

# JUNIOR ACTIVE LEADERS

## Evaluation, Impact and Testimonials 2018 to 2023



QUALITY ASSURED  
ENHANCING ★★ ★



# PUPIL FEEDBACK



**95%**

reported increased levels of self confidence

**89%**

are looking forward to leading activity

**86%**

Said the course helped them to think quickly

**100%**

wanted the course to continue

# SCHOOL/COURSE HOST FEEDBACK



**5/5**

Course content

**5/5**

Course materials

**5/5**

Course delivery

**100%**

Confirmation of improved levels of confidence, peer to peer collaboration, concentration and behaviour, desire to be active

# TEACHER COMMENTS:

*The children have become very independent. They are organising themselves and the games they are playing without adult instruction. They are really keen to get the younger children active!*

*Watching the class develop their leadership and collaboration skills across the week was a delight but seeing the reluctantly active children participating positively and achieving alongside their peers was the best highlight. This training is one of the pinnacles of our calendar.*

*Fantastic programme which has a positive impact on the whole school: the children on the programme who feel empowered and trusted; the younger children who benefit from the activities at playtimes and lunchtimes; the staff who appreciate how suitable, guided activities for the younger children helps them have safer, more active playtimes and learn proper playground skills.*

*The students started to really work together and were proud to lead the younger students.*

*The course is fantastic for students. Within a week, they grow in maturity and build great bonds with their classmates. Highly recommend!*

*The Junior Active Leader course was inspiring! The children thrived on the activities, responsibilities and leadership opportunities. The course leader was incredible. She got to know the children in a very short space of time, celebrating each child's unique strengths and developing their individual needs.*

# QUALITY ASSURANCE



## JUNIOR ACTIVE LEADERS

### 2022 CIMSPA QUALITY ASSURANCE REPORT

*'This is a carefully thought-out programme, used to equip young people with skills for life. It should be in every school in the country.'*



*'Materials for trainers are high quality. Attractive, useful, and engaging information is produced in a number of formats including presentation slides, a trainer manual, handbooks, games, and activities.'*



*'Active Leaders offer a comprehensive and professional programme to both those who train Junior Active Leaders, as well as the pupils taking the course.'*

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# Tackling inactivity in Rotherham



## Background

Three schools in a multicultural area of Rotherham, one of which had the highest number of overweight pupils in the country, wanted to promote active lifestyles and develop pupil confidence.

## Aim

To run a Junior Active Leader course in each school, increase activity levels and create activity leaders in each school for on-going role modelling.

## Junior Active Leader courses

- A Junior Active Leader course was run in each school in Spring 2019
- Each course ran once a week for 10 weeks to complete the 10 sessions and continued with the trained Junior Active Leaders leading activity in their schools
- 41 pupils, years 5 and 6, boys and girls, were trained as Junior Active Leaders
- The trainer was the schools' external PE provider, trained by JAL Trainer Accreditation scheme
- Course funded by Greggs Foundation – interested in setting up a Greggs breakfast club in each school



## Outcomes

- 100% pupils increased in confidence
- Sessions with younger children among the most enjoyed – pupils want to help other schools
- Pupils said the course helped them think quickly and problem solve
- The headteachers said that the Junior Active Leader Programme had instigated a sense of energy and enthusiasm in activity for their pupils. The buzz to get children active was felt through the school.

### Sustainability one year on:

- Headteachers reported on-going focus on maintaining active lifestyles and a desire to repeat the Junior Active Leader course.



# Shy year 6 girl



## Background

Academic pupil but very reluctant to contribute to group or class discussions. Had the reputation of being very shy and a 'girl of few words.'

## Aim

To encourage her self-confidence through participation in the Junior Active Leader course with her peers.

## Junior Active Leader Course, September 2019, South Oxfordshire

- 2 week course (afternoons)
- 30 pupils, boys and girls
- Trainer: experienced primary and secondary school PE teacher and Junior Active Leader trainer
- Course funded by Sport Premium from school



## Outcomes

- By Week 2, she demonstrated credentials as a natural leader. She confidently stood in front of her cohort and clearly and concisely led them all in a variety of games. Her class teacher was "blown away" by her voice projection which she had never seen any evidence of previously.
- We were so impressed by her leadership prowess, she was one of six pupils we took to Oxford Brookes University to work with their Year 3 Teacher Training students to promote the Junior Active Leader Course. She confidently and competently led them all in activity and there was little sign of the shy, reserved girl we had met on her first day of the course.
- The school commented on the positive impact the course had made and booked 2 further courses (year 5s and year 6s the following year)
- The school made particular note of the way in which the Trainer had got to know all the pupils, enabled their participation and developed their skills.

### And now:

She is now going from strength to strength at her new secondary school.



# Year 6 boy (K) with speech disorder



## Background

Year 6 boy who became silent during lockdown and had not spoken at school since April. His mum struggled to get him into school.

## Aim

To encourage participation and confidence through the Junior Active Leader programme run at his primary school.

## Junior Active Leader Course, North Oxfordshire, 2020

- Week-long course, Monday 5<sup>th</sup>-Friday 9<sup>th</sup> October 2020
- 23 pupils, year 6, boys and girls
- Mixed participation levels in sport and mixed academic ability
- Trainer: experienced primary and secondary school PE teacher

## Outcomes

- On the first morning of the course, K wouldn't even make eye contact with the trainer. He involved himself in group work; albeit silently.
- As the week progressed, K became noticeably more engaged and animated when participating in the fun games with his peers. Midweek, K volunteered to divide the class into teams on behalf of his group which he did quietly but was a huge step for him.
- By the Thursday afternoon, K stood up in front of his whole cohort and confidently and competently led his class in a fun warm up game. He projected his voice; spoke with confidence and led with enthusiasm. Both his teacher and the trainer had tears in their eyes!
- On the Friday afternoon, the whole-class debrief discussed individuals who had made noticeable progress throughout the week. The class were asked who had stood out to them - K was nominated for his progress. The smile on K's face was one of the best things the trainer had ever seen!
- After the course, when the class teacher was relaying this information to his mother, she burst into tears as she could not believe the change in him in just a week.

### Teacher comments:

K is now continuing to make good progress at school and is regularly leading his cohort in activity in their weekly leadership sessions.

It was so wonderful to see all children engaged and thoroughly enjoying learning new skills in leadership. Even children who were very reluctant and anxious, grew in confidence and by the end of the week were leading the class in games - something they were so proud of. Many parents said how happy their children were coming home from school and 'couldn't stop talking' about what they had learnt.

The children still speak about the week learning to be Junior Active Leaders and regularly take sessions in our PE lessons to continue their leadership development. So far, each group has planned and led a session - a particular favourite game is Extreme Rock, Paper, Scissors and Who's Who at the Zoo?



# Junior Active Leaders - camp



## Background

Sonning Common primary school identified the need for a purposeful, fun, holiday programme for year 5-7s which combined leadership training with healthy eating and developed confidence for transition.

## Aim

To pilot Junior Active Leaders in a one week camp format, with the children preparing a healthy lunch as a start of the day activity and running a fun games morning for their younger siblings on the final day.

## JAL Summer Camp

- 5 day course, including healthy lunch
- 19 pupils, boys and girls
- Trainer: Holiday activity camp manager and leadership trainer
- Course funded by pupils/parents



## Outcomes

- Food preparation generated team building and a happy start to every day
- Pupils tried foods they had never eaten before
- Pupils loved learning on camp, especially inventing games and preparing to host their siblings
- Year 7 students could have been more involved as assistants for the younger pupils, acting as role models and mentors
- Pupils worked with others they would meet at their new secondary school
- Positivity, confidence and great sense of achievement.

### Other comments:

- Junior Active Leaders is an ideal addition to UK Government HAF programmes, providing enrichment and maintaining educational attainment during the holidays. Since 2019 the course has been run on various holiday camps in Bristol and London





# Quotes from Junior Active Leaders



**“I am so excited to be able to lead sports and activity to all the kids at my school. I feel happy to do my job as a Junior Active Leader.”**

*(Year 6 boy in a school with highest inactivity rates in the country)*

**“Being a Junior Active Leader helps me to feel confident with others”**

*(football loving year 5 who is ‘never selected for the team’)*

**“I love leading the younger children and seeing them enjoy the fun games”**

*(reluctant year 6 girl with little interest in sport)*

**“I enjoy leading games because I like seeing the other children smile”**

*(bright year 6 boy keen to be liked)*

# A SUSTAINABLE PROGRAMME:



*The Junior Active Leaders are running activities at playtime and lunchtime for younger children. This year we have a few "wild ones" in KS1 so the help of the Junior Active Leaders to guide them towards more suitable playtime activities is priceless!*

*The Junior Active Leaders have a rota, week A and week B, so that each class is responsible for the games that week. The week is then divided up so that each team of leaders takes responsibility for a game one day a week.*

**We have checked in with schools the term after the course – this is what they report:**

*The Junior Active Leaders support lunchtimes each week so that the children have role models and activities to join in with*

*The Junior Active Leaders run games on the playground at lunchtime 3 times a week.*

*The Junior Active Leaders are providing daily game sessions to the other children in the school and using some of the games they have learnt, along with their new skills, to plan and lead Friendship Time with the rest of the school at the end of each short term.*

*The Junior Active Leaders continue to lead the students in game based activities in their groups and assist the teachers in PE sessions also.*



**1667 Junior Active Leaders trained**  
**71 Junior Active Leader Courses delivered**  
**43% of courses in higher areas of deprivation**  
**40 accredited trainers across England**  
**Working across 18 counties**



# HEADTEACHER RECOMMENDATION



*We are working with Active Leaders who have helped us implement the Junior Active Leader programme in our school. Thameside is a school with a high proportion of children with special educational needs, who can find it challenging to access mainstream opportunities. Our Year 5 students (including SEND pupils) have really enjoyed becoming Junior Active Leaders. We have found this to be an accessible and sustainable programme because each pupil can progress at his/her own pace. Some of the Junior Active Leaders have helped our leadership team run fun games and activities at lunchtimes for younger SEND pupils in KS1, while others are volunteering to run games on the main playground. This programme is serving our whole school community, providing well organised activity which is pupil led, fun, and simple to supervise. We now have a teacher trained to deliver the Junior Active Leader course on an on-going basis. We wholly recommend Active Leaders as a trusted organisation with a strong focus on enabling all children, including those with high needs, to become respected activity leaders and help others enjoy the benefits activity can bring.*

*Sophie Greenaway, Headteacher, Thameside Primary School*

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Active Leaders Ltd

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