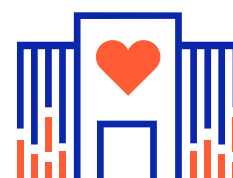
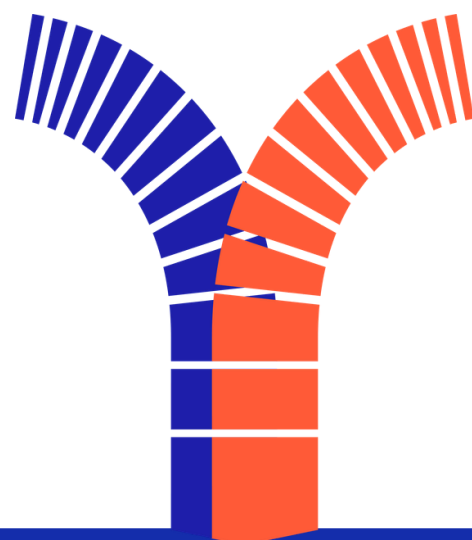




## **Further Reading Guide: Well School Governance, A Guide for Trustees and Governors.**



*Well Culture.*



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## Government and National Guidance

**UK Chief Medical Officers' Physical Activity Guidelines**

**National recommendations for children and young people's daily physical activity.**

### **Department for Education – School Governance**

**Guidance for governing boards on strategic leadership and accountability.**

### **Ofsted Education Inspection Framework**

**Guidance outlining how schools are evaluated, including personal development and wellbeing.**

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## The Youth Sport Trust Perspective

### **PE and School Sport Annual Report**

**Youth Sport Trust**

#### **Why read it?**

Provides a comprehensive overview of the current state of children's physical activity, wellbeing and school sport across England.

#### **Key takeaway for school leaders**

Participation in physical activity and school sport is associated with improvements in:

- Self-belief
- Mental wellbeing
- Resilience
- Social development
- Engagement with school

Benefits are particularly significant for disadvantaged young people.

#### **Practical implication**

School leaders should view physical activity as an inclusion and equity strategy, not simply a health intervention.

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## **Evidence and Research**

### **Education Endowment Foundation (EEF)**

**Research on social and emotional learning, physical activity and school improvement.**

**NHS Guidance on Children and Young People's Mental Wellbeing  
Information and support relating to wellbeing and mental health.**

### **World Health Organization (WHO)**

**Global guidance and evidence on physical activity and wellbeing.**

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## **Reflection Questions for Leadership Teams**

- How well does our school's vision and strategy recognise the role of wellbeing, physical activity and PE in helping pupils thrive and achieve?
  - How confident are we that all pupils have equitable opportunities to be active, participate and feel that they belong?
  - What evidence do we see as governors that wellbeing is embedded across school culture, rather than treated as a separate initiative?
  - Are we asking the right questions about PE, physical activity and wellbeing – including their contribution to wider priorities such as attendance, behaviour, inclusion and achievement?
  - What is one question we could ask school leaders that would help us better understand the experiences of pupils and staff?
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