

How to read the report

Results at a glance

Levels of activity

Participation at and outside school

Activity breakdown

Physical literacy

Swimming proficiency

Wellbeing

Individual and Community Development

Comparison Data

Healthy Schools Rating Scheme

Notes

Active Lives Children and Young People survey

Academic year 2025 to 2026
AUTUMN TERM

Example secondary
Issued: September 15, 2026



This report summarises your school's results from the latest Active Lives Children and Young People Survey. A few key things to keep in mind as you review the report:

Sample Size: This report is based on a sample of your pupils. The number of respondents to the survey at your school is 2000. If the sample size is small, interpret the results with caution. Small sample sizes may not accurately represent your entire school population, and apparent differences between groups may not be real differences. The number of respondents to the survey at your school is also displayed on the final page of the report.

If your report includes **only** year 1-2 pupil data: The wellbeing and attitudes to sport as well as activity levels has been provided by pupils.

If your report includes both year 1-2 pupil **and** parent data: Charts based on data collected from year 1 to 2 pupils is labelled as such in this report. Otherwise, the data collected from parents of years 1-2s is used.

2000 responses were collected from 4 classes:

Year group	No. of responses
8	500
9	500

Year group	No. of responses
10	500
11	500

Adjusted national data: Alongside your school results, we have provided national figures based on the 2024 to 2025 academic year. To make these comparisons more meaningful, we have adjusted the national figures to match your school's specific mix of year groups, genders, as well the term your school took part in the survey. This is important because survey responses often vary between different year groups and between boys and girls. While this tailored approach provides a fairer comparison than a simple national average, there may still be other differences between your school and the national figures that we cannot account for. Please use the national figures as a helpful guide rather than an exact benchmark.

Reading the charts: If the adjusted national data figure is covering your schools percentage, please hover your cursor over the bar to reveal your schools data. If you click on  National in the legend you can remove this data from the charts.

Physical Activity

53% of pupils average 60+ minutes of moderate to vigorous activity per day across the week.

Your school	53%
National	49%

All responding year groups

53% of pupils average 30+ minutes of moderate to vigorous activity per day across the week at school.

Your school	53%
National	52%

All responding year groups

59% of pupils average 30+ minutes of moderate to vigorous activity per day across the week outside of school.

Your school	59%
National	56%

All responding year groups

Wellbeing

On a scale of 0 (low) and 10 (high), pupils gave a mean score of **7.1** when asked how happy they felt yesterday.

Your school	7.1
National	6.3

Years 3 to 11

On a scale of 0 (low) and 10 (high), pupils gave a mean score of **7.1** when asked how satisfied they are with their life nowadays.

Your school	7.1
National	6.6

Years 7 to 11

On a scale of 0 (low) and 10 (high), pupils gave a mean score of **7.3** when asked whether the things they do in their lives are worthwhile.

Your school	7.3
National	6.8

Years 7 to 11

Physical Literacy

43% of pupils agreed strongly that they have a positive and meaningful relationship with movement and physical activity.

Your school	43%
National	27%

Years 3 to 11

24% of pupils agreed strongly that they have the skills, competencies and capabilities (move, connect, think, feel) that underpin physical literacy.

Your school	24%
National	18%

Years 3 to 11

52% of pupils agreed strongly that they have positive experiences of sport and physical activity.

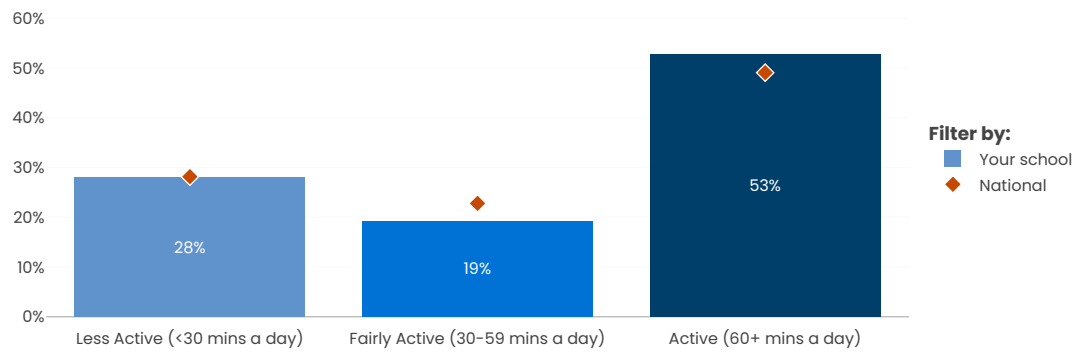
Your school	52%
National	33%

Years 3 to 11

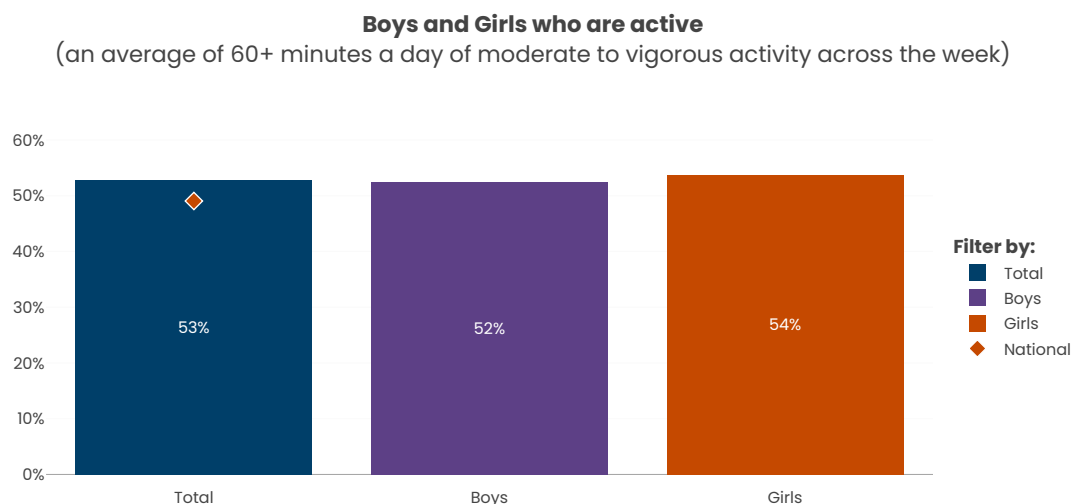
At Example secondary, 53% of pupils do an average of 60+ minutes a day of moderate to vigorous activity across the week, meeting the Chief Medical Officer's guidelines for levels of physical activity amongst children and young people.

Overall activity of pupils

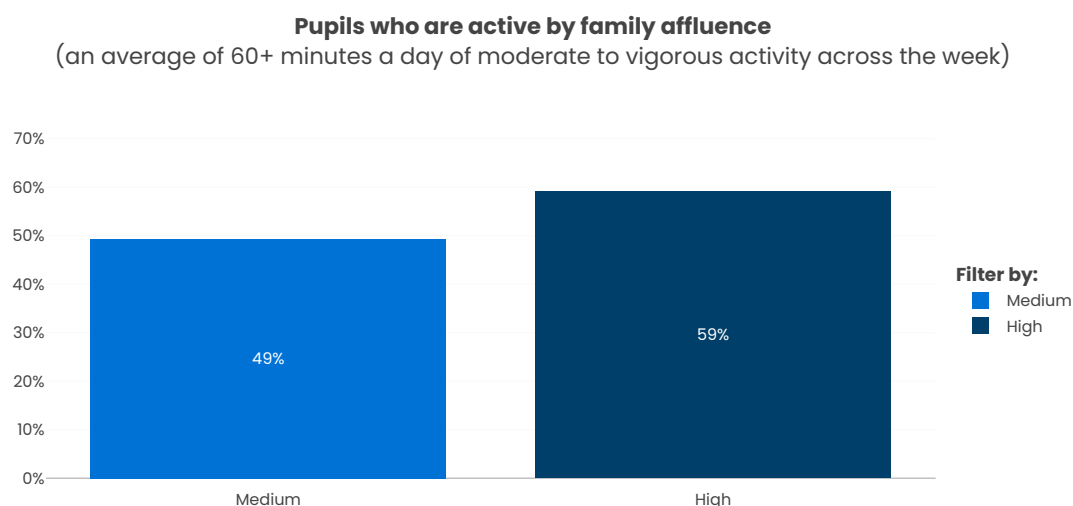
Levels of activity across the week



Activity by gender



Activity by family affluence



Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

Have you considered?

- Are there other opportunities to embed sport, physical activity and movement across the school day?
- Can you identify less active pupil groups, understand their preferences and what the current offer may be missing?

Government guidelines set out that pupils should do an average of 30 minutes of physical activity during the school day and a further 30 minutes outside school.

Active travel to school
Pupils who got to school by active means (on foot, by bike or scooter).

Your school 66%

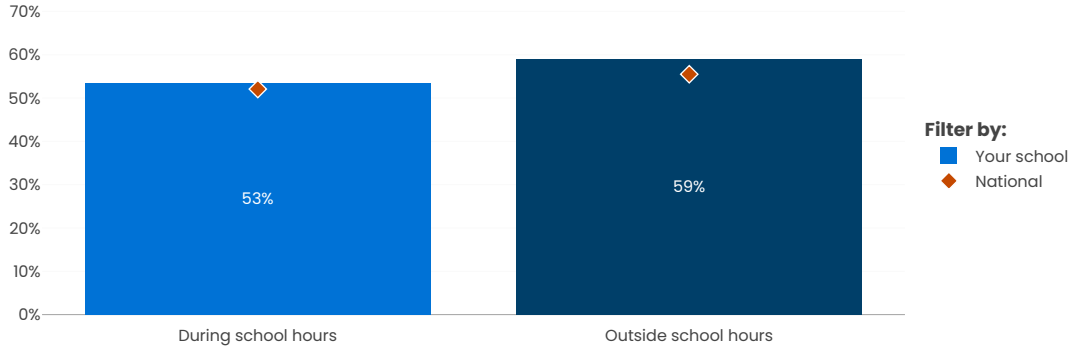
How much time is spent doing PE each week per pupil at your school?

120
minutes per pupil at your school

Activity during and outside school hours

The chart shows pupils doing an average of 30+ minutes of moderate to vigorous activity across the week, during and outside school hours.

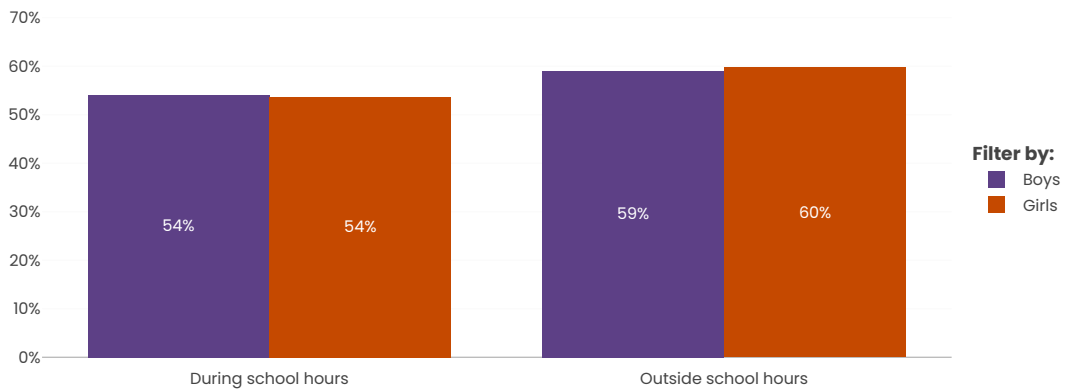
Pupils active at and outside school



Activity during and outside school hours by gender

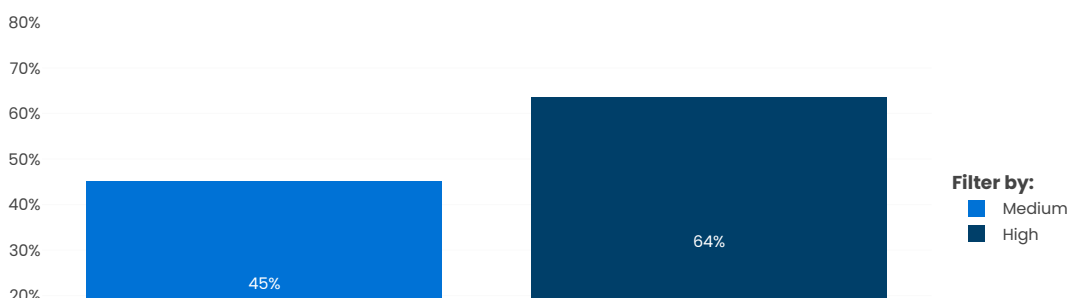
The chart shows boys and girls doing an average of 30+ minutes of moderate to vigorous activity across the week, during and outside school hours.

Boys and Girls active at and outside school



Activity during school hours by family affluence

Pupils active during school hours by family affluence

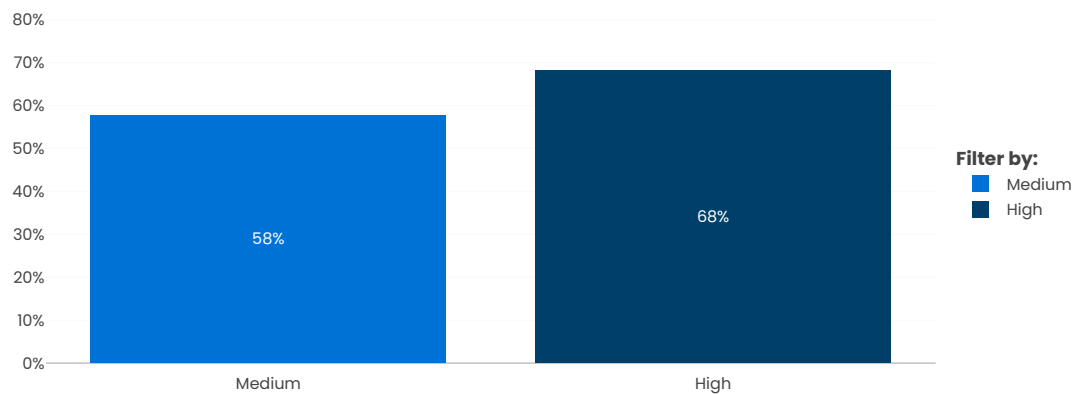




Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

Activity outside school hours by family affluence

Pupils active outside school hours by family affluence



Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

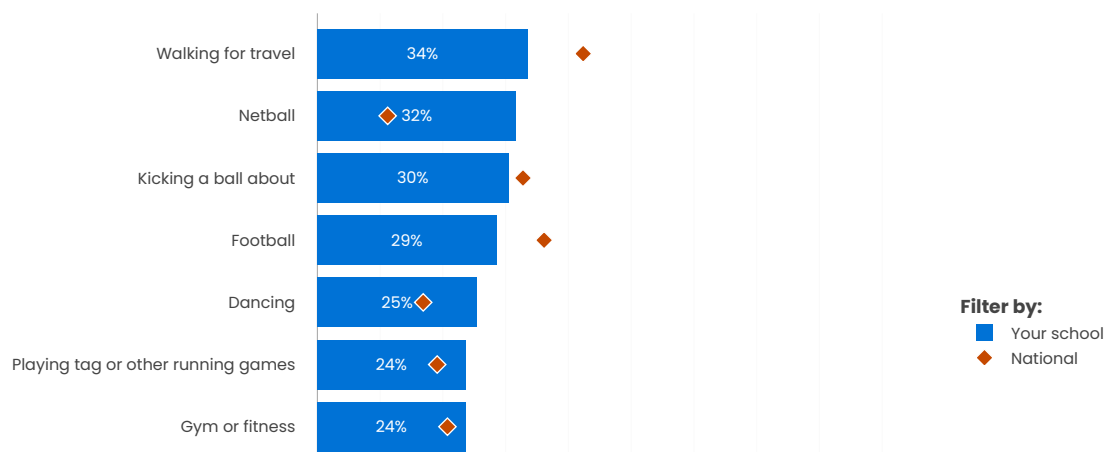
Have you considered?

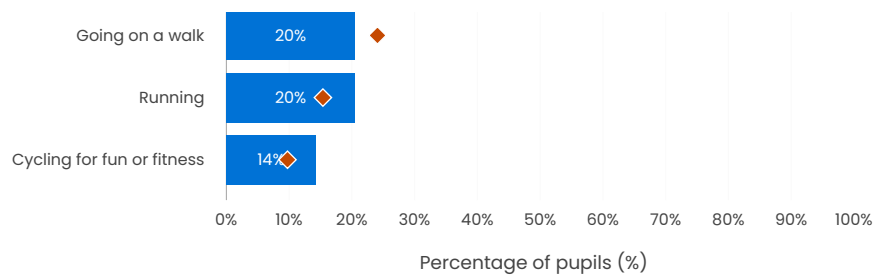
- What would help your pupils be more active outside of school? Are there local partners or facilities who may have an appropriate offer for your pupils and could link with your school? How could you use your relationships with families to introduce or signpost to activities within the community?
- Are there other opportunities for the school to encourage more pupils to travel by foot, bike, or scooter to school?

The charts below show the pupils who take part in each activity in the previous week at moderate to vigorous intensity. Only the top 10 activities are included. These are shown separately for activities done during school hours and activities done outside school hours.

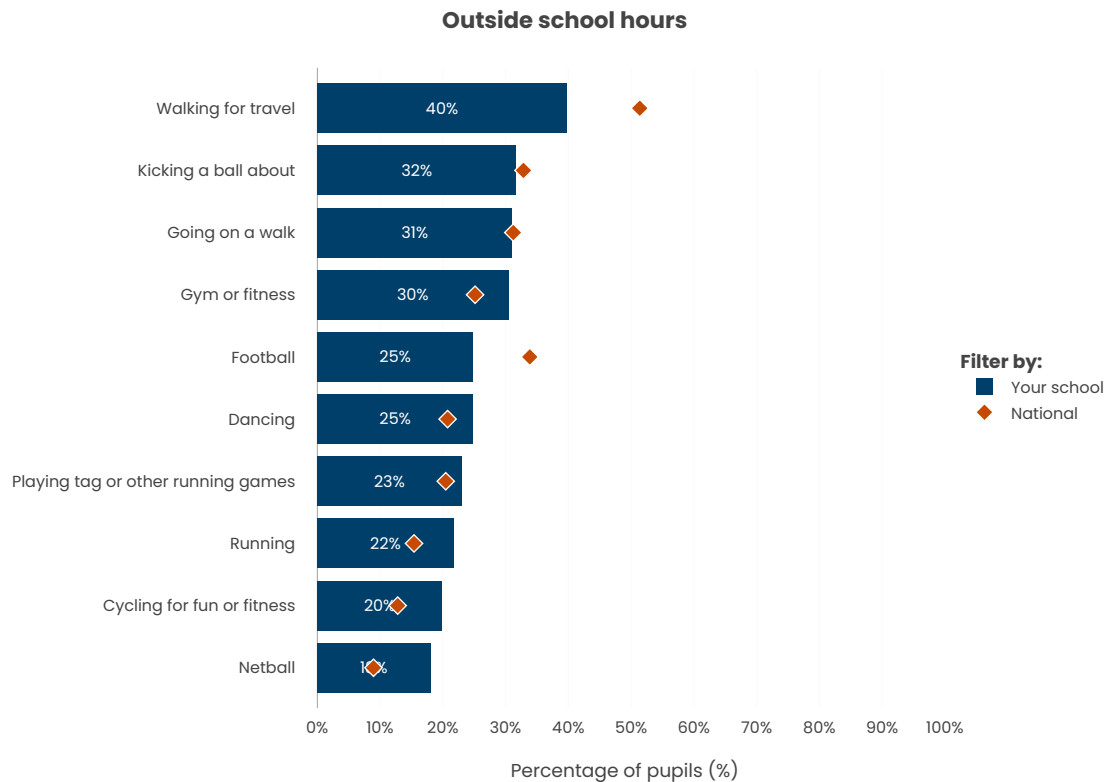
Activities during school hours

During school hours





Activities outside school hours



Have you considered?

- How does listening to the voice of the pupils influence not only which activities you offer, but also the way in which they are delivered, to meet different children's needs?

What is physical literacy?

The [Physical Literacy Consensus Statement](https://www.sportengland.org/funding-and-campaigns/children-and-young-people) (<https://www.sportengland.org/funding-and-campaigns/children-and-young-people>) for England was published in September 2023.

Physical literacy is a way of describing a person's:

- **relationship** — a positive and meaningful association with movement
- with **sport and physical activity** — how we move, connect, think and feel
- **throughout life** — shaped by individual, social and environmental factors

The nature of a person's relationship with movement is complex and ever-changing. As such, there can be no one measure of physical literacy; however, we capture a variety of data on positive attitudes and opportunities to be active, that combine to provide a good indicator of a person's relationship with sport and physical activity.

Each theme of physical literacy has a number of domains. The Active Lives Survey collects data across a series of statements detailed here that relate to each domain, typically one for junior-age children and two for secondary-age young people. Where two statements are included, we present data for that domain as the most positive response across the two. Where we report the number of positive attitudes within a section,

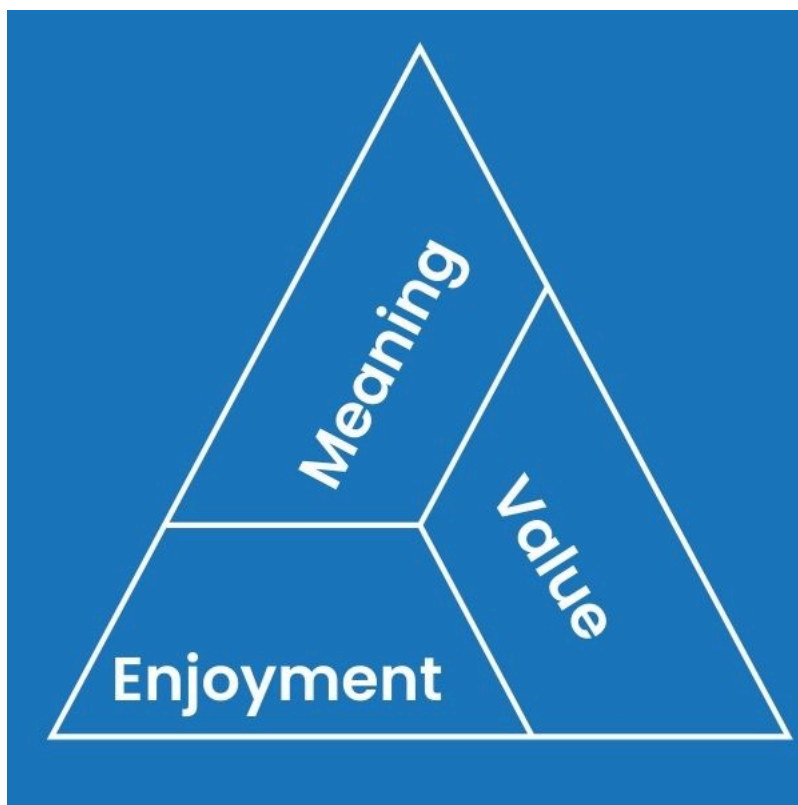
this relates to strong agreement with domains, not individual statements. [Link to more information on measures and demographics \(https://www.sportengland.org/research-and-data/data/active-lives/active-lives-data-tables/active-lives-survey-2024-25-year-8\)](https://www.sportengland.org/research-and-data/data/active-lives/active-lives-data-tables/active-lives-survey-2024-25-year-8).

The themes of Physical Literacy

43%

National 27%

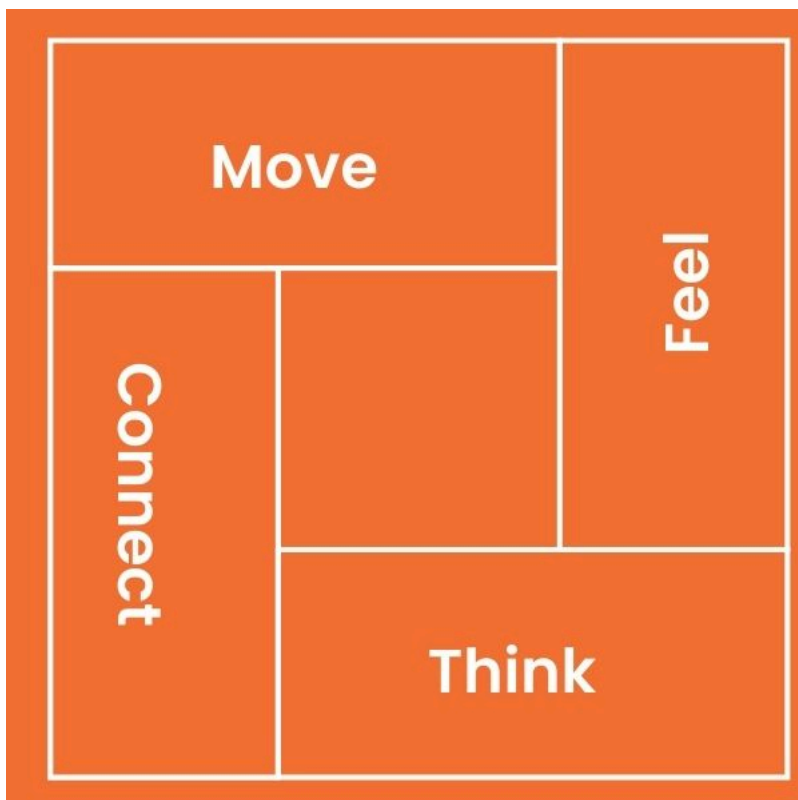
agreed strongly with all domains of positive and meaningful relationships (meaning, value, enjoyment)



24%

National 18%

agreed strongly with all domains of learning and development (move, connect, think, feel)



52%

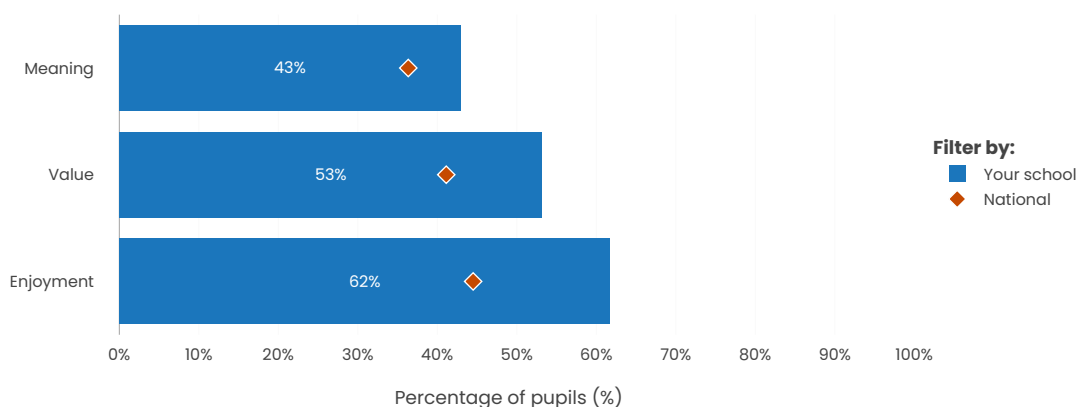
National 33%

agreed strongly with
all domains of
positive experiences
(inclusion and
opportunity)



Pupils who strongly agreed with the domains of...

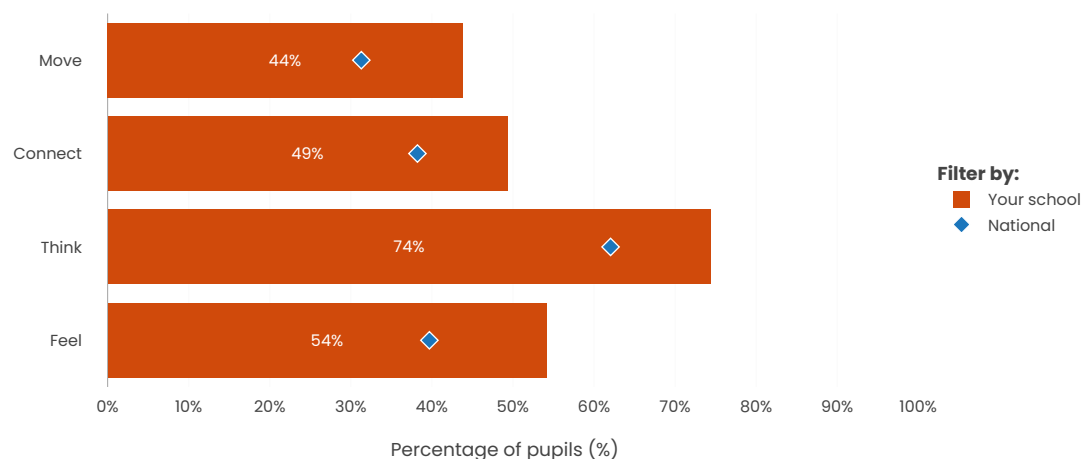
Positive & meaningful relationship



Each domain in the chart above is based on the following statement(s):

Domain	Statement(s)
Meaning	Taking part in exercise and sports matters to me.
Value	Exercising and doing sports makes me feel better about myself. I exercise and play sports to help me relax and worry less about things <i>(Years 7-11 only)</i> .
Enjoyment	I enjoy taking part in exercise and sports.

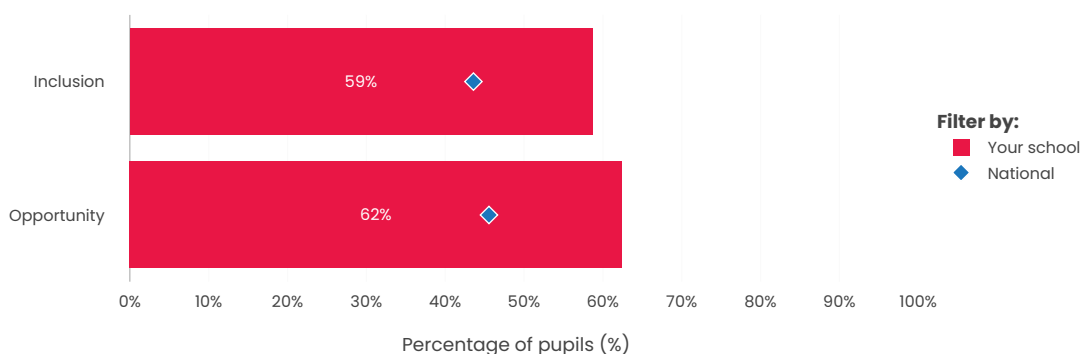
Learning & development



Each domain in the chart above is based on the following statement(s):

Domain	Statement(s)
Move	I find exercise and sports easy. I am good at exercise and sports <i>(Years 7-11 only)</i> .
Connect	I work well with other children when doing exercise and sports. I am kind when playing and being active with other children when doing exercise and sports <i>(Years 7-11 only)</i> .
Think	I understand why exercise and sports are good for me. I know where and how to get involved in exercise and sports <i>(Years 7-11 only)</i> .
Feel	I feel confident when I exercise and play sports. I keep taking part in exercise and sports when it is challenging <i>(Years 7-11 only)</i> .

Positive experiences



Each domain in the chart above is based on the following statement(s):

Domain	Statement(s)
Inclusion	The adults who run my exercise and sports activities listen to me when I have an idea <i>(Years 3-6 only)</i> . I feel my opinions are valued by the adults who organise my exercise and sport activities <i>(Years 7-11 only)</i> . Outside of school there are places I can exercise that are inclusive and welcoming <i>(Years 7-11 only)</i> . I see people who are similar to me if I exercise outside of school <i>(Years 7-11 only)</i> .

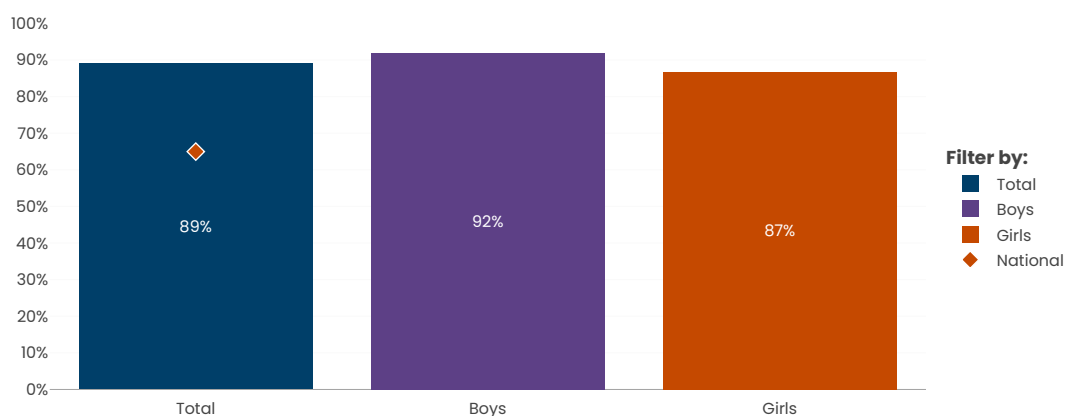
Domain	Statement(s)
Opportunity	I feel that I have the opportunity to exercise and play sports (<i>Years 7-11</i>).

By the time they leave primary school, all pupils should be able to do these things:

- Swim 25 metres unaided
- Tread water
- Self-rescue

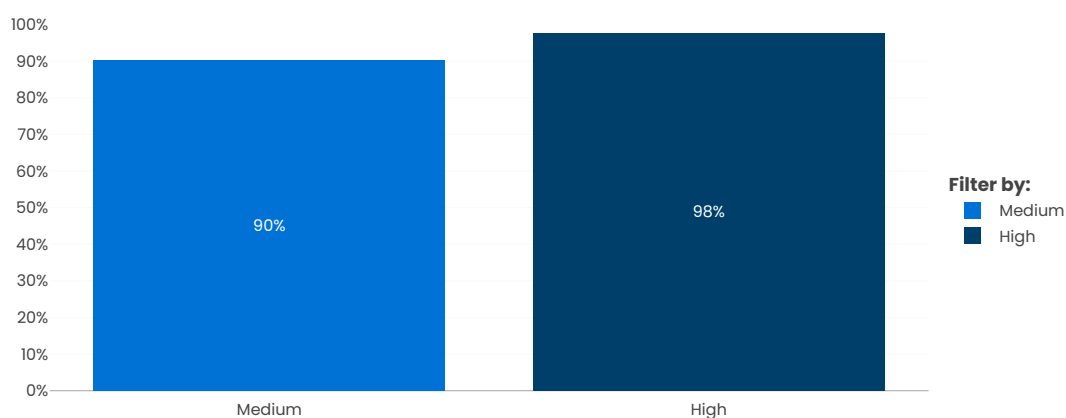
Swimming ability

Pupils who can swim 25m unaided



Swimming ability by family affluence

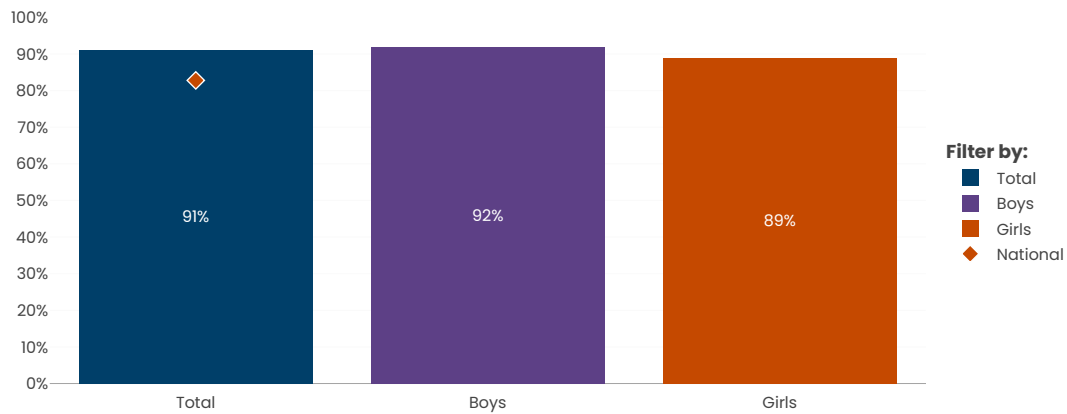
Pupils who can swim 25m unaided by family affluence



Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

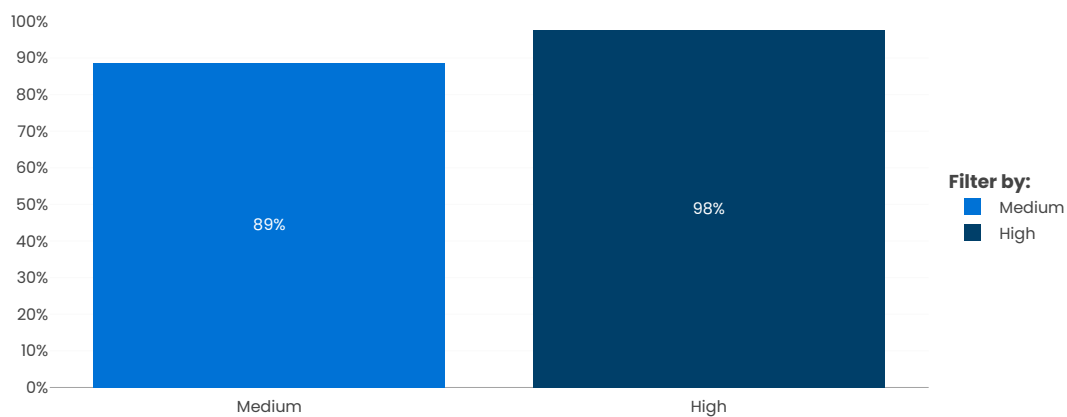
Confidence and capability

Pupils who can tread water



Confidence and capability by family affluence

Pupils who can tread water by family affluence

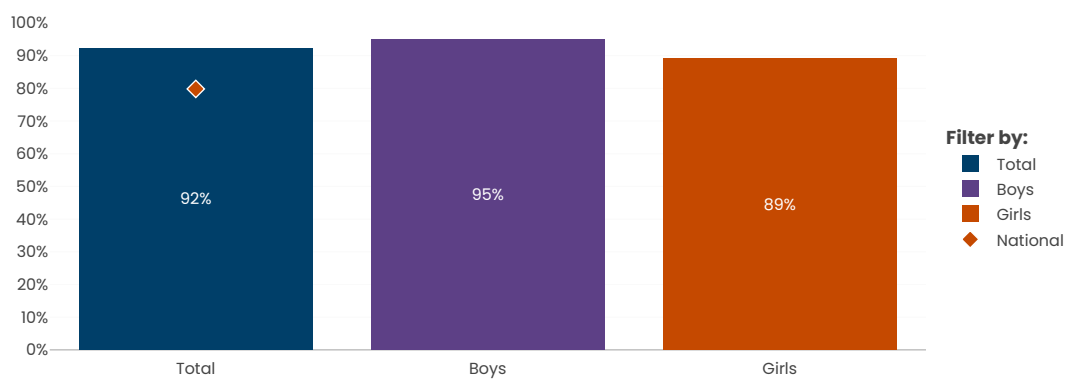


Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

Self-rescue

Pupils who can self-rescue

Pupils were asked if they fell into a deep lake with all their clothes on, if they could swim 5m to land and get out without any help.

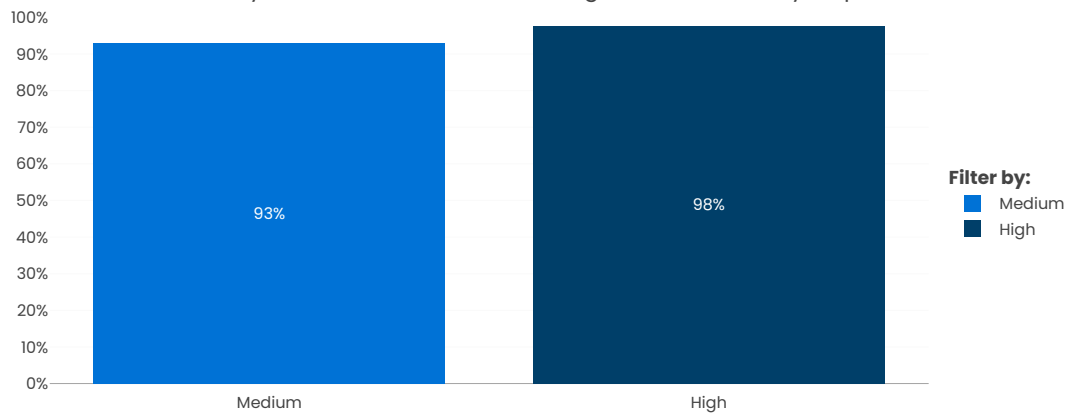


Self-rescue by family affluence

Pupils who can self-rescue by family affluence

Pupils who can self-rescue by family affluence

Pupils were asked if they fell into a deep lake with all their clothes on, if they could swim 5m to land and get out without any help.



Results for pupils in the Low affluence group are not shown because too few responded to report a reliable percentage.

Have you considered?

- What could your school do to support pupils to meet the National Curriculum swimming requirements?
- Are there any groups of pupils who need more support to meet the National Curriculum swimming requirements?

Feelings of happiness

Pupils were asked: "How happy did you feel yesterday?" (years 3-11)

Mean score of pupils' happiness yesterday



Life satisfaction

Pupils were asked: "How satisfied are you with your life nowadays?" (years 7-11)

Mean score of pupils' life satisfaction

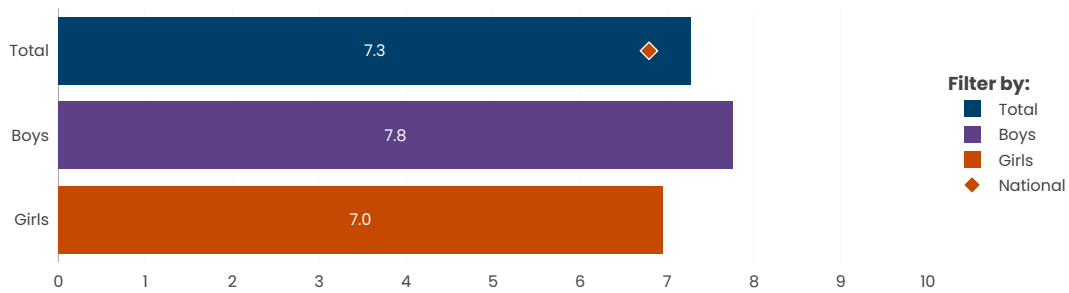




Worthwhile

Pupils were asked: *"Do you feel that the things you do in your life are worthwhile?"* (years 7-11)

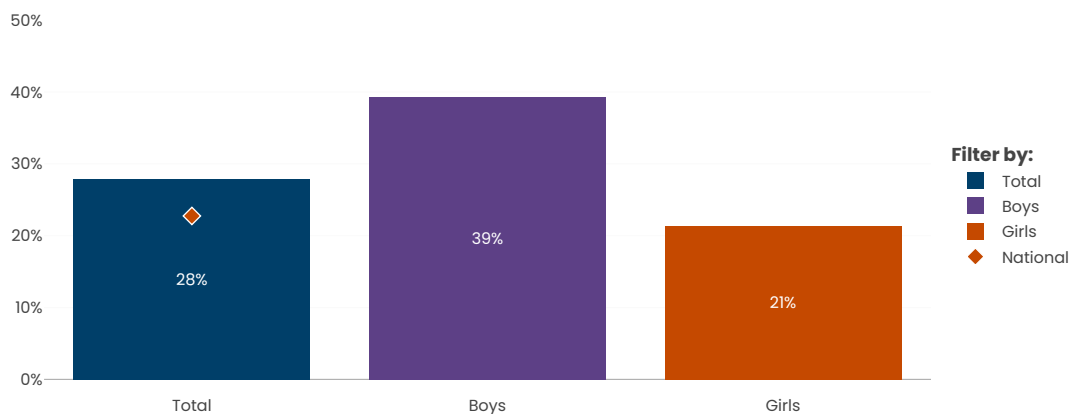
Mean score of pupils feeling that the things they do are worthwhile



Individual development

Pupils were asked how much they agree with the statement: *"If I find something difficult, I keep trying until I can do it."* Those who agreed strongly have **positive levels of individual development**.

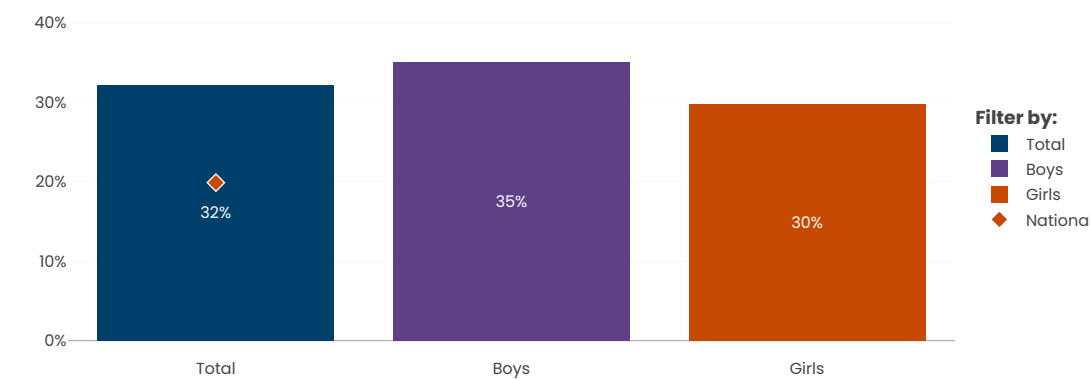
Pupils who keep trying when they find something difficult



Trust

Pupils were asked: *"How much do you feel you can trust people who are a similar age to you?"* Those who answer trust them a lot have **positive levels of social trust**.

Pupils who feel they can trust people who are similar to them



Have you considered?

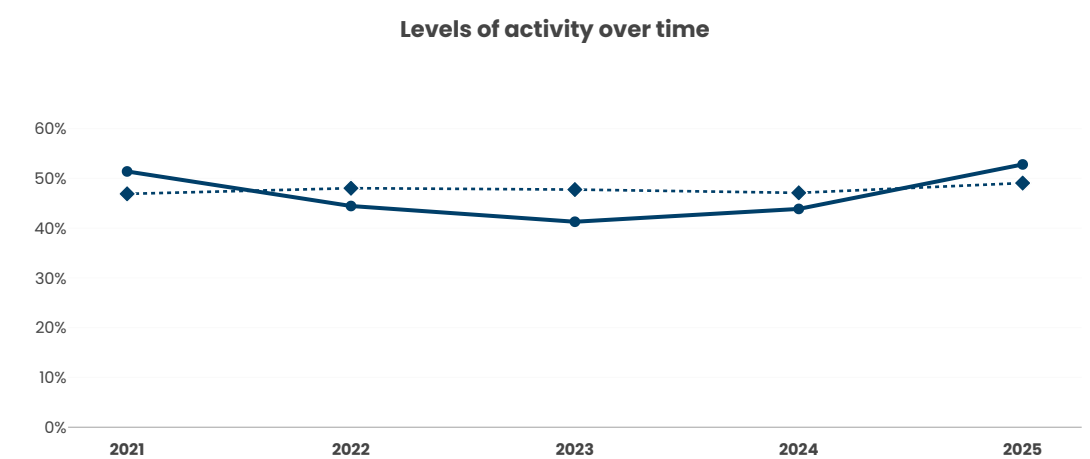
- What can be done to increase the number of pupils enjoying PE and sport?
- How could PE, sport and physical activity be used to help improve your pupils’ social trust and their sense of belonging?
- What more could be done to support pupils to understand and recognise the individual benefits and importance of physical activity, including the impact it can have on their mental wellbeing and happiness?

The comparison charts show how your current results compare with your previous results on some key measures. When reviewing this data, you need to note the following key points:

- The term your school completed the survey in previous years may be different.
- The classes completing the survey each year may be different.
- You need to allow for seasonality in comparing the results. Activity levels are generally highest in the summer term and lowest in the autumn term.

Academic year	Term	Participating year groups
2021–2022	Spring term	Year 7, Year 8, Year 9
2022–2023	Spring term	Year 8, Year 9, Year 11
2023–2024	Spring term	Year 7, Year 9, Year 11
2024–2025	Autumn term	Year 7, Year 9, Year 10, Year 11
2025–2026	Autumn term	Year 8, Year 9, Year 10, Year 11

Activity Levels



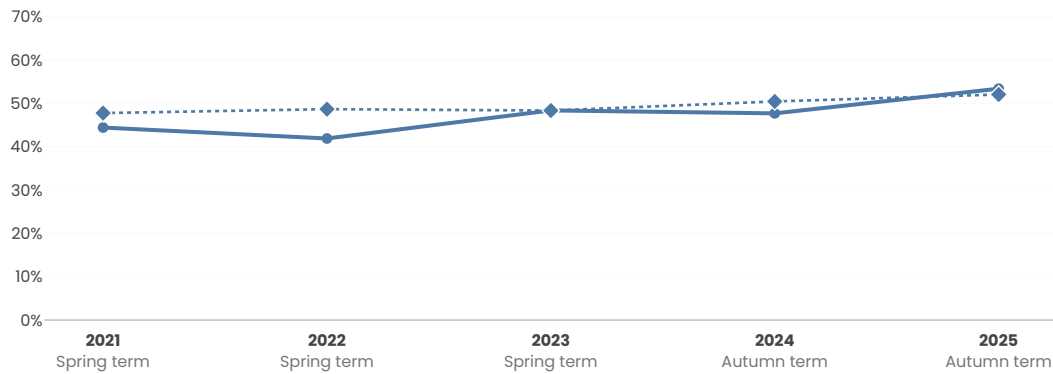
Spring term Spring term Spring term Autumn term Autumn term

Filter by:

- Less Active (<30 mins a day)
- Fairly Active (30–59 mins a day)
- Active (60+ mins a day)
- National

Participation at and outside school

Location of activity over time

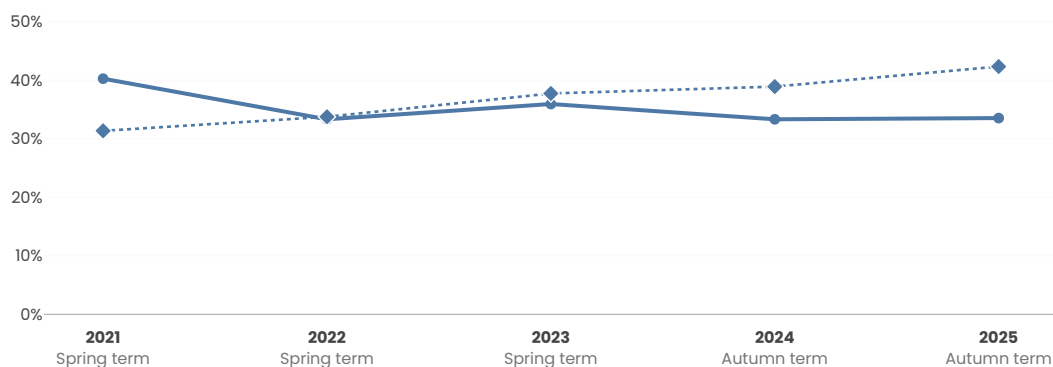


Filter by:

- During school hours
- Outside school hours
- National

Activity Breakdown

During school hours over time

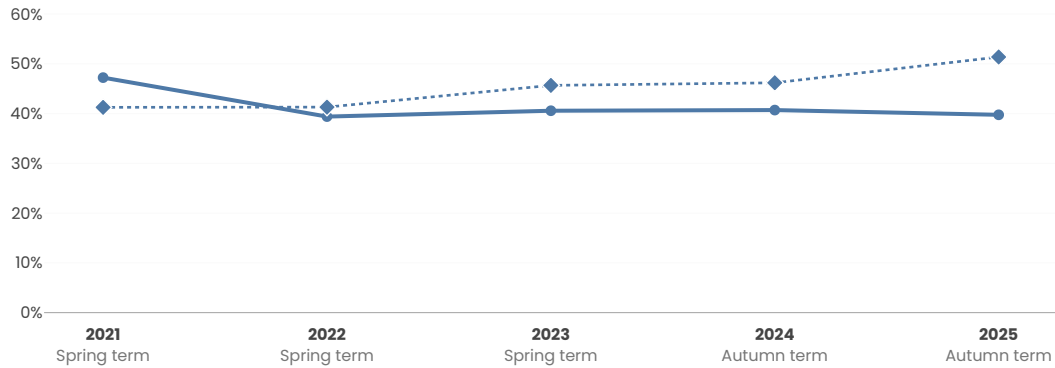


Filter by:

- Walking for travel
- Netball
- Kicking a ball about
- Football
- Dancing
- Gym or fitness
- Playing tag or other running games
- Running
- Going on a walk

—●— Cycling for fun or fitness
- - ◆ - National

Outside school hours over time

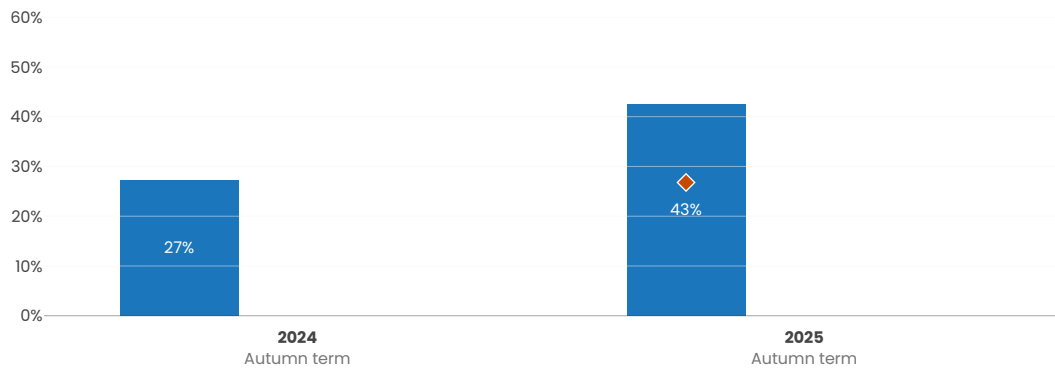


Filter by:

—●— Walking for travel
—●— Kicking a ball about
—●— Going on a walk
—●— Gym or fitness
—●— Dancing
—●— Football
—●— Playing tag or other running games
—●— Running
—●— Cycling for fun or fitness
—●— Netball
- - ◆ - National

Physical Literacy

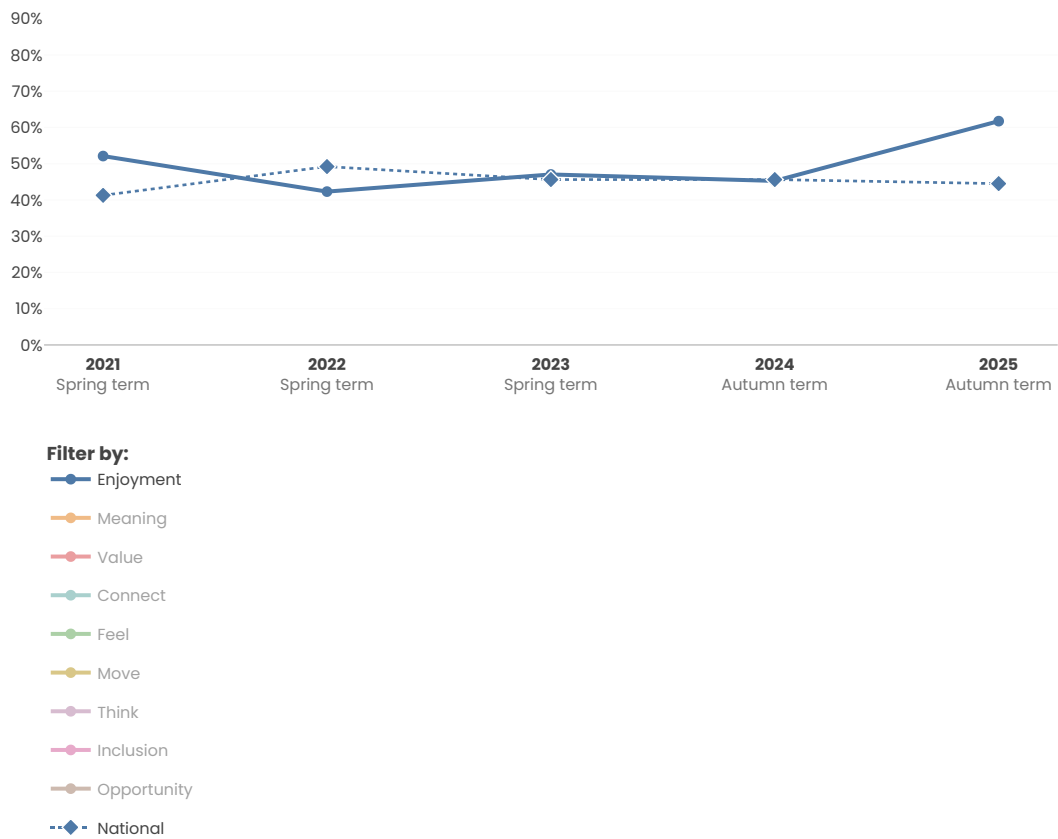
Physical literacy themes over time



Filter by:

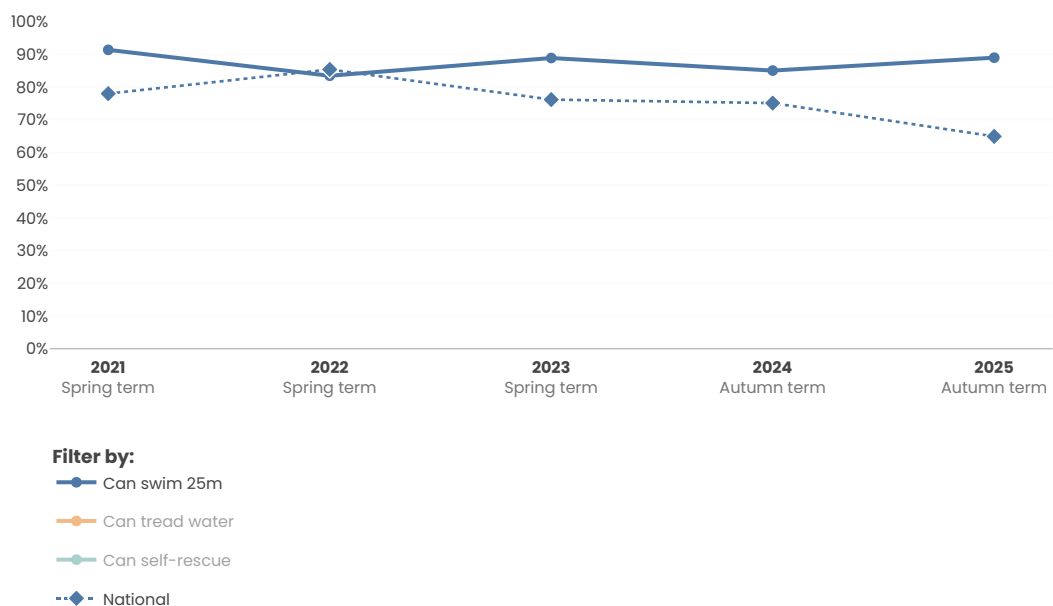
■ Positive and meaningful relationship
■ Learning and development
■ Positive experiences
◆ National

Physical literacy domains over time



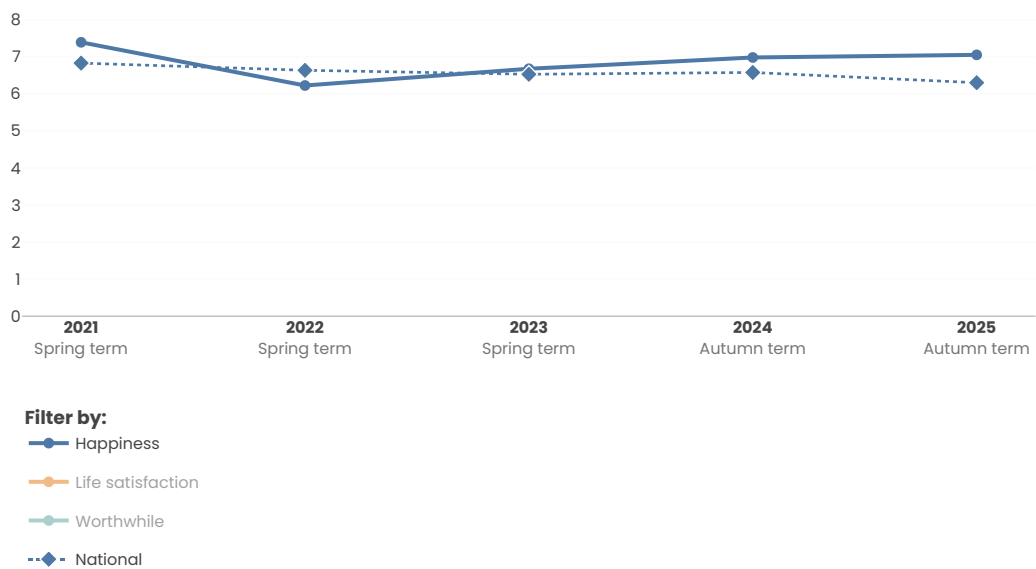
Swimming Proficiency

Swimming proficiency over time



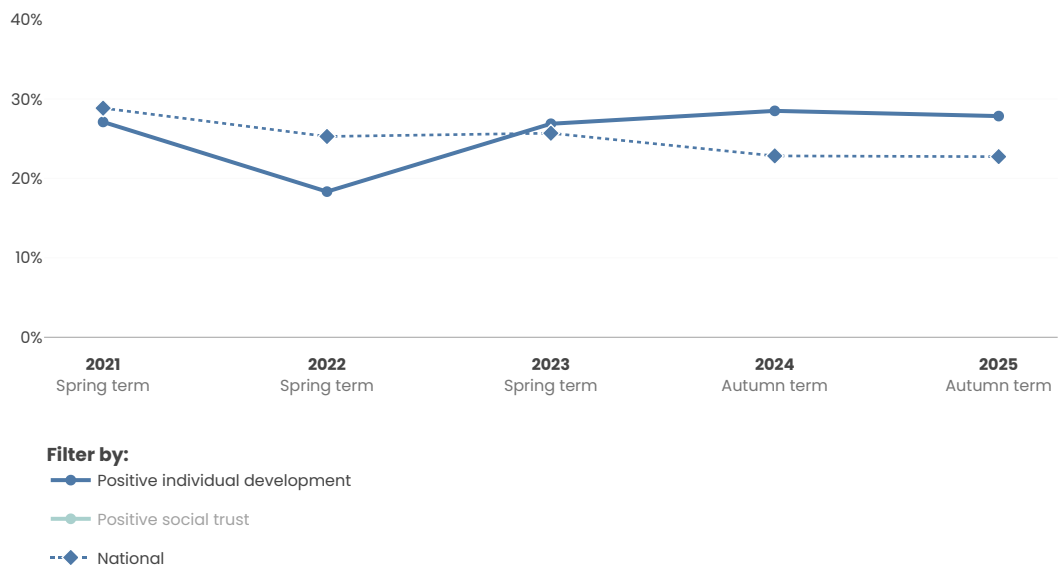
Wellbeing

Average wellbeing scores over time



Individual and Community Development

Individual development and trust over time



The Department for Education's 'Healthy Schools Rating Scheme' is designed to recognise and encourage schools' contributions to supporting pupils' health and wellbeing. Your school's rating is assessed against your survey responses on food education, school food standards compliance, the amount of time children spend on PE each week, and participation in active travel schemes.

Have you considered?

- [Checking the government's guidance on School Food Standards?](https://www.gov.uk/government/publications/standards-for-school-food-in-england) (<https://www.gov.uk/government/publications/standards-for-school-food-in-england>).

Providing food education for all pupils

Your school provides **some** of the options presented

☒	☐	4% - Pupils encouraged to support catering staff
☒	☐	10% - School grows food for on-site school meals
☒	☐	17% - Professional development for teachers on food
☒	☐	69% - Healthy eating is a curriculum priority
☒	☐	32% - Provide extra-curricular cooking clubs

Complying with School Food Standards

Your school provides **the majority** of the options presented

☒	☐	57% - At least annual assurance from caterers / local authority
☒	☐	22% - Part of an award or accreditation scheme
☒	☐	55% - Training for catering staff
☒	☐	10% - Oversight from nominated school governor
☒	☐	44% - Complies with food standards throughout the day
☒	☐	22% - Banned unhealthy items from packed lunches

Active Travel Schemes

Your school provides **all** of the options presented

☒	☐	65% - School monitors how pupils travel to school
☒	☐	56% - School promotes active travel to school

- The Active Lives Children and Young People Survey is an online survey carried out by Ipsos.
- Each term, a number of schools are randomly selected to take part in the survey, with the aim of getting just over 90,000 children and young people in Years 1 to 11 to complete it each academic year.
- The survey runs on an annual basis. More information on the survey can be found on the Sport England website.
- [Visit Sport England's website \(https://www.sportengland.org/\)](https://www.sportengland.org/).

Survey timings

Fieldwork for the survey took place between 1st September and 19th December during the academic year 2025 to 2026.

National Data within this report

Alongside your school results, we have provided adjusted national figures . If you want to see the simple national averages go to the [Sport England website \(https://www.sportengland.org/\)](https://www.sportengland.org/), where they are included in the full National Report for 2024 to 2025.

National report

The latest national report by Sport England will be published in December 2026 and will be accessible via the [Sport England website \(https://www.sportengland.org/\)](https://www.sportengland.org/). That report will include data from the 2025 to 2026 academic year.

Limitations of the data

Due to the small numbers of pupils from your school that have participated in the survey, it is not possible to make reliable comparisons between your school results and the national level data. National data is therefore only provided as an indication of the national picture.
Any differences between groups may be down to the small sample sizes and may not be real differences.

Measures of activity

Moderate activity is defined as activity which makes pupils breathe faster.

Vigorous activity is defined as activity which makes pupils hot or tired.

Physical Literacy

Each theme of physical literacy encompasses several domains. Data on each domain are collected through a series of statements, typically, one for years 3-6 and two for years 7-11. For more information on the themes of physical literacy, see the 2024 - 2025 [annual report \(https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published\)](https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published).

Further information

If you would like any further information about the results or survey, please contact your Active Partnership.