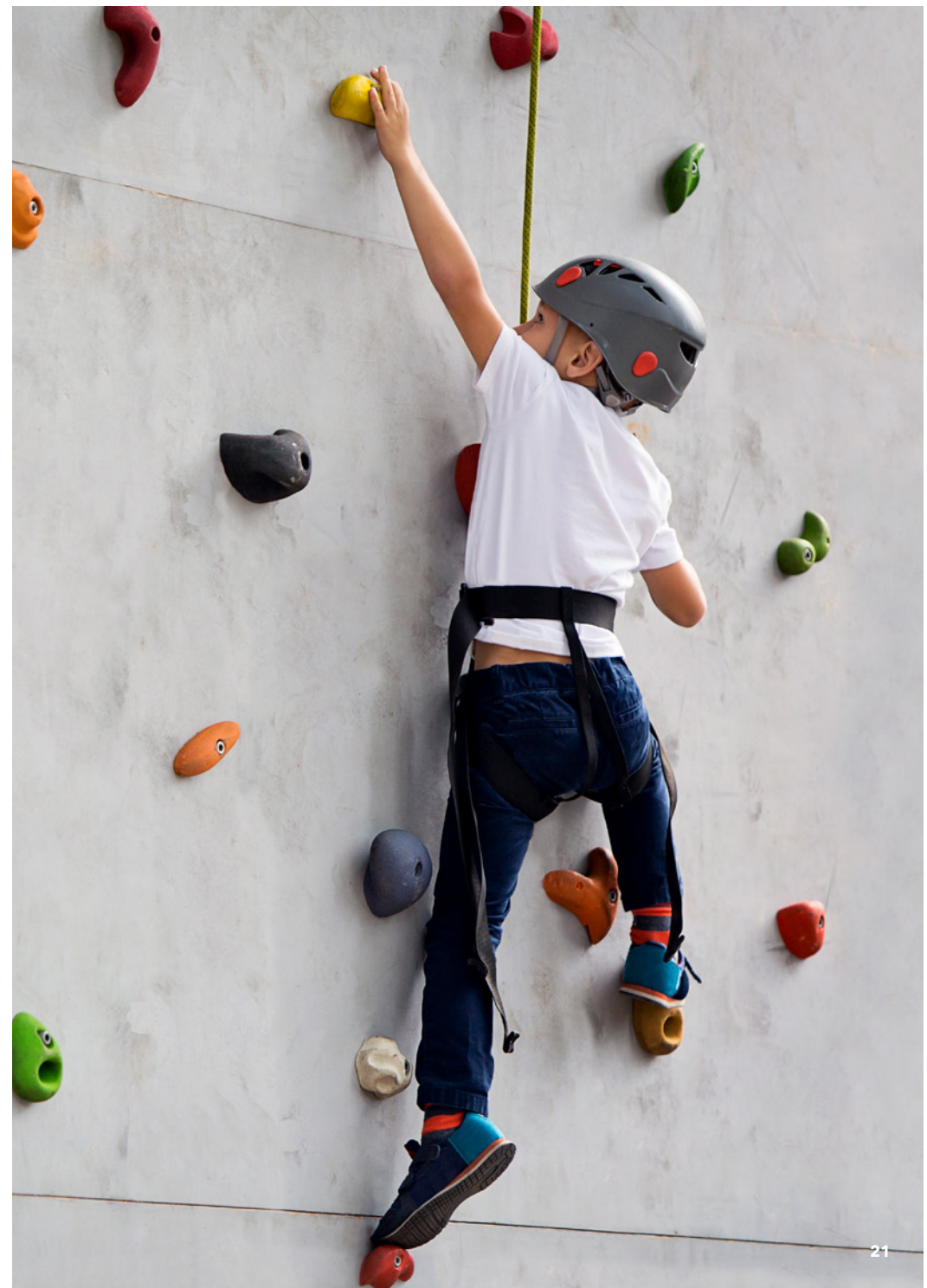
Case study 3 - Insignis Academy Trust - The need to put health, wellbeing, and personal development culture at the heart of our Trust was seen as a key driver for an ethos of continual improvement. Our collective goal is for all IAT schools to be 'Remarkable' and support all our pupils to make the most of themselves and be well prepared, academically, and personally, for their next steps in adult life, whichever path they choose.

To achieve this, it was important to have the backing of the Trustees and expertise in ethical leadership driving and shaping the culture and ethos. The aim for the IAT Trust is to develop a wellbeing and personal development culture which is currently evolving.

- To integrate and develop Well Schools into each of our four schools without it looking like a token gesture
- To see the Well School's Framework and 'Five Principles of a MAT's Strategic Function to Improve Personal Development and Wellbeing' underpinning our approaches.
- To create an infrastructure to support wellbeing and personal development
- To develop staffing at a Trust level to support PE, School Sport, and Play across Trust schools and beyond.
- To create the role of a strategic leader for wellbeing on the Trust's Central Team

Case study 4 - Aspire Academy Trust - To drive approaches across our 36 schools, our annual whole Trust CPD inset in 2023 was themed around the Well Schools 3 pillars and PE, School Sport & Physical Activity (PESSPA). We provided powerful keynote speakers with a focus on each pillar, alongside a suite of externally provided workshops which gave staff practical resources to support wellbeing, PE, School Sport, and Physical activity across the whole school community.

This day was attended by all school Senior Leadership Team, teaching staff and Trust Directors. This launch allowed schools to reflect on the vision for PESSPA across the Trust. Under the Well-Prepared strand element of the day, all schools were asked to complete the Sport, Play and Physical Activity self-assessment from the Well Schools Steps to Success document, to which our vision was aligned. This provided the school groups with clear areas for development alongside a chosen 'Passion Project' they would like to develop. All the information was collated by the Strategic Lead to revisit with individual schools.



Case study 5 - Olive Academies Trust - Our values as a trust are conviction, determination, ambition, and reflection and these permeate every aspect of the school day at our academies, including through our Olive Way curriculum and our approach to behaviour (respect, safety, and readiness to learn). At Olive Academies we have always viewed outdoor learning (ODL) as an important element of PE and sport. Through experience and pupil feed-back, we have become further convinced of its value in enabling holistic learning for our pupils, including supporting and challenging them to re-engage with their formal education.

When Olive Academies established its first Alternative Provision academy in Thurrock, we provided our pupils with creative, nurturing, and inspiring learning opportunities which re-engaged them in education and help them to turn their lives around. ODL has featured in the curriculum from this time, and we have found it makes an important contribution to achieving this goal. We have observed pupils whose motivation and confidence has flourished through ODL, and they have been able transfer this self-confidence into their learning in other subjects.

Case study 6 - Cabot Learning Federation - The trust provides targeted sport and physical activity provision and continuously monitors and evaluates the demographic data of the pupils attending their extracurricular activities. If these activities are not attended by children and young people in need, the club is removed from the timetable and reconsidered to an alternative activity. To support their targeted approach, they have adopted Youth Sport Trust programmes tailored to the current pupil demand to both educate and support their extracurricular sports offer inclusive of Boys Move, Girls Active and Active in Mind. Pupils benefit from the trust hosting both a School Games Organiser and Barclays Girls School Football Partnership and the wealth of opportunities provided through these programmes. As part of a joined-up approach across the wider Cabot Learning Federation, pupils benefit from collaborative approaches to ensuring enrichment activities are inclusive, engaging and build a sense of belonging. This includes BIG Events developed to create lasting memories for pupils, whilst shaping who they are and developing their sense of self and improving life chances - for example BIG Festival of sport & dance festival. Through the Opening School Facilities Fund, opportunities for pupils and communities are being enhanced by considering their specific needs and co-creating activities including parent and child fitness sessions, a functional fitness facility for pupil and local club to access, a Parkour community facility and a multisport activity hub.



Case study 7 - The Marches Academy Trust - The Marches Academy Trust embarked on a transformative journey by establishing a dedicated Physical Education and School Sport Staff Leadership team. This team included a Director of Sport, Physical Education and Wellbeing Lead, alongside the addition of a Physical Education Tutor and permanent School Sport Coaches/ Teachers. This strategic plan demonstrated the trust's commitment to Physical Education, School Sport, and Physical Activity (PESSPA) into its overarching vision, aims, and curriculum. With support from the Youth Sport Trust, the Marches Academy Trust created a PESSPA Strategic Plan, this helps ensure our schools and any potential new schools follow the developed plan for school sport.

This effort was further reinforced through the implementation of a comprehensive Sport Development Plan. The plan focused on enhancing the quality of physical education lessons, boosting staff confidence in teaching physical education more effectively. As a result, substantial strides were made in improving the delivery of physical education within the trust schools.

Case study 8 - Redhill Academy Trust - The leaders of the Trust are committed to PE and school sport, from the CEO and executive team to head teachers and senior leaders. The vision for developing school sport was shared with all academy boards and the executive board, and wellbeing, PE, sport, and physical activity are regularly discussed at those meetings. The Trust has taken the following actions to develop a coherent approach across the family of schools:

- Appointment of a Trust director for PE in Dec 2018 to support the quality of Core PE provision and support exam courses across the ten secondary schools.
- Appointment of a sports development officer in summer 2023, with a budget for events, CPD and equipment.
- Appointment of co-curricular co-ordinators in each school to work with the sports development officer.
- PE networks developed or set up from scratch (primary PE)
- Trust Games are calendared during the school day on three days per year to remove barriers for our harder to reach pupils and allow them access to school sport.
- Sports leaders are trained in each school and used to enable these events to take place (and more).



Case study 9 - Insignis Academy Trust - The IAT puts the health and wellbeing of staff and pupils at the heart of its improvement plan to be a strong Trust Wellbeing Infrastructure:

- Appointment of a Trust Wellbeing Lead (Mental Health First Aid Trained & Senior Mental Health Lead qualified).
- Annual Wellbeing Conference - aligned to needs identified from the Wellbeing survey, EDI survey and staff exit interviews.
- Annual wellbeing and EDI surveys conducted by outside organisation
- Each Local Governing Body to have a Wellbeing Lead
- Each school to have a Wellbeing Lead
- Each school to have Mental Health First Aiders (for staff and pupils)
- Each school to have a staff wellbeing group, staff connect club (social) and staff room committee.

Case study 10 - Nexus Academy Trust - The strong culture of the Trust is one that works on a strength- based approach led from the CEO and Executive Team flowing into each individual school who continue to have their own identify for their serving community in tandem with the shared goals of the Trust. Senior leaders' model and champion efforts to support health and wellbeing and ensure whole-school approaches to wellbeing are implemented effectively for example locality groups for staff e.g., woodland walking groups, social groups, staff sporting clubs. By our schools hosting community groups for example women's walking football staff are more confident to access sport and physical activity enjoying the benefits to their health and wellbeing. Through work as a Lead YST Inclusion school, knowledge, skills, and experience support partners to enhance their provision for all aspects of sport and physical activity. Training is offered to Trust schools and the wider county community.



Case study 11 - The Tapscott Learning Trust - The operational driving force behind our strategic vision for healthy, happy children is our Sports Hub. The Sports Hub was created to ensure all children in The Tapscott Learning Trust had access to high-quality PE, sport, and play. Highly skilled staff from the Hub are in our schools every day working alongside our teachers in PE lesson to provide expert professional development. This creates a Trust-wide culture where PE and sport are central to children's daily experience. Our schools provide a substantial amount of time for PE, sport and play in the curriculum, through the wider day-to-day experience of children, and through our extensive after school offer. As a result, the majority of our nearly 2,500 children are getting their 60 active minutes through the school day. As well as ensuring the day-to-day experience of PE and sport is of the highest quality, our Sports Hub also arranges competitions for our children and those from several other schools. With nearly 30 competitions organised last year and over 1,500 children competing. The Sports Hub also supports our PE subject leaders across the Trust with further guidance and development - ensuring we have the best quality offer for our children. 3 of our schools have School Games Gold and one School Games Platinum. We also have the first Gold Healthy School in Newham.

The Sports Hub further supports our schools in several bespoke initiatives tailored to local communities. Active Learning lessons and Active Learning breaks; Sports Leaders; Community workouts; walking clubs; active fundraisers; holiday activity clubs, and so much more.

Case study 12 - Aspire Academy Trust - The Trust Board have prioritised spending on outdoor learning and play. Central finances ensured the funding was available for the acquisition of a large outdoor learning centre with accommodation for 36 children. The aim is that ALL children can attend and not be limited by their parents' ability to pay. It will be free for those disadvantaged pupils that need it.

Through central financing the Board have also ensured capacity and expertise through the resourcing of a Trust Leader for PESSPA, a Trust Leader for Wellbeing and Pastoral care and a Trust Leader for Outdoor Education.

Every Aspire school commits a percentage of their PE and Sports Grant to a central pot, so we can strategically plan the development of PESSPA, wellbeing and personal development across the Trust.

The Trust has a Strategic Lead for PESSPA and a network group which has evolved from the 'PE Network' with a heavy PE curriculum and School Sport events focus, to ensuring the much wider strategy of wellbeing, physical activity and personal development are developed across the Trust.

Case study 13 - Tapscott Learning Trust - We want to impact our wider communities both through inspiring them and through practically involving them in activities that will help them be more active and therefore healthier and happier. The Sports Hub has built a range of partnerships to enhance our provision. Most recently we became the UK lead partner for Major League Baseball. One of our schools has received funding to install a baseball diamond and were also involved in the recent MLB games at the Olympic Stadium in Newham. This partnership is one of a number that further raise the profile of PE, sport and play across the Trust and provide opportunities for our children and communities.

We create opportunities for safe access to sports and activity - parental involvement/attendance for sports days / family events - family bike clubs after school, weekly family exercise before school. Quote from parent: 'I don't feel safe taking my children into the local parks as there are gangs and dangerous dogs. It is so nice that they can use the school playground as I don't have to worry and know they are safe.' We encourage active travel to school such as Sustrans Big Pedal / Walk on Wednesdays / bike and scooter storage at schools / Street Tag.

Case study 14 - The Marches Academy Trust - The comprehensive efforts and achievements of The Marches Academy Trust have not only elevated the quality of physical education and school sport within the Trust but also extended the impact to the wider community. Through upgraded facilities, enhanced teacher development programmes, and active community engagement, the trust has made a big transformative journey towards promoting physical wellbeing and educational excellence. Alongside providing support to its own 11 schools, The Marches Academy Trust has expanded its outreach to encompass an additional 16 schools across the region. The programmes include Physical Education lessons, organising competitive events, conducting CPD workshops for teaching staff, and facilitating various enrichment activities. Through this collaborative approach, the trust extends its expertise and resources to benefit a broader network of schools.



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