

**A sport and physical activity needs assessment  
for children and young people**

**In the London boroughs of Camden and Islington**

**September 2013**

Produced by  **PRESSRED**

## Contents

List of figures and tables

Executive summary

### **1 Introduction 14**

- 1.1 Origins of the report 14
- 1.2 The importance of a physically active population 14
- 1.3 Project objectives 16
- 1.4 The approach 16
- 1.5 Scope and definitions of the research 18
- 1.6 Structure of the report 20

### **2 The strategic context 21**

- 2.1 Introduction 21
- 2.2 National policy context 23
- 2.3 London and sub-regional policy context 28
- 2.4 Local demographics 30
- 2.5 Local policy context 33

### **3 Methodology 40**

- 3.1 Introduction 41
- 3.2 Project steering group 42
- 3.3 Project initiation 42
- 3.4 Desk research 42
- 3.5 Semi-structured telephone interviews – key stakeholders 43
- 3.6 Focus groups – key children and young people groups 43
- 3.7 Online stakeholder survey – range of providers 44
- 3.8 Children and young people survey (CYP survey) – primary and secondary schools 45
- 3.9 Community health environment scan survey (CHESS) 47
- 3.10 Structured activity in CHESS zones 48
- 3.11 Facilitated workshop 49
- 3.12 Report preparation 49
- 3.13 Limitations 49

## **4 Findings 52**

4.1 Introduction 52

4.2 Current participation 53

4.3 Barriers and motivations 65

4.4 Demand 105

4.5 Supply 118

## **5 Recommendations 163**

## **6 References 189**

### **Appendices**

A – Camden’s policies that relate to physical activity and young people

B – Pro-Active Camden’s strategy content relevant to young people

C – Islington’s policies that relate to physical activity and young people

D – Pro-Active Islington strategy action plan - actions relevant to this project

E – Project steering group members and dates

F – List of telephone interviews undertaken

G – Stakeholder survey

H – Breakdown of the types of organisations who responded to the stakeholder survey

I – CYP survey – primary school

J – CYP survey – secondary school

K – Details of the dates and times of CHESS scans

L – Full list of identified needs

M – Measuring participation

### **Annexes**

Community Health and Environment Scan Surveys (CHESS) reports

1 – The Somers Town Community Association

2 – The Queen’s Crescent Community Association (QCCA)

3 – The Surma Community Centre Youth Project (West Euston)

4 – Fresh Youth Academy and The Zone youth clubs

5 – The Lift Youth Centre

6 – The Platform Arts Venue for Young People

## List of figures and tables

<b>Figure</b>	<b>Page number</b>
Figure 1: Diagram outlining the logic approach taken to the needs assessment	17
Figure 2: Components of physical activity (adapted from Start Active, Stay Active)	19
Figure 3: Policies and investments that potentially impact upon sport and physical activity for young people	24
Figure 4: Methodology summary	41
Figure 5: CYP survey results showing the proportion of young people in primary and secondary schools in Camden and Islington who achieved HSE 2008 'meets', 'some' and 'low' categories on participation in sport and physical activity	55
Figure 6: CYP survey results showing the proportion of young people in primary and secondary schools in Camden and Islington and the number of days they participated in over 60 minutes of physical activity during the previous week	56
Figure 7: HSE 2008 results showing the proportion of boys and girls aged 2 – 15 nationally who meet CMO recommended guidelines for physical activity	58
Figure 8: CYP results showing the proportion of girls and boys in primary and secondary schools in Camden and Islington and the number of days they participated in over 60 minutes of physical activity during the previous week	59
Figure 9: HSE 2008 results showing the proportion of children meeting CMO recommendations for physical activity by equivalised household income and gender	60
Figure 10: CYP survey results showing primary and secondary school girls and boys preference for physical activity over other activities	64
Figure 11: CYP survey results showing the proportion of young people who chose certain reasons why they don't do more physical activity (respondents were able to choose three options from the full list)	69
Figure 12: CYP survey results showing the proportion of young people who chose certain reasons why they take part in physical activity (respondents were able to choose three options from the full list)	70
Figure 13: CYP survey results showing various reasons why young people said they don't take part in more physical activity in relation to the amount of physical activity they'd done during the previous week	73
Figure 14: CYP survey results showing various reasons why young people said they take part in physical activity in relation to the amount of physical	76

activity they'd done during the previous week

Figure 15: CYP survey results showing the words chosen by primary school respondents when asked to describe the perfect place they would exercise (shown as a 'word cloud' where most commonly used words appear larger)	114
Figure 16: CYP survey results showing the words chosen by secondary school respondents when asked to describe the perfect place they would exercise (shown as a 'word cloud' where most commonly used words appear larger)	117
Figure 17: Stakeholder survey results showing community providers and schools' motivations for providing physical activities to young people in Camden	145
Figure 18: Stakeholder survey results showing groups specifically targeted by providers in Camden	146
Figure 19: Stakeholder survey results showing the challenges providers in Camden face when trying to get young people to take part in physical activity	147
Figure 20: Stakeholder survey results showing community providers and schools' motivations for providing physical activities to young people in Islington	148
Figure 21: Stakeholder survey results showing groups specifically targeted by providers in Islington	149
Figure 22: Stakeholder survey results showing the challenges providers in Islington face when trying to get young people to take part in physical activity	150
Figure 23: Stakeholder survey results showing factors that would support providers to get young people physically active in Camden	151
Figure 24: Stakeholder survey results showing factors that would support providers to get young people physically active in Islington	152
Figure 25: Stakeholder survey results showing provider views on what attracts young people to take part in their activities - Camden	153
Figure 26: Stakeholder survey results showing provider views on what attracts young people to take part in their activities - Islington	153
Figure 27: Stakeholder survey results showing the words chosen by providers when asked how it might be possible to get more young people active (shown as a 'word cloud' where most commonly used words appear larger)	154
Figure 28: Stakeholder survey results showing the most effective ways providers have found to promote physical activity to young people in Camden	157

Figure 29: Stakeholder survey results showing the most effective ways providers have found to promote physical activity to young people in Islington	157
Figure 30: CYP survey results showing ways in which young people would like to find out about exercise opportunities	158
Figure 31: The complexity and speed of impact proposed for the recommendations	164

<b>Table</b>	<b>Page number</b>
Table 1: Chief Medical Officers' (CMO) physical activity guidelines for young people	22
Table 2: Summary of Pro-Active Central London's objectives	29
Table 3: Camden and Islington's ethnic diversity compared against England and London	32
Table 4: Details of focus groups held in Camden and Islington	44
Table 5: Summary of CYP survey responses by school year	46
Table 6: HSE 2008 results showing the percentage of boys and girls achieving CMO recommended guidelines for physical activity	57
Table 7: CYP survey results showing young people's preferences for physical activity over other activities	63
Table 8: Identified themes used to organise research findings into the barriers and motivators for young people when taking part in physical activity	67
Table 9: CYP survey results showing the top 10 activities which young people in Camden overall and young people in primary and secondary schools would like to do	107
Table 10: CYP survey results showing the top 10 activities which young people in Islington overall and young people in primary and secondary schools would like to do	108
Table 11: CYP survey results showing the top 10 activities young people in Camden and Islington would like to do	108
Table 12: CYP survey results showing the top 10 activities which girls and boys in Camden and Islington would like to do	109
Table 13: CYP survey results showing the top 10 activities different ethnic groups of young people would most like to do	110
Table 14: CYP survey results showing the top 10 activities young people with a disability would most like to do	111

Table 15: CYP survey results showing the activities young people with different preferences for physical activity would most like to do	112
Table 16: Taking Part survey results showing the top 10 sports young people between 5-10 and 11-15 participated in during the previous four weeks	113
Table 17: Results from focus group with parents of 5-8 year olds showing key factors, in priority order, for an ideal play space for their children to be active	116
Table 18: Data from Get Active London showing the clubs and activities available to disabled people in Camden	120
Table 19: Top 10 activities chosen by Camden respondents in the CYP survey when asked which activities they would like to do	121
Table 20: Results from the stakeholder survey showing activities provided by schools and community providers	122
Table 21: List of assets in Somers Town CHESS zone scanned by young people	123
Table 22: Number of facilities scanned in Somers Town CHESS zone and grade awarded	124
Table 23: Summary of findings and needs taken from Somers Town CHESS scan	125
Table 24: List of assets in QCCA CHESS zone scanned by young people	126
Table 25: Number of facilities scanned in QCCA CHESS zone and grade awarded	127
Table 26: Summary of findings and needs taken from QCCA CHESS scan	127
Table 27: List of assets in Surma Centre CHESS zone scanned by young people	129
Table 28: Number of facilities scanned in Surma Centre CHESS zone and grade awarded	130
Table 29: Summary of findings and needs taken from the Surma Centre CHESS scan	130
Table 30: List of assets in Fresh Youth Academy/The Zone CHESS zone scanned by young people	132
Table 31: Number of facilities scanned in Fresh Youth Academy/The Zone CHESS zone and grade awarded	133
Table 32: Summary of findings and needs taken from Fresh Youth Academy/The Zone CHESS scan	133
Table 33: Data from Get Active London showing the clubs and activities available to disabled people in Islington	135

Table 34: Top 10 activities chosen by Islington respondents in the CYP survey when asked which activities they would like to do	136
Table 35: Results from the stakeholder survey showing activities provided by schools and community providers	137
Table 36: List of assets in The Lift CHESS zone scanned by young people	139
Table 37: Number of facilities scanned in The Lift CHESS zone and grade awarded	140
Table 38: Summary of findings and needs taken from The Lift CHESS scan	140
Table 39: List of assets scanned in Platform CHESS zone by young people	142
Table 40: Number of facilities scanned in Platform CHESS zone and grade awarded	143
Table 41: Summary of findings and needs from the Platform CHESS scan	143
Table 42: Number of hours of structured activity sessions a week required for 0-18 year olds in CHESS zones based on current population estimates	161
Table 43: Number of hours of structured activity a week required based on future population predictions	162

# **A sport and physical activity needs assessment for children and young people in the London boroughs of Camden and Islington**

## **Executive summary**

This report provides an analysis of data collected as part of a research project funded by Camden Council and Islington Council. The research sought to understand the needs of the boroughs in their provision of physical activity for young people aged 0-18 (0-25 for disabled young people) with a view to increasing their participation in it.

### Research areas

The research focussed on the following areas:

- Strategic context - Local and national policies which relate to physical activity for young people.
- Participation - The extent to which young people in Camden and Islington participate in physical activity.
- Motivations and barriers - The factors which provide barriers and motivations to young people when taking part in sport and physical activity.
- Supply and demand - The supply and demand of sport and physical activity opportunities for young people.

### Methodology

The research was carried out between March and August 2013 using a mixed methodology approach. Both qualitative and quantitative information was collected from a range of sources and perspectives to meet the project objectives. These included:

- A survey of young people (CYP survey) - 1,696 responses across 37 primary and 11 secondary schools.
- Six focus groups with various cohorts of young people, parents/carers and sport and physical activity stakeholders.
- 34 telephone interviews with a range of stakeholders.
- Desk research.
- A survey of 73 local stakeholders.

- Community health environment scan survey (CHESS) - assessments of six identified geographical areas of need. These were carried out by local young people walking around the areas, providing insight and opinion.

## Findings

The following headline findings were found in each of the research areas:

### *Strategic context findings:*

- There is significant wider research evidence of the contribution that physical activity can make to prevent non-communicable diseases. This has led to greater emphasis in national, regional and local policy on improving physical activity levels.
- Most of the key policies related to increasing physical activity levels within Camden and Islington have a common thread. This is to recognise the benefits physical activity can have on improving the lives of young people.
- There is no national system for measuring the physical activity levels of all young people.
- In comparison to London and England, Camden and Islington both share characteristics which have been evidenced to impact negatively on the physical activity levels of young people. These include:
  - A high density population.
  - An ethnically diverse population.
  - High childhood obesity rates.
  - Areas of significant deprivation and high levels of child poverty.

### *Participation findings:*

- There is a low level of participation in physical activity among young people in Camden and Islington, with only 11% of all respondents to the CYP survey meeting the Chief Medical Officers' (CMO) guidelines (recommendations on how much physical activity people should do to be healthy).
- Levels of physical activity decrease as young people get older.
- Lower levels of activity were reported across all ages by girls than boys. The decline in participation as girls get older is also steeper.
- Participation in physical activity by young people in Camden and Islington did not change depending on socio-economic status or the deprivation of the area lived in.
- Disabled young people were found to have lower participation levels than non-disabled young people. 41% of disabled young people reported doing 60 minutes of physical activity on zero days in the last week compared to 32% of non-disabled people.

- Lower participation in physical activity was reported by those from an Asian/Asian British background and in particular, those of an Asian/Asian British – Bangladeshi background.
- National research suggests a growing concern at the risk of sedentary behaviour.

*Motivations and barriers findings:*

- The motivations and barriers that influence young people's participation have been grouped into five themes – personal priorities, self-perception, impact of others, perception/experience of provision and environmental context.
- For girls and disabled young people some of the barriers and motivators were particularly evident.
- For girls the significant barriers affecting levels of participation were:
  - Lack of a physical activity habit formed at an early age.
  - Lack of confidence when it comes to physical activity and sport.
  - Self-consciousness when taking part.
  - Lack of role models.
  - Availability of suitable activities.
- For disabled young people the significant barriers affecting their participation were:
  - Reluctance to travel.
  - Lack of confidence.
  - Parental affordability.
  - Availability of suitable activities.
- Some young people can't take part in physical activities because their parents can't afford to pay for them. This is a particular concern for parents with multiple siblings, those from low income backgrounds, those with children with learning disabilities and parents of under-5s.

*Demand findings:*

- The top five activities most in demand from young people that responded to the CYP survey were (in rank order) football, tennis, bowling, trampolining and dodgeball.
- There are considerable differences between primary and secondary aged young people in terms of the activities they would most like to do as well as between girls and boys across Camden and Islington.
- Young people were asked what their perfect places to exercise in would look like. Responses to this question suggest that they would like environments that:
  - Offer a choice or a variety of activities.
  - Enable them to be with friends.
  - Have lots of space.

- Are local to them.

*Supply findings:*

- Get Active London (the main single source of information on how to be active in Camden and Islington) has limited information on the activities young people and disabled young people in Camden and Islington are most interested in.
- Catering for demand is sometimes an issue for approximately half of the providers that responded to the stakeholder survey. The majority of providers think that demand for physical activity provision will increase in the next five years. However, these providers stated a lack of funding, a lack of facilities and a lack of qualified staff/volunteers as the key challenges in relation to getting more young people active.
- Evidence from the areas explored through the CHESS scans suggests that those parts of the boroughs lack a range of high quality, age-appropriate facilities for young people to be active in. Many of the outdoor facilities reviewed by young people in the CHESS zones were deemed to be in need of improvement (34% needing significant improvement and 47% needing some improvement).
- Young people have a variety of needs when it comes to physical activity opportunities and these should be reflected by the provision that is available. Consideration must be given to catering for a range of skill levels, providing competition for some, but not others and for learning and achievement, but again, not for all. The need to provide social, fun and safe physical activities also came out strongly.
- In the areas explored through CHESS, the young people identified a number of access issues that prevented or could prevent their use of physical activity facilities such as children's playgrounds and multi-use games areas. These issues included facilities being poorly lit, locked, situated within gated communities and signs which create a negative perception of the facility e.g. signs warning against drug use. The evidence also suggests the need to improve access for young people to school facilities outside of the school day.
- The assessment of structured provision (physical activity opportunities led by an adult) within the CHESS zones suggests that if young people are to have access to three hours of structured physical activity a week then there is need for a significant increase in supply.
- The production of this research was made more difficult by the lack of information available about young people's physical activity habits. While many services within the councils, and their commissioned leisure contractors, collate data about when and how young people are being physically active, it has been found that this is often piecemeal, inconsistent and incomplete.

## Recommendations

The following recommendations have been made:

### **Easing the path to a physically active lifestyle**

1. Establish a physical activity pathway to help all young people become more physically active.
2. Encourage all young people to form a physically active lifestyle.

### **Using data to make the right decisions**

3. Establish a toolkit based on the National Obesity Observatory's standard evaluation framework for physical activity to monitor and evaluate young people's participation in physical activity.
4. Collate and integrate data across services on young people's participation in physical activity.

### **Getting the right message across**

5. Raise awareness of the recommended levels of physical activity for young people to be healthy.
6. Improve the promotion and communication of physical activity provision across the boroughs.

### **Places to be active**

7. Improve the quality, range and appropriateness of facilities and other places for physical activity.
8. Ensure young people have more access to all community assets.

### **A suitable workforce**

9. Develop the workforce so that it is better able to engage with and respond to the physical activity needs of all young people.

### **Activities for all**

10. Make more activities more affordable.
11. Create more, and a greater choice of, physical activity opportunities.
12. Ensure provision is high quality, appropriate and tailored to the differing needs of young people.

### **Reducing inequalities**

13. Increase levels of physical activity among girls.

14. Increase levels of physical activity among disabled people.

## Introduction

### 1.1 Origins of the report

1. In February 2013, Pro-Active Camden and Pro-Active Islington, the borough-wide strategic partnerships for sport and physical activity in Camden and Islington, commissioned Press Red, a sport and physical activity consultancy, to undertake a sport and physical activity needs assessment for children and young people across the boroughs of Camden and Islington. By understanding young people's needs in this context, the aim was for the partnerships to obtain a robust evidence base from which to further enhance the planning and implementation of sport and physical activity services for young people.
2. This needs assessment was undertaken during a period in which sport and physical activity was in the spotlight like never before. The London 2012 Olympic and Paralympic Games laid down a challenge to create a legacy that inspired a generation of young people to be active (1). An overarching backdrop to the project was to support the creation of this Olympic legacy in Camden and Islington.

### 1.2 The importance of a physically active population

3. An overall increase in participation in physical activity (including sport) has the potential to improve the physical and mental health of the population, reduce all-cause mortality and improve life expectancy (2). Physical activity (including sport) is associated with reduced risk of over 20 health conditions including cardiovascular disease, type 2 diabetes and some cancers (3).
4. Since this connection between physical activity and health was made in the 1950s a strong body of evidence on the health benefits of sport and physical activity has grown (2). This has led to the CMO recommending physical activity levels for the general population which can deliver health benefits that also serve to raise awareness of the health impact of leading an inactive lifestyle (2).

5. Recently there has been greater emphasis on taking a 'life course approach' to physical activity; it has become increasingly recognised that it is important to be active throughout our lives. Physical activity is central to a baby's normal growth and development. This continues through school and into adulthood and older years. In 2011, the recommended physical activity levels were amended to include specific guidance for early years (0-5 years) and children and young people (5-18 years) (2).
6. Existing research (4) suggests that there is a significant gap between the physical activity levels recommended by the CMO and the actual levels being undertaken. The Health Survey of England 2008 (HSE 2008), the largest study of its kind, suggests that only a third of boys and a quarter of girls meet the recommended levels (4).
7. The consequences of physical inactivity are quite striking. In the UK, it is estimated that physical inactivity causes (5):
  - 10.5% of coronary heart disease cases.
  - 18.7% of colon cancer cases.
  - 17.9% of breast cancer cases.
  - 13% of type 2 diabetes cases.
  - 16.9% of premature all-cause mortality.
8. The burden of physical inactivity on the economy has become an increasingly prevalent issue. In 2006/07, the estimated cost of physical inactivity to the NHS was (5):
  - £117m for stroke.
  - £542m for heart disease.
  - £65m for colorectal cancers.
  - £54m for breast cancer.
  - £158m for type 2 diabetes.
9. For year 2009/10 the costs of physical inactivity in Camden and Islington were estimated at £3,328,600 and £3,146,477 respectively (6).
10. Participation in sport and physical activity brings with it a wider range of other benefits for young people than just health, including:
  - Learning social skills.
  - Developing key workplace skills such as teamwork and leadership.
  - Experiencing winning and losing.

- Improving educational attainment (7).
11. Taking part in sport and physical activity is a way for young people to engage in positive activities which build their resilience, social and emotional skills (8). There is also growing evidence that it can contribute to wider social outcomes such as crime reduction, less anti-social behaviour and greater social cohesion, as well as reduced pollution and congestion through active travel (2).

### 1.3 Project objectives

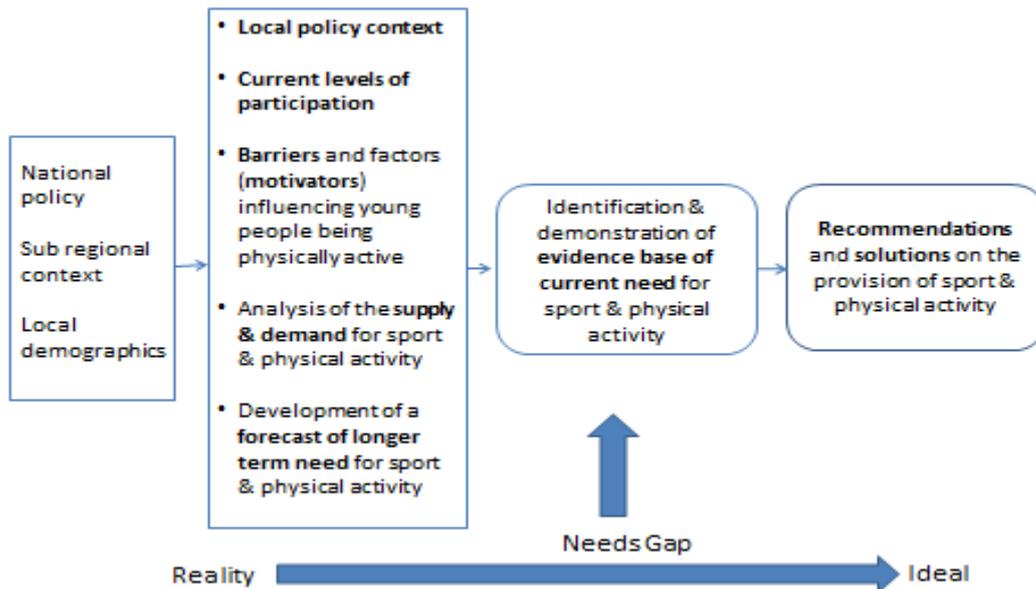
12. The project objectives outlined in the original request for quotation document were to:
- Identify and assess the current physical activity offer for young people and highlight gaps in provision.
  - Identify the barriers to participation experienced by young people.
  - Identify the factors that contribute to young people being physically active.
  - Identify and demonstrate an evidence base of current need for physical activity participation to inform future resource allocation.
  - Develop a forecast for longer term need for physical activity.
  - Make recommendations on the provision of physical activity in Camden and Islington identifying:
    - Future delivery of activity and targeted interventions in the short and medium term.
    - How to develop an Olympic and Paralympic physical activity legacy offer.
    - A method for recording long term measurement of physical activity levels across each borough for individual projects.
13. The ultimate aim is for this needs assessment is to support the partnerships to increase the physical activity levels of young people aged 0-18 (up to 24 years for disabled people) across the two boroughs.

### 1.4 The approach

14. Figure 1 provides a diagrammatic explanation of the logic approach taken to this needs assessment. A need has been defined as “*a gap between real and ideal that is both acknowledged by community values and potentially amenable to change*” (9). For this project, needs were found by identifying what is required to bridge the gap between the real (i.e. current levels of participation) and the ideal (CMO

recommendations). Identified needs are then analysed to enable recommendations and solutions for the future provision of physical activity to be made.

Figure 1: Diagram outlining the logic approach taken to the needs assessment

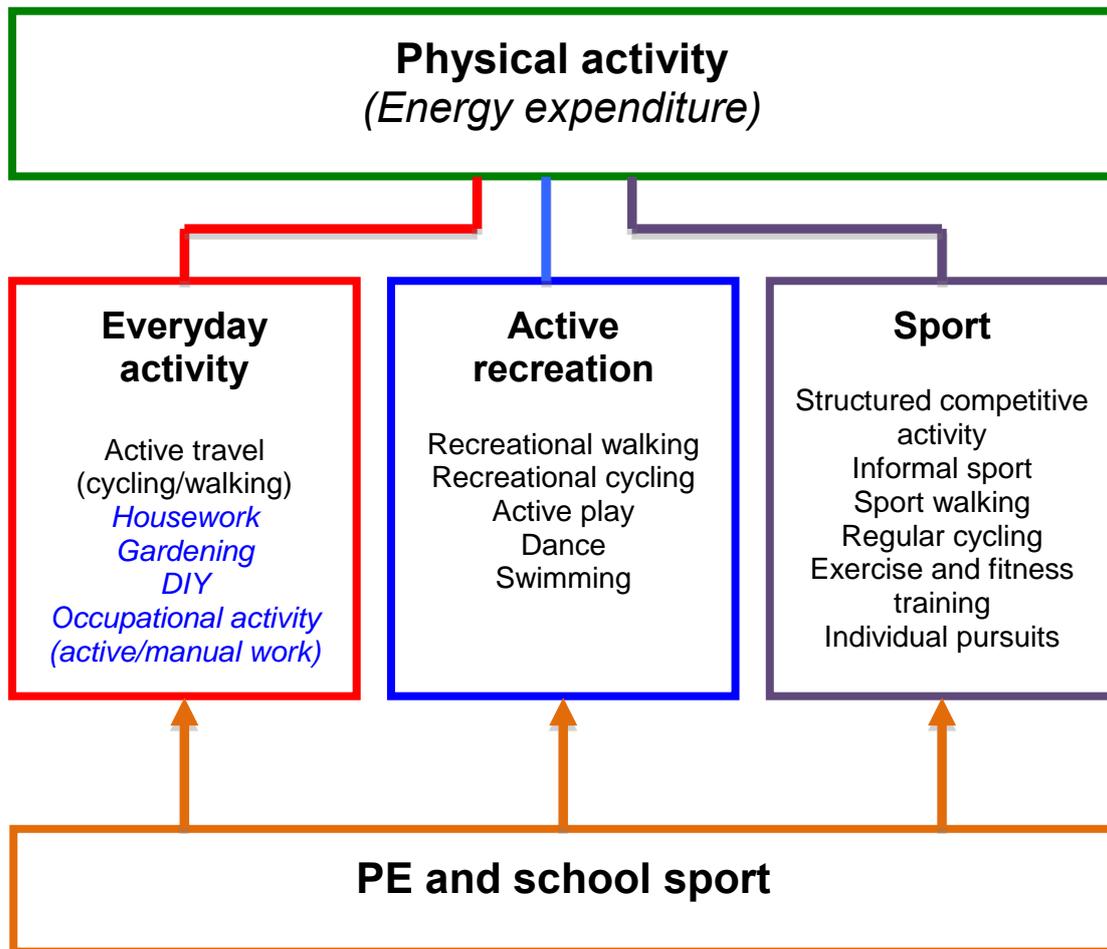


15. Three broad groups were identified as critical in understanding the physical activity needs of young people across the boroughs:
  - Policymakers and those who influence the development of physical activity opportunities.
  - Providers of physical activity opportunities.
  - Young people.
  
16. The methodological approach used was designed to capture the views and knowledge of these key groups that constitute the supply chain for physical activity. Mixed methodology techniques were developed including a range of quantitative and qualitative techniques which gave a breadth and depth to the research. Techniques included secondary desk research, online surveys, semi-structured interviews, focus groups and exploring the physical environment in which young people in each borough can be active.

## 1.5 Scope and definitions of the research

17. The research was focused on children and young people aged 0-18 (0-25 for disabled people) who live, go to school or work in the boroughs. Throughout the report the overarching term 'young people' is used to refer to children and young people, unless referring to specific age groups.
18. In line with Start Active, Stay Active (2011), this needs assessment includes all forms of activity such as everyday walking or cycling to get from A to B, active play, work-related activity, active recreation (such as working out in a gym), dancing, playing active games, as well as organised and competitive sport (2). This is represented diagrammatically in figure 2. Using this definition, sport is one of a number of 'products' that comes under the banner of 'physical activity'. It should be noted that the scope of this needs assessment did not include most elements of 'everyday activity'. Housework, gardening, DIY and occupational activities were not considered but active travel was within the scope.
19. Throughout the report, the overarching term 'physical activity' is used unless specifically discussing a physical activity sub-product such as 'sport', 'exercise' or 'active play'. This is highlighted in figure 2:

Figure 2: Components of physical activity (adapted from Start Active, Stay Active)



20. The research explored activity in a range of environments including leisure centres, parks and open spaces, sports clubs, other community organisations (e.g. children's centres, youth clubs) and schools. With regards to the latter, the study did not focus on curriculum-time physical education but did consider extracurricular activity within schools.
21. Within the scope of the project it was not possible to undertake a full audit of the provision of physical activity for young people across the boroughs. The approach taken was to focus on smaller defined geographical areas (CHESS).
22. The original research brief identified a number of cohorts of young people to focus upon in order to identify their specific physical activity needs. These included those currently inactive, those at risk of offending, those in complex/troubled families, looked after children and disabled young people and young people not in education, employment or training. Through consultation with the steering group it became apparent that the project scope would not allow for in-depth investigation into all these

groups. As a result, emphasis was placed on young disabled people and young women and girls without discounting the other groups identified.

23. The research did not consider the resources available either now or in the future to provide physical activity services to young people. However, the aim was to build an understanding of the broad resource parameters which partners within the Pro-Active partnerships are operating within and to be realistic about what is possible.

## **1.6 Structure of the report**

24. The report is structured in the following way:
  - Section 2 provides the overarching strategic context. It identifies the relevant national, regional and borough-level policies relevant to sport and physical activity for young people.
  - Section 3 provides a description of the project methodology and the various research techniques employed.
  - Section 4 presents findings from the research. This includes current activity levels among young people, identification of the factors that can impact on participation levels, the barriers and motivations to being active faced by young people, information on the supply of opportunities in the boroughs together with information on the demand for activities from young people in Camden and Islington. Finally, a forecast of longer term need for physical activity is presented.
  - Section 5 presents a series of key recommendations together with a range of potential solutions.
  - Section 6 presents references for quoted sources used throughout the report.

## The strategic context

### Summary

There is significant evidence that physical activity benefits the health and social development of young people. In line with this the Chief Medical Officers recommend that:

- Children of pre-school age who are capable of walking unaided should be physically active for at least 180 minutes spread throughout the day.
- Children and young people aged 5-18 should engage in moderate to vigorous intensity physical activity for at least 60 minutes every day.

There is no national system for measuring the physical activity levels of all young people.

Relative to London and England, Islington and Camden both share characteristics that impact negatively on the physical activity levels of young people. Characteristics include a dense population, high ethnic diversity, high obesity rates, many areas which are significantly deprived and high levels of child poverty.

There has been a growing recognition in national, regional and local policy of the need to increase physical activity levels in order to benefit the development of young people and as a preventative action to reduce lifestyle-related diseases in later life.

### 2.1 Introduction

25. This section provides an overview of national policies which relate to young people's physical activity, covering the following areas:
- National policies.
  - London and sub-regional policies.
  - Local demographics.
  - Local policies.

26. Evidence on the importance of physical activity to health and wellbeing has grown considerably in recent years. Physical inactivity is now regarded as the fourth leading cause of global mortality (1). It is now widely recognised that regular physical activity can reduce the risk of many non-communicable diseases including obesity, type 2 diabetes, coronary heart disease and certain types of cancer (2).
27. For young people, leading a physically active life can have many health benefits including:
- Immediate and long-term physical and psychological benefits (2).
  - The development of motor skills (2).
  - Maintaining a healthy weight (2).
  - Enhancing bone and muscular development (2).
  - Developing a healthy cardiovascular system (1).
28. Helping young people gain a habit for physical activity early in life and ensuring they maintain high activity levels into adulthood will reduce the risk of non-communicable diseases, which may impact later in life (2).

*CMO guidelines*

29. The Chief Medical Officers of the four home nations set out joint guidelines in 2011 for the amount of physical activity that young people should do to achieve health benefits. A summary of the guidelines can be found below (2):

*Table 1: Chief Medical Officers' physical activity guidelines for young people*

<p><b>EARLY YEARS (under-5s)</b></p> <ol style="list-style-type: none"> <li>1. Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.</li> <li>2. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (three hours), spread throughout the day.</li> <li>3. All under 5s should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).</li> </ol> <p><b>CHILDREN AND YOUNG PEOPLE (5–18 years)</b></p> <ol style="list-style-type: none"> <li>1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.</li> <li>2. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.</li> <li>3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.</li> </ol>
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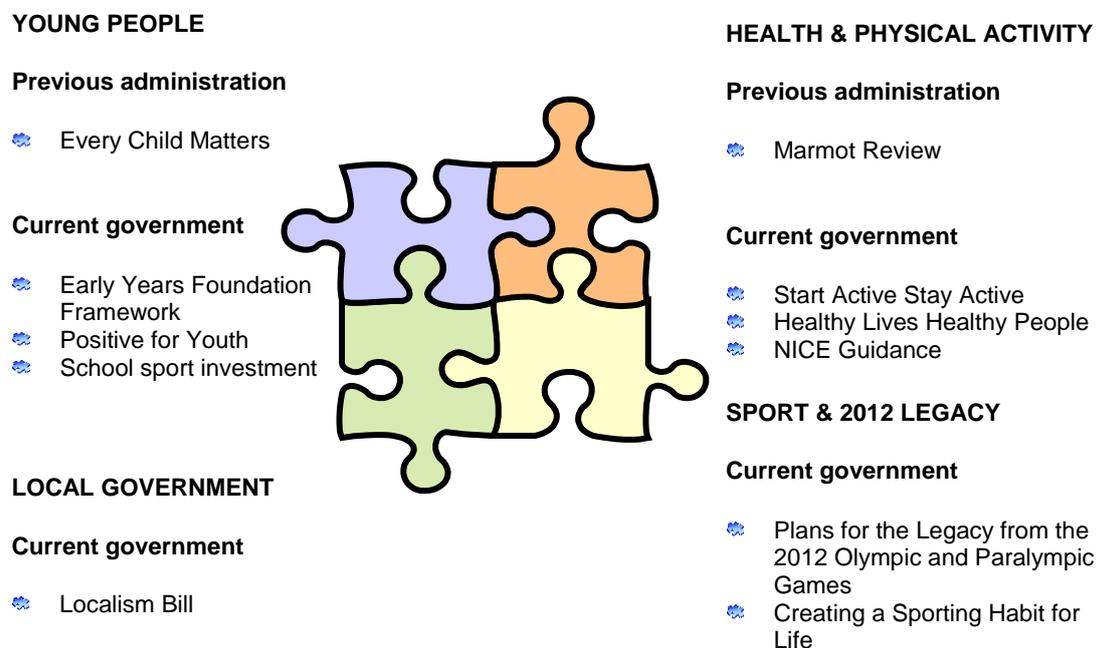
### **2.1.1 Measuring young people's physical activity levels**

30. HSE 2008 was the last England-wide measurement of the physical activity levels of young people against the CMO recommendation of 'an hour a day'. Currently there is no national population-wide measurement of the physical activity levels of young people. However, the Department for Culture, Media and Sport (DCMS) undertake the Taking Part survey that tracks the frequency of young people's participation in sport (defined as having participated in a sporting activity for 30 minutes or more in the last four weeks).
31. Moving forward, the DCMS and Sport England propose to integrate the sport element of the Taking Part survey with Sport England's Active People Survey. This will provide national and local data on participation in sport for people aged 14 and over. It is unknown whether these plans will lead to the measurement of physical activity levels of young people aged 14 and over against the CMO guidelines. It is also unknown whether there are plans to provide a national tool for measuring physical activity levels or sports participation levels of young people under the age of 14.

### **2.2 National policy context**

32. Over the last decade there has been a surge of new national policies which highlight the need for young people to be active. The coalition government (and its partners) has implemented a number of policies and investments that potentially impact upon physical activity for young people. These policies are being implemented in an extremely challenging economic environment with significant savings being made across government departments.

Figure 3: Policies and investments that potentially impact upon physical activity for young people



### 2.2.1 Young people

#### *Every Child Matters (3)*

33. In 2003 the previous government published Every Child Matters (ECM) in response to the tragic death of Victoria Climbié. ECM was the national framework for local change programmes to build services around the needs of young people. This framework was underpinned by the *Children Act 2004*. At the heart of ECM was the desire for all children, no matter what their background or circumstances, to achieve the following five outcomes that were seen as key to wellbeing in childhood and later life:
- Be healthy.
  - Stay safe.
  - Enjoy and achieve.
  - Make a positive contribution.
  - Achieve economic wellbeing.
34. Why it's relevant: Children's services in Camden and Islington are still working to these outcomes.

#### *Early Years Foundation Stage (4)*

35. Sets up the mandatory framework for all providers working with children under five years old. It sets out the responsibilities of these providers to deliver a programme that provides physical development opportunities which includes physical activity.
36. Why it's relevant: It sets out the responsibilities of service providers in this key area to ensure appropriate physical activity opportunities for this age group.

#### *Positive for Youth (5)*

37. The government's cross-department strategy for young people aged 13-19 which seeks to promote the voice of young people and the role they play in society. It sets out a vision for "*society that is positive for youth*". It also encourages continued investment into positive activities for young people at a local level due to the benefits that participation in these activities brings. It confirms the government's commitment to the School Games – a national school sport competition structure.
38. Why it's relevant: It continues the previous government's policy of asking local government and its partners to ensure that there are appropriate positive activities available to young people and that they know about them. It also provides funding to help schools take part in the School Games.

#### *School sport investment (6)*

39. Investment has changed with the end of funding for the School Sport Partnership infrastructure. New investment is being provided for the School Games (see above) as well as ring-fenced funding for primary schools (£150m a year for 2013/14 and 2014/15) to spend on PE and school sport provision.
40. Why it's relevant: This change of investment has had significant impact upon sport and physical activity provision in and around schools, which presents different opportunities moving forward.

### **2.2.2 Health and physical activity**

#### *Fair Society, Healthy Lives – The Marmot Review (7)*

41. Sets out the evidence to show that people of higher socio-economic status have better health due to the greater number of opportunities open to them. It sets out six key policy objectives:
  - Give every child the best start in life.

- Enable all children, young people and adults to maximise their capabilities and have control over their lives.
- Create fair employment and good work for all.
- Ensure healthy standard of living for all.
- Create and develop healthy sustainable places and communities.
- Strengthen the role and impact of ill health prevention.

42. Why it's relevant: It was significant in shaping the government's public health white paper, *Healthy Lives, Healthy People* and other key policies. It also provides significant evidence to use both universal and targeted services within the six policy objectives.

*Healthy Lives, Healthy People (8)*

43. The white paper specifically focused on setting out the coalition government's policy for public health in England. It builds upon the findings of Fair Society, *Healthy Lives – The Marmot Review* and the headline public health policy developments first set out in *Equity and Excellence: Liberating the NHS*. It sets out the case for investing in public health and developments in three main areas:

- A radical new approach – the approach will also be based on the Nuffield Council on Bioethics intervention ladder that outlines a range of approaches to promote and influence positive lifestyle changes.
- Health and wellbeing throughout life.
- A new public health system with strong local and national leadership.

44. The white paper has also been underpinned by various other documents including the publication of *Healthy Lives, Healthy People: A call to action on obesity in England (9)* which aims for “*a sustained downward trend in the level of excess weight in children by 2020.*” *Improving Outcomes and Supporting Transparency (10)* is the public health outcomes framework that sets out a range of public health outcomes. There are 19 indicators that physical activity has been evidenced to have an impact upon.

45. Why it's relevant: Instigated significant change across the NHS and local authorities with regards to public health responsibilities. Establishes further evidence and responsibilities to take preventative action to tackle sedentary behaviour and obesity.

*National Institute for Health and Care Excellence (NICE) Guidelines*

46. NICE have produced a number of guidance documents for all those who have a direct or indirect role in and responsibility for promoting physical activity for young people.

This includes those working in the NHS, education, local authorities and the wider public, private, voluntary and community sectors. Of particular relevance are:

- NICE Public Health guidance 4 – four commonly used methods to increase physical activity (11).
- NICE Public Health guidance 8 – physical activity and the environment (12).
- NICE Public Health guidance 17 – promoting physical activity for children and young people (13).
- NICE Public Health guidance 41 – walking and cycling: local measures to promote walking and cycling as forms of travel or recreation (14).

47. Why it's relevant: They set out a series of recommendations for local authorities and their partners to consider improving the take-up of physical activity based upon the best evidence of need and of practice that works.

### 2.2.3 Local government

*Localism bill (15)*

48. The coalition government's localism bill aims to give “*power back to people and communities*” through decentralisation. It identifies six key actions to achieve this:
- Lift the burden of bureaucracy.
  - Empower communities to do things their way.
  - Increase local control of public finance.
  - Diversify the supply of public services.
  - Open up government to public scrutiny.
  - Strengthen accountability to local people.
49. Why it's relevant: It abolished the national indicators set for local authorities and secured the statutory duty on local authorities to publish sustainable community strategies based on need and focused on priority outcomes. It also gives communities the right to bid/buy to own or run local assets for community use.

### 2.2.4 Sport and 2012 legacy

*Plans for the legacy from the 2012 Olympic and Paralympic Games (16)*

50. DCMS published a legacy plan for the London 2012 Olympic and Paralympic Games. The plan includes a number of different policy developments, grouped in to four areas:
- Harnessing the UK's passion for sport to increase grassroots participation,

particularly by young people – and to encourage the whole population to be more physically active.

- Exploiting to the full the opportunities for economic growth offered by hosting the Games.
- Promoting community engagement and achieving participation across all groups in society through the Games.
- Ensuring that the Olympic Park can be developed after the Games as one of the principal drivers of regeneration in east London.

51. Why it's relevant: It sets out a range of changes to investment into sporting infrastructure and programmes. It signifies a shift towards focusing on sport for young people rather than adults.

*Creating a Sporting Habit for Life: A New Youth Sport Strategy (17)*

52. DCMS' strategy on helping to deliver a sporting legacy from the 2012 Games.
53. Why it's relevant: It focuses future sporting investment on young people aged 14 and over, has a focus on competitive sport, seeks to improve links between schools and clubs and states that national governing bodies be held to account for increasing sporting participation by 1 x 30 minute session a week. It also sets out changes to the Active People survey to enable measurement of this.

### 2.3 London and sub-regional policy context

*Pro-Active Central London Partnership (18)*

54. Across London there are five Pro-Active partnerships working across defined geographical boundaries. Both the boroughs of Camden and Islington are located in the central London sub-region and therefore play an active role in the work of the Pro-Active Central London Partnership. The aim of the partnership is to improve the lives of people living and working in central London through physical activity. The Partnership has a vision of *“partners collaborating effectively to increase participation and the quality and sustainability of sport and physical activity in central London.”*
55. Pro-Active Central London acts as a connector between Pro-Active Camden and Pro-Active Islington and regional and national agencies such as Sport England. It plays a significant role in coordinating national investment and programmes (including those for young people) within the seven boroughs in which it operates.

Table 2: Summary of Pro-Active Central London's objectives

<ul style="list-style-type: none"> <li>• Support national governing bodies of sport to increase participation and establish progression routes.</li> </ul>
<ul style="list-style-type: none"> <li>• More young people enjoying sport in education and moving into community-based activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Low participation groups doing more sport and physical activity.</li> </ul>
<ul style="list-style-type: none"> <li>• Through investment develop the current and future workforce – both paid and unpaid.</li> </ul>
<ul style="list-style-type: none"> <li>• Widen access to, and increase the use of, existing facilities.</li> </ul>
<ul style="list-style-type: none"> <li>• Build the capacity of local clubs and providers through targeted investment.</li> </ul>
<ul style="list-style-type: none"> <li>• Effective communications lead to a consistent and credible image for the partnership.</li> </ul>
<ul style="list-style-type: none"> <li>• Attract growing levels of investment in sport and physical activity.</li> </ul>
<ul style="list-style-type: none"> <li>• The partnership evolves and is strengthened by engaging appropriate partners and quality service providers.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain and support strong community sport and physical activity networks across all seven boroughs.</li> </ul>

56. Why it's relevant: Pro-Active Central London's objectives both complement and are informed by Pro-Active Camden and Pro-Active Islington. Pro-Active Central London is a key means of connecting to national sport and physical activity policy and programmes and to access national resources to deliver interventions aimed at improving sport and physical activity for young people.

*Greater London Authority's Sporting Future for London (19)*

57. In 2009, the Greater London Authority (GLA) published its strategy detailing how it would support the achievement of an Olympic legacy. The strategy sets out four legacy goals that underpin the Mayor's commitment to increasing participation in sport and physical activity:
- Get more people active.
  - Transform the sporting infrastructure.
  - Build capacity and skills.
  - Maximise the benefits of sport to our society.
58. The London Community Sports Board supports the Mayor by helping develop sports policy and making sure that London benefits from a long term Olympic legacy. To help achieve its aims the Mayor of London, via the GLA, administers funded programmes, most notably the Sports Participation Fund which funds community-based projects with an emphasis on getting inactive people active.

59. Why it's relevant: The GLA's priority of increasing participation of Londoners and getting inactive people active complements the objectives of a range of Camden and Islington stakeholders.

*Inclusive and Active 2 (20)*

60. Inclusive and Active 2 is a sport and physical activity strategy for disabled people in London with a vision of 'active disabled Londoners'. The strategy identifies targeted outcomes that will result in disabled people in London being able to access physical activity opportunities of their choice at the level of their choice. Inclusive and Active 2 is divided into five key overarching themes:
- Changing the culture.
  - Inclusive activity.
  - More people, more active.
  - Diversifying the sector.
  - Skilling the sector.
61. Each of these themes is divided into numbered actions. Partner agencies – including Camden Council and Pro-Active Islington – have created organisation-specific action plans that sit underneath this strategy and define each stakeholder's role in delivering the target outcomes.
62. Why it's relevant: Research has shown that disabled people are less active than non-disabled people. This strategy aims to reduce this inequality. Both Camden and Islington have created an action plan to support the achievement of Inclusive and Active 2 across their boroughs.

## **2.4 Local demographics**

63. The following information relevant to this needs assessment provides an insight into the demographic picture of Camden and Islington.
64. The populations of both boroughs (21):
- Camden - 220,338.
  - Islington - 206,125.
65. The population density of both boroughs is significant. They are both twice as densely populated as London as a whole and significantly more densely populated than England (21):

- Islington – 138.7 persons per hectare (pph).
- Camden – 101.1pph.
- London – 52pph.
- England – 4.1pph.

#### 2.4.1 Age/gender/ethnicity

66. Both boroughs have a lower proportion of 0-18 year olds than London and England (21):

- Camden – 18.99%.
- Islington – 18.81%.
- London – 23.31%.
- England – 22.66%.

67. Camden has a higher proportion of female residents than nationally, which may be significant given the greater difficulties reported in encouraging females to participate in physical activity (21):

- Camden – 51.04% female.
- Islington – 50.8% female.
- England – 50.82% female.

68. Both boroughs have a rich ethnic diversity, featuring a more diverse make-up than the country as a whole. Of particular significance is Camden's Bangladeshi community, which accounts for 5.67% of the population (21). A more detailed breakdown of both boroughs' ethnic diversity compared against England and London is shown in table 3.

Table 3: Camden and Islington's ethnic diversity compared against England and London

Ethnic Group	Camden	Islington	London	England
White; English/Welsh/Scottish/Northern Irish/British; Irish; Gypsy or Irish Traveller; Other White	146,055 (66.3%)	140,515 (68.17%)	4,887,435 (59.79%)	45,281,142 (85.41%)
Mixed/Multiple Ethnic Groups; White and Black Caribbean; White and Black African; White and Asian; Other Mixed	12,322 (5.59%)	13,339 (6.48%)	405,279 (4.95%)	1,192,879 (2.24%)
Asian/Asian British; Indian; Pakistani; Bangladeshi; Chinese; Other Asian	36,166 (16.09%) (Bangladeshi – 12,503 (5.67%))	19,034 (9.22%)	1,511,546 (18.49%)	4,143,403 (7.82%)
Black/African/Caribbean/Black British; African; Caribbean; Other Black	18,060 (8.2%)	26,294 (12.75%)	1,088,640 (13.32%)	1,846,614 (3.47%)
Other Ethnic Group; Arab; Any Other Ethnic Group	8,455 (3.84%)	6,943 (3.37%)	281,041 (3.44%)	548,418 (1.04%)

#### 2.4.2 Obesity and life expectancy

69. Both boroughs have significant challenges when it comes to health. Obesity rates are higher for both boroughs than nationally in year six (age 11) and reception (age 5) (21):
- Camden – 22.3% (year six) and 10.4% (reception).
  - Islington – 21.8% (year six) and 11.6% (reception).
  - England – 19% (year six) and 9.4% (reception).
70. The life expectancy gap in the two boroughs reveals that concern would seem to be greater for Camden:
- There is an 11.6 year gap in life expectancy for men and 6.2 years for women between the most and least deprived areas of Camden (22).
  - There is a 6.5 year gap in life expectancy for men and 4.1 years for women between the most and least deprived areas of Islington. (23).

#### 2.4.3 Deprivation/child poverty/NEETs

71. Both boroughs rank highly in terms of deprivation (21):

- Islington – 14<sup>th</sup> most deprived out of 353 local authorities (the majority of Islington’s lower super output areas also fall in the bottom quintile nationally).
  - Camden – 74<sup>th</sup> most deprived out of 353 local authorities.
72. Child poverty is measured as the proportion of children living in households on out-of-work benefits:
- Based on income calculations in 2009, 38% of children in Camden are living in poverty in real terms (14,000 children), compared to 21% nationally. Of these children, just over two-thirds live in lone parent households and just under half in households with three or more children (22).
  - 45.2% of Islington children live in workless households (this measure excludes households in low paid work, therefore underestimates the scale of child poverty in Islington) (23).
73. Figures for young people aged 16-19 known to be NEET (not in employment, education or training) reveal that both boroughs compare negatively to London and England:
- Camden – 351 in June 2012, equivalent to 8.1% of the cohort (22).
  - Islington – 7.7% (still high compared to the central London average of 6.6% but has fallen substantially since 2005 when it stood at nearly 16%) (23)
  - London – 4.1% (22).
  - England – 5.9% (22).
74. Why it’s relevant: There are a number of demographic factors such as gender, ethnicity, disability and deprivation that are known to impact upon the physical activity levels of young people.

## 2.5 Local policy context

75. There are a number of key documents within Camden and Islington that recognise the importance of supporting the boroughs’ young people. This section highlights those which have implications for the provision of physical activity. A chart showing Camden and Islington’s policies which relate to physical activity and young people can be found in appendices A and C, respectively.

## 2.5.1 Camden

### *The Camden Plan 2012-2017 (24)*

76. Camden Council's five-year vision. The aim is to *"make Camden a better borough – a place where everyone has a chance to succeed and where nobody gets left behind."*
77. Why it's relevant: A number of the priorities for action set out in the Camden Plan are relevant to increasing activity levels among young people. These include:
- Ensuring all children have the best start in life.
  - Recognising that the future of children is one of the biggest concerns for the borough.
  - Increasing the life expectancy of people living in Camden's most deprived areas to reduce the health inequality that currently exists.

### *Change for Children and Families – Delivering the Camden Plan (25)*

78. This plan articulates how Camden will deliver the strategic objectives within the Camden Plan that are related to children and families. The vision is for Camden to be a place where every child and young person has a chance to succeed and where nobody gets left behind.
79. Why it's relevant: The improvement of physical activity opportunities for young people is recognised well within the plan. That this could contribute to a range of intended outcomes for a number of the cohorts identified as a focus in the plan is also acknowledged. More broadly, physical activity can help reduce inequalities in the borough – a central theme of the plan. In particular, the plan highlights the importance of young people achieving a healthy weight and living active lives.

### *Pro-Active Camden Sport and Physical Activity Strategy (26)*

80. This strategy is driven by and aligned with Camden's community strategy. See appendix B for a synopsis of relevant information from this strategy.
81. Why it's relevant: This strategy was developed with the mandate to increase physical activity levels across the borough. While its objectives are all relevant to young people's physical activity in Camden, the evidence base for this strategy was adults (aged 16 and over).

### *Health in Camden. Camden's Shadow Health and Wellbeing Board: Joint Health and Wellbeing Strategy 2012 to 2013 (27)*

82. Camden's health and wellbeing board has the aim of improving health and reducing health inequalities for its residents. It has two priorities:
- Healthy weight, healthy lives.
  - Complex families.
83. In short, the aim is to support more children to reach their full potential and to increase the number of people with healthy weight, living healthy lives.
84. Why it's relevant: The prioritisation of healthy weight, healthy lives in the strategy means there is a link to the development of physical activity for young people. The strategy's recognition of the importance of creating an environment where all residents can live active lives and families can be active together also has implications for this report.

*NHS Camden Clinical Commissioning Group (CCG) Prospectus (28)*

85. This prospectus sets out Camden CCG's vision, which is as follows: Working with the people in Camden to achieve the best health for all.
86. Why it's relevant: Physical activity can significantly contribute to the prevention of a range of health-related conditions. Camden CCG works in partnership with the borough's health and wellbeing board and will therefore be aware of the healthy weight, healthy lives priority.

*Camden Equality Taskforce – Final Report (29)*

87. This report identifies six recommendations which have the aim of tackling the inequality that exists in Camden. These include:
- Increasing participation in work, education and training for 14-19 year olds from low attaining groups.
  - Test new ways of financing and delivering services which help make every Camden pound count.
  - Camden should become a 'no wrong door' borough.
88. Why it's relevant: Physical activity can contribute towards reducing inequalities that exist in the health and wellbeing of residents.

## 89. Findings

- There is a good policy context across key services for increasing physical activity levels within Camden.
- There is a particularly strong link to the contribution that increasing physical activity levels among young people can make to the outcomes and actions set out in Camden's children and families plan.
- The link to the health and wellbeing strategy is mainly through the role physical activity can play in weight management.
- Pro-Active Camden's strategy sets out objectives that are still valid though it was established to increase the physical activity levels of adults.

### 2.5.2 Islington

#### *Our Vision for 2020 (30)*

90. Islington's sustainable community strategy set out by the local strategic partnership in 2008. Its vision for 2020 is *"creating a stronger, more sustainable community in which everyone has access to excellent services and is able to fulfil their potential."*
91. Why it's relevant: A significant number of the priorities for action set out in Our Vision for 2020 are related to the provision of physical activity. This provides a positive policy context within which to implement the recommendations of this report.

#### *Closing the Gap: The Final Report of the Islington Fairness Commission (31)*

92. Islington has some of the largest differences between wealth and poverty. The Islington Fairness Commission was established to bring together stakeholders from across the borough's public, private and voluntary sectors to explore how to make the borough fairer for all of its communities. It collated evidence and set out 19 recommendations for how all stakeholders could take action to make Islington fairer for all of its communities and residents.
93. Why it's relevant: The Islington Fairness Commission's findings have played a significant role in shaping the policies of Islington Council and its partners. It highlights the need to get the population physically active to help address health and social inequalities. It specifically recognises the need to help people be more physically active and to open up facilities to all parts of the community.

*A Fair Chance in Life for All – Islington Children and Families Strategy 2011-15 (32)*

94. Islington Council's Children and Families Partnership strategy setting out their vision for improving the lives of children and families in Islington. It takes forward recommendations made by Islington's Fairness Commission and seeks to improve outcomes for children, young people and their families. It identifies their role in changing children's lives as a champion, a catalyst and a commissioner. Its vision for 2020 is "*we want Islington to be the best place for children and young people to grow up.*"
95. Why it's relevant: The strategy recognises that access to physical activity for young people can contribute to their personal and social development. It sets out objectives to ensure that all young people have access to places and opportunities to be physically active. It also sets out commissioning intentions to secure activities, including physical activities, for young people.

*Islington's Joint Health and Wellbeing Strategy 2013-2016 (33)*

96. Prepared by Islington's health and wellbeing board, this strategy's vision is to "*reduce health inequalities and improve the health and wellbeing of the local population, its communities and residents.*"
97. Why it's relevant: The strategy provides further recognition of the need to improve both universal and targeted services within the borough. With the objective of giving "*every child the best start in life*", it also shows how increasing the number of physically active young people can contribute to a range of health improvements in the borough. Other suggested improvements, such as increasing the number of mental health champions, could provide opportunities for the implementation of the findings of this project. The strategy articulates Pro-Active Islington's responsibilities for getting more people active.

*Islington Clinical Commissioning Group (CCG) High-level Commissioning Intentions for 2013/14 (34)*

98. The CCG's vision is "*to develop a new partnership between patients and their clinicians that together commissions health services of high quality and good value for money and meets the needs of the population of Islington.*" (35).
99. Why it's relevant: The CCG recognises its role in the prevention of long term conditions that may be addressed by increasing the levels of physical activity in young

people. These intentions are clearly aligned with Islington's Joint Health and Wellbeing Strategy and have a shared objective of giving *"every child the best start in life."*

*Towards a Fairer Islington: Corporate Plan 2011-15 (36)*

100. Islington Council's corporate plan sets out priorities and a range of actions to make Islington fairer. It also makes clear how the council will contribute to delivering the recommendations set out by Islington's Fairness Commission.
101. Why it's relevant: This plan clearly states Islington Council's focus up to 2015. It includes a number of areas relevant to this project such as improving public space, developing a core sustainable offer for youth, leisure and play services and helping people adopt healthier behaviours. These intentions should be taken into account when implementing the proposed recommendations. The plan incorporates the themes of *"giving every child the best start in life"* from the health and wellbeing strategy and of breaking the cycle of poverty from A Fair Chance in Life for all.

*The Pro-Active Islington Strategy 2012-2017 (37)*

102. Pro-Active Islington has recently refreshed its strategy and action plan, detailing action that needs to be taken across partners to increase levels of physical activity and sport among children, young people and adults. See appendix D for a synopsis of relevant information from this strategy.
103. Why it's relevant: As the main strategy and action plan for the council and its partners to increase physical activity levels in the borough, this strategy sets out Pro-Active Islington members' commitments for the next four years. It's linked to the three objectives of the joint Health and Wellbeing Strategy and Islington Council's corporate priority of *"delivering high quality, efficient services within available resources."*

104. Findings

- Most of the key policies related to increasing physical activity levels within Islington have a common thread, which is to recognise the benefits it can bring to improving the lives of young people.
- There is a very clear link between the health and wellbeing strategy and Pro-Active Islington's physical activity strategy, with the two strategies sharing three goals.
- Pro-Active Islington's strategy sets out a range of actions to improve the supply and demand for physical activity among young people which this report can inform.

**Strategic context – identified needs:**

Need 1 – A consistent measurement process that provides information on the physical activity levels of all young people.

Need 2 – Recognise the demographics of specific Camden and Islington communities when planning for physical activity.

Need 3 – Pro-Active Camden to take action to include the evidence and recommendations from this needs assessment in their physical activity strategy.

Need 4 – Clearer policy recognition from Camden’s Health and Wellbeing Strategy and Clinical Commissioning Group of the physical activity needs of Camden’s young people.

Need 5 – Pro-Active Islington’s physical activity strategy actions to utilise the evidence from this report to shape its proposed interventions.

## Methodology

### Summary

Research was carried out between March and July 2013 using a mixed methodology approach. Both qualitative and quantitative information was collected from a range of sources and perspectives to meet the project objectives. A summary of the research undertaken is outlined below:

#### Desk research

Analysis of existing research and reports which focused on:

- Establishing a picture of the national and local physical activity policy context.
- The physical activity levels of young people.
- Motivations and barriers to physical activity.
- The supply and demand of physical activity opportunities.

#### Semi-structured interviews

34 interviews were undertaken with professionals working directly with young people, those developing physical activity and policymakers.

#### Focus groups

Six focus groups held with:

- Parents of children under 5.
- Young people aged 5-8 years old and their parents.
- Young people with a physical disability.
- Young people with a learning disability.
- 16-18 year old males not in mainstream education.
- 14 year old girls.

#### Online stakeholder survey

73 providers of physical activity to young people operating across Camden and/or Islington responded.

#### Children and young people (CYP) survey

1,696 young people across 37 primary and 11 secondary schools undertook a survey asking them about the physical activity they participated in.

#### Community Health Environment Scan Survey (CHESS)

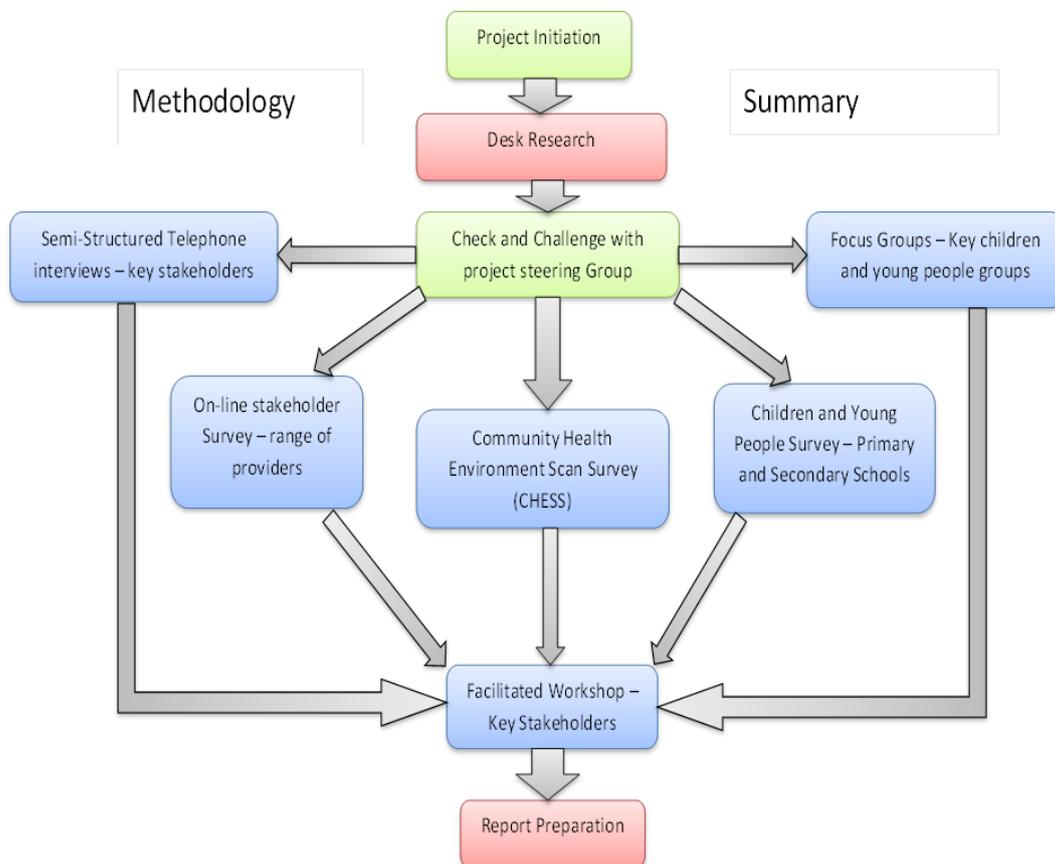
Six geographic areas were identified across Camden and Islington. Young people

explored the areas, giving their views on the propensity for their local environments to support young people being physically active.

### 3.1 Introduction

105. Research was carried out between March and July 2013 using a mixed methodology approach. Both qualitative and quantitative information was collected from a range of sources and perspectives to meet the project objectives. The different stages of the methodology are summarised in figure 4 below:

Figure 4: Methodology summary



### 3.2 Project steering group

106. A project steering group, made up of representatives of Pro-Active Camden and Pro-Active Islington, most of whom work for Camden or Islington councils, was established, meeting on four occasions throughout the research process. The group guided the direction of the project, signposting key information and providing key contacts to

support the delivery of the methodology (see appendix E for a list of members and dates).

### 3.3 Project initiation

107. At this stage the project steering group confirmed the scope of the work, the outputs required, the approach, timescales and deliverables of the project. In particular, it was decided that the focus of the project be on the provision of physical activity outside of curriculum time and that the preferred option to capture the views of young people would be through a bespoke survey rather than using the Me and My Lifestyle survey.

### 3.4 Desk research

108. A wide range of existing information relevant to this project was assimilated and evaluated from reports, surveys, studies and statistics across a range of areas. The desk research focused on the following areas:

- Strategic context – national priorities for physical activity for young people.
- Local context – demographics of the boroughs and any particular issues which may impact on the physical activity of young people.
- Current provision – any available information on current supply within the boroughs.
- National/international research – relating to the needs, barriers and motivations of young people towards taking part in physical activity. This included information on specific cohorts of young people such as girls, disabled young people and ethnic minorities.
- Local information – on current physical activity participation levels of young people and their needs, motivations and barriers towards taking part in it.
- Active Spaces Initiatives – gathering of background and contextual information to assess where findings from this project could inform these initiatives.

109. Desk research continued throughout the project. Further documents were identified, reviewed and integrated into the findings of the project. Key findings and emerging themes from desk research were presented to the project steering group to confirm understanding and identify gaps in information.

### **3.5 Semi-structured telephone interviews – key stakeholders**

110. A range of stakeholders across Camden and Islington were identified by the project steering group to participate in semi-structured telephone interviews. They included those working directly with young people and policymakers and influencers operating in senior positions. Interviews followed a broad structure with questions tailored to each interviewee to capture specific knowledge and expertise.
111. A total of 34 telephone interviews were undertaken across the boroughs with 17 from Camden and 17 from Islington (see appendix F for a list of interviews undertaken).

### **3.6 Focus groups – key children and young people groups**

112. Focus groups were held with six cohorts of young people across Camden and Islington. Groups were determined by the project steering group based on a range of factors, including:
- Priority groups identified by Camden and Islington.
  - Groups identified by a lack of available evidence from desk research.
  - Groups whose views were less likely to be captured through other techniques within the agreed methodology.
113. The focus groups were designed to probe some of the themes identified from desk research and fieldwork already undertaken in order to deepen understanding of these areas.

Table 4: Details of focus groups held in Camden and Islington

Focus groups	Organisation hosting focus group
Parents of under-5s	Golden Lane children's centre (most attendees were mothers, with one father and one professional child carer in attendance)
5-8 year olds and their parents	St Michaels C of E primary school (young people and parents separately and then together at the end of the session).
Females aged 14+.	Camden School for Girls.
16 – 18 year old males not in mainstream education.	Springboard Islington.
Young people aged 14-17 with physical disabilities and their carers.	Richard Cloudesley School (most attendees had severe cerebral palsy).
Young people with learning disabilities and their carers.	Centre 404 group.

### 3.7 Online stakeholder survey – range of providers

114. An online survey was created to capture the views of a wide range of suppliers of services to young people operating within Camden and Islington. It was primarily aimed at people in organisations working with young people and/or delivering sport and/or physical activity opportunities, including organisations who:

- Deliver sport and/or physical activity opportunities as their primary function.
- Deliver some sport and/or physical activity opportunities even though this is not their primary function.
- Work with young people but don't currently deliver sport and/or physical activity opportunities.

115. Typical organisations included community groups, community centres, youth organisations, youth centres, sports clubs, leisure centres, sport and physical activity providers, play centres, children's centres, nurseries, local authority sports development teams and local authority parks and open spaces teams. Schools, special schools and pupil referral units were also invited to participate in the survey. However, these organisations were asked to focus on sport and/or physical activity opportunities offered outside of lesson times.

116. The survey centred on understanding why organisations provide physical activity and what challenges they face in doing so. It also included questions on the types of opportunities that are provided to young people, which age groups and/or cohorts are targeted and what attracts them to these opportunities (see appendix G for a copy of the stakeholder survey).
117. The survey was circulated to as wide a range of contacts as possible via the project steering group members. In total, 73 responses were received including 14 operating in Camden and 34 operating in Islington. An additional 20 reported that they operate in both boroughs with five respondents leaving this question blank. Respondents who chose 'other' represented a range of organisations including charities, local authority departments, a yoga centre and a folk arts development centre, among others. Details of the types of organisations who responded to the stakeholder survey can be found in appendix H.

### **3.8 Children and young people survey (CYP survey) – primary and secondary schools**

118. The views of a broad range of young people were obtained via a survey conducted through schools.
119. Initially the Me and My Lifestyle (MMLS) survey tool was explored as a possibility for collecting this information. MMLS has the benefit of linking responses to school information databases, enabling comparison with demographic factors. However, it was agreed with the project steering group that this survey would not gather enough insight into the motivations and barriers to participation in physical activity perceived by young people.
120. A bespoke survey to gather the views of young people was therefore developed and tested using an online survey tool. The survey would help understand their needs in terms of current participation levels, activity preferences and the perceived barriers and motivations to taking part in physical activity (see appendix I for a copy of the primary school CYP survey and appendix J for a copy of the secondary school CYP survey).
121. Each primary and secondary school within Camden and Islington (including special schools and pupil referral units) was invited to take part in the survey. It was targeted at young people in year groups 3-6 (ages 7-11) in primary schools and 7-13 (11-18) in

secondary schools. Schools were encouraged to complete the survey in class groups rather than, for example, completing it while young people attended a lunchtime football club. The belief was that these young people were more likely to be engaged in physical activity than the average. It was particularly important to capture the views of those young people less engaged in physical activity.

122. Each primary school was asked to focus on one randomly identified year group. This was to ensure that a good spread of responses was received from different age ranges. Secondary schools were asked to complete the survey with one class in each school year if possible. Schools were also invited to complete the survey with additional year groups if they chose to. Each school who took part in the survey was provided with their results and overall results from either primary or secondary schools.
123. A total of 1,157 (402 Camden, 754 Islington, one young person did not state which borough they were from) responses were received from primary schools and 539 (161 Camden, 378 Islington) from secondary schools. The breakdown of responses across school years is shown in Table 5.

Table 5: Summary of CYP survey responses by school year

<b>Borough</b>	<b>Camden</b>	<b>Islington</b>	<b>Grand Total</b>
Year 3 (age 8)	119	152	271
Year 4 (age 9)	102	238	340
Year 5 (age 10)	112	194	307*
Year 6 (age 11)	69	170	239
<b>KS2 Total</b>	<b>402</b>	<b>754</b>	<b>1157</b>
Year 7 (age 12)	12	115	127
Year 8 (age 13)	2	86	88
Year 9 (age 14)	14	44	58
<b>KS3 Total</b>	<b>28</b>	<b>245</b>	<b>273</b>
Year 10 (age 15)	8	77	85
Year 11 (age 16)	113	50	163
<b>KS4 Total</b>	<b>121</b>	<b>127</b>	<b>248</b>
Year 12 (age 17)	7	2	9
Year 13 (age 18)	5	4	9
<b>KS5 Total</b>	<b>12</b>	<b>6</b>	<b>18</b>
<b>Total</b>	<b>563</b>	<b>1132</b>	<b>1696</b>

\*One young person did not state which borough they lived in.

124. A total of 37 primary and 11 secondary schools took part in the survey. The number of responses from schools in Camden was lower than from Islington. Fewer secondary schools than primary schools took part in the survey, with the sample of secondary school aged young people less varied. For example, 93 responses from year 11 pupils came from one school in Camden (out of a total of 113). The number of responses

received from young people in years 12 and 13 was very low. This could have been due to the timing of the survey when these students may have been taking exams or on study leave. The number of responses from key stage 3 pupils in Camden was also low.

### 3.9 Community Health Environment Scan Survey (CHESS)

125. CHESS is a tool that systematically examines how built environments encourage or discourage healthy lifestyle options (e.g. lack of healthy food outlets, outdoor space to encourage active play and tobacco use). The strength of CHESS is that it is an empirical assessment tool that measures the availability and accessibility of healthy lifestyle options. CHESS reviews existing community assets and provides opportunities for change, shaping community intervention planning by focusing on what the community needs to address three key risk factors for chronic disease (i.e. unhealthy diet, physical inactivity and tobacco use). CHESS operates under license from US company, Matrix Solutions.
126. This project is focused on the physical activity elements of CHESS. Working in partnership with youth clubs in six locations across Camden and Islington, young people who attend the youth clubs (supported by youth workers) carried out assessments (known as 'scans') of places (known as 'assets') where anyone could take part in physical activity within a specific zone (usually within a 400-800m radius of the youth club). Teams of young people walked around their allocated area visiting identified assets. Each young person used a customised tablet computer (Nexus 7) equipped with a CHESS application to answer questions and record their opinions of each asset. During some scans, teams also came across additional assets, which were also scanned.
127. Following the scans, insight workshops were organised with the Press Red team, youth workers and the young people. These were a chance for the young people to further discuss and grade assets based on their findings and opinions.
128. A total of six CHESS scans were undertaken as part of this project. Working with the project steering group, the most appropriate areas to be scanned were agreed. The selection of areas was based on the assumption that high levels of deprivation and obesity and low levels of physical activity based on the Active People (16+) survey (1) were appropriate proxy measures for determining areas most in need. It was agreed

that these areas would benefit most from CHESS scans. The scans took place in the following areas:

- Camden/Islington – Fresh Youth Academy/The Zone.
- Camden – Somers Town.
- Islington – The Platform.
- Islington – The Lift.
- Camden – Queen’s Crescent Community Association.
- Camden – Surma Centre.

129. Further details on dates and times of the CHESS scans can be found in appendix K. Further details on the CHESS scan process can be found within each individual CHESS report (annex 1-6).

### **3.10 Structured activity in CHESS zones**

130. A forecast of the gap between the current supply of structured activities (defined as organised activities led by an adult) and the ideal current and future supply of structured activities was also carried out. Ideal supply was based on the previous Labour government’s policy recommendations that schools and community organisations offer young people three hours of structured physical activity per week outside of PE. Firstly, an analysis of the current supply of structured activities for 0-18 year olds within CHESS zone was completed. This resulted in an estimate of the average number of hours of structured activity for 0-18 year olds per week currently available in each CHESS zone. Using estimated population figures of 0-18 year olds living in each CHESS zone (further detail on how population figures were calculated can be found in appendix 1 within each CHESS report), it was possible to understand the amount of structured activity required in each CHESS zone to offer all 0-18 year olds three hours of structured activity per week. By comparing this figure against actual current supply, it was possible to understand the difference between current and ideal supply of structured activity. The same calculations were also produced based on 2018 projected populations of 0-18 year olds. Further detail on the model used to make these estimates can be found in section 4.5.4.

### 3.11 Facilitated workshop

131. A facilitated workshop led by Press Red was held on the 20<sup>th</sup> June 2013. Attendees included project steering group members, stakeholders and youth workers from both Camden and Islington. The purpose of the workshop was to share findings from desk research and fieldwork, discuss emerging themes and look at potential solutions and recommendations. Findings from the research to date were presented although some fieldwork was outstanding due to difficulties in arranging some telephone interviews, focus groups and CHESS scans. Stakeholders discussed specific themes and potential recommendations for actions within each of the boroughs.

### 3.12 Report preparation

132. Findings from the research methodologies were analysed and shared for discussion at a number of internal project group meetings. Early analysis of findings was also shared with the project steering group at regular intervals. A final report was then prepared drawing out the physical activity needs of young people. A series of key recommendations are identified, together with a range of potential solutions.

### 3.13 Limitations

133. The following limitations relating to the research were identified.

134. Results from a recent survey with school teachers across Islington primary schools were not available at the time of preparing this report.

#### *Stakeholder survey*

135. The stakeholder survey was distributed by the project steering group, who then forwarded it onto their contacts. Responses could be biased by the type of people who are more likely to respond to surveys rather than a representative sample of all organisations.

#### *CYP Survey*

136. It is possible that schools more engaged with the importance of physical activity were more likely to undertake the CYP survey.

137. Young people may provide different answers in a formal school setting than they would outside of school.

138. Question 9, which asked young people to recall how much exercise they had done during the last seven days may have been challenging, particularly for younger children and those with learning difficulties. We did advise primary school teachers that if they felt pupils would struggle with this question they could leave it blank. The results suggest that there weren't any whole class groups who decided not to enter this information but for younger years it may be not be completely accurate at individual level.
139. Question 6, which asked young people if they considered themselves to be a disabled person, may have produced some unreliable answers. We had 42 responses from the Samuel Rhodes special school but only around half of respondents identified themselves as having a disability. This was recognised in the analysis of the findings. Teachers of young disabled people were asked to support young people to complete the survey where appropriate. This may also have created variations on individual responses depending on their approach, although efforts were made to minimise this by sending out guidance notes to each school.

#### *Focus groups*

140. Due to the time constraints for delivery of the project, the field research techniques were undertaken concurrently, although in some cases it was possible to use outcomes from one technique to inform preparation for another. For example, some of the focus groups were not held until the CYP survey results were collated. Where this was the case the focus group design incorporated those results.

#### *CHESS scans*

141. CHESS scans were completed with the assistance of young people aged between 16 and 18. Although they were asked to comment upon and grade assets from the point of view of the age range the asset was targeted at, it should be recognised that opinions and grades came from a limited age range.
142. Not all assets during CHESS scans were scanned by the young people as not all were open or available to be scanned at the time. This was particularly relevant for schools.

#### *Structured activities in CHESS zones*

143. While every effort was made to collect as much information as possible, it became apparent that limited information on structured activities for young people was available. With this in mind, it should be noted that some data may be missing from findings. This 'data gap' will impact on the level of additional supply calculated as

necessary to enable young people to achieve three hours of structured activity per week.

144. Some organisations advertised structured activities but may not have been clear how long sessions lasted for, how many times a week they occurred or how many weeks a year they ran for. Where this information was not collected, reasonable estimates were made.

## Findings

### 4.1 Introduction

145. This section presents findings from the research detailed in section 3 – methodology. From these findings, a set of needs relevant to both boroughs have been established. These are also presented within this section, which appears as follows:

- 4.2 – Current participation – An analysis of the current levels of participation in physical activity by young people in Camden and Islington. As well as a general overview, an examination of participation by gender, socio-economic status, those with special educational needs, ethnicity, body mass index, sedentary behaviour, by preference for physical activity and by active travel is also included.
- 4.3 – Barriers and motivations – An analysis of the barriers which young people face, as well as the motivations which compel them, when taking part in physical activity. These are explored using the following themes – personal priorities, self-perception, impact of others, perception/experience of provision and environmental context.
- 4.4 – Demand – An analysis of the demand for physical activity by young people in Camden and Islington. This is explored first by each borough individually and then by the combined demands of the two boroughs.
- 4.5 – Supply – An analysis of the supply of physical activity in Camden and Islington. Firstly, this is explored by looking at the opportunities provided by both boroughs individually. Then, the views of organisations that provide physical activity opportunities across both boroughs individually and combined are presented. The section finishes with analysis of the current level of supply of structured activities, which includes a forecast of what supply might need to look like in 2018 to meet demand.

## 4.2 Current participation

### Summary

- There is a low level of participation in physical activity among young people in Camden and Islington, with 11% of all respondents to the CYP survey meeting CMO guidelines. Participation decreases as young people get older.
- The problem is more acute for girls with lower activity levels reported across all ages by girls than boys. The decline in participation as young people get older is sharper for girls also.
- Participation in physical activity by young people in Camden and Islington did not change depending on socio-economic status or the deprivation of the area lived in.
- Disabled young people's participation at the higher end of the scale is similar to non-disabled young people. However, there are a higher percentage of disabled young people not achieving 60 minutes of physical activity on any of the previous seven days when compared to non-disabled young people.
- Lower participation in physical activity was reported by those from an Asian/Asian British background and in particular, those of an Asian/Asian British – Bangladeshi background.
- National research suggests a growing concern at the risk of sedentary behaviour.
- Young people across Camden and Islington reported a preference for physical activities over other activities. However, preference for physical activity decreases with age and is less so for girls.

### 4.2.1 Introduction

146. This section details findings from research into the current levels of participation in physical activity by Camden and Islington's young people. From this, it is possible to understand the extent to which young people in the boroughs meet CMO guidelines (1). The section also contains an analysis of participation in physical activity by various cohorts of young people.

It should be noted that differences in responses to the CYP survey between the two boroughs were not found to be statistically significant. This indicates that participation levels and motivations and barriers identified by the survey are consistent across both boroughs. Where Camden and Islington percentage rates are quoted separately this is for comparison with other information sources only.

## 4.2.2 Overview

147. The Health Survey for England 2008 (HSE 2008) (2) is the most up to date source of national information on both self-reported and objective measures of physical activity. A total of 15,102 adults and 7,521 children were interviewed for the survey. The survey defined three levels of classification:

- Meets – at least 60 minutes of moderate activity on all seven days in the last week.
- Some – 30 to 59 minutes of moderate activity on all seven days in the last week.
- Low – Fewer than 30 minutes of moderate activity on each day, or moderate activity of 60 minutes or more on fewer than seven days in the last week.

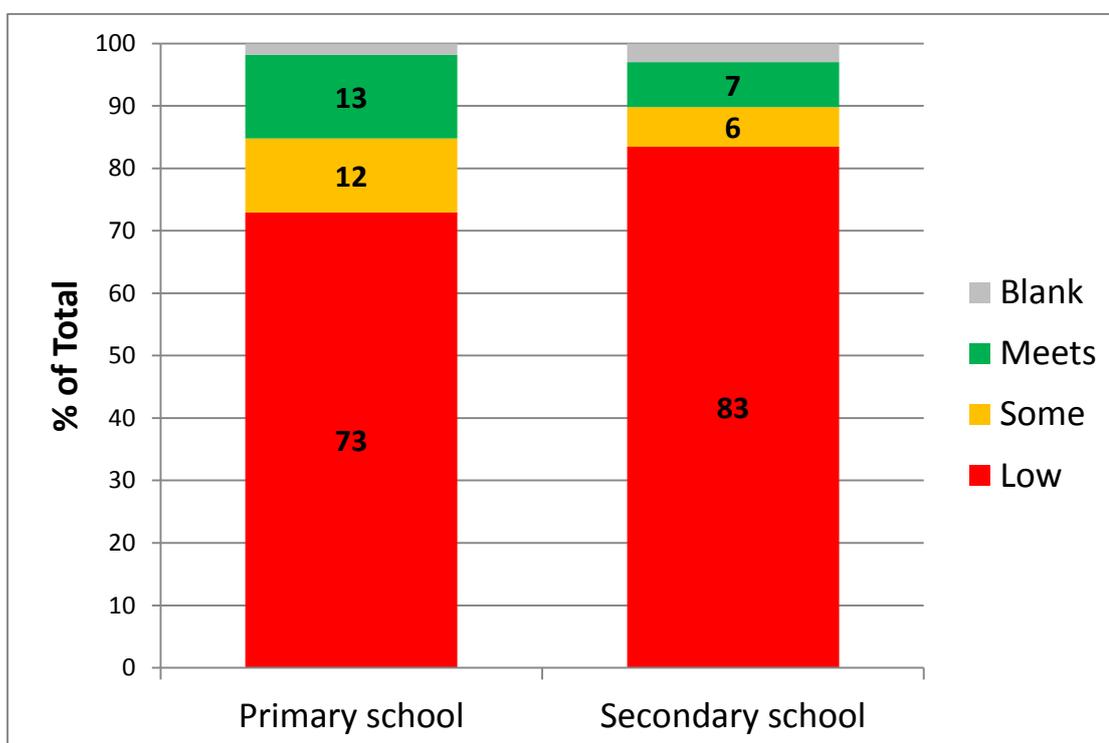
148. The HSE 2008 found that nationally:

- 32% of boys and 24% of girls between the ages of two and 15 meet the CMO recommendation of participating in over 60 minutes of physical activity on every day during the previous week.

149. The CYP survey, completed by 1,696 young people across Camden and Islington, found lower levels of physical activity than the HSE 2008 national findings. However, it should be noted that there were differences in the methodologies of each survey, which means direct comparisons between the two cannot be made. The CYP survey found that:

- 11% of all respondents currently meet CMO recommendations for participation in physical activity.
- This figure was slightly higher in Camden (11.9%) than Islington (11.23%).
- Participation in physical activity by young people in Camden and Islington decreases as young people get older. This is similar to findings made by HSE 2008 (see figure 5).

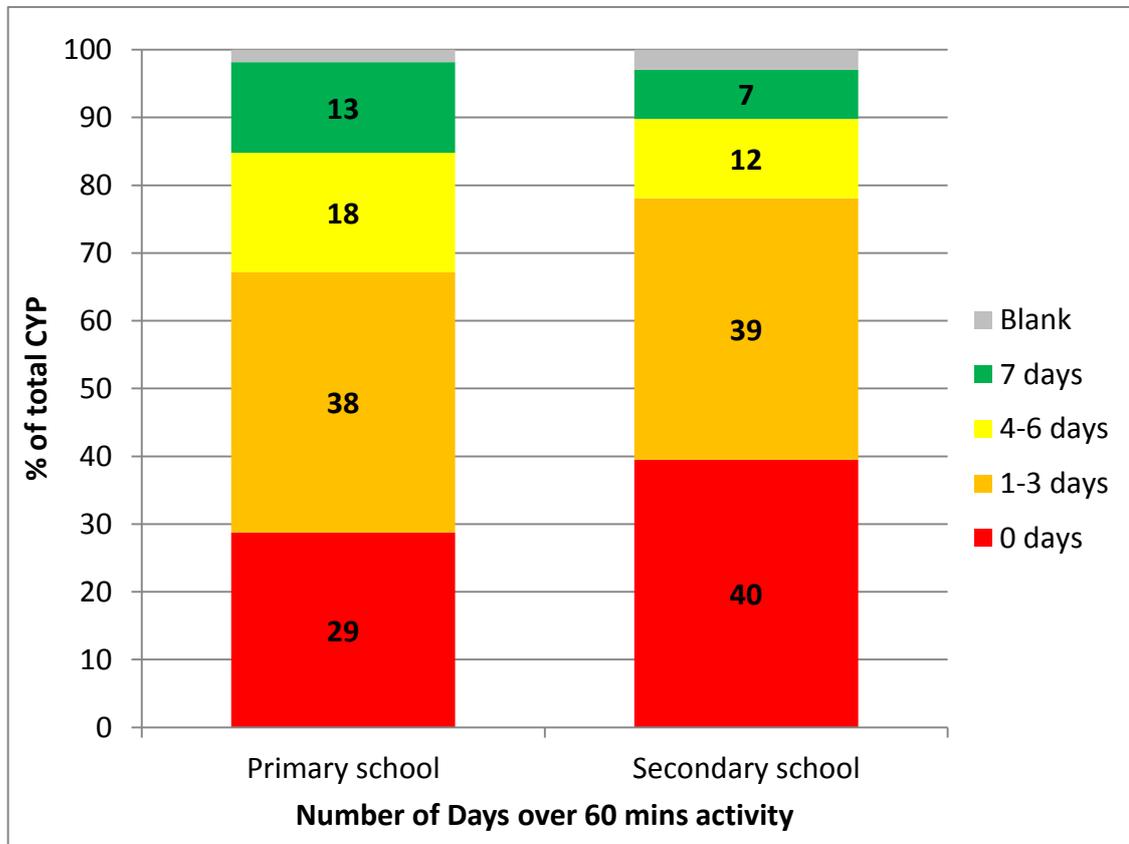
Figure 5: CYP survey results showing the proportion of young people in primary and secondary schools in Camden and Islington who achieved HSE 2008 'meets', 'some' and 'low' categories on participation in sport and physical activity



150. Analysis of the number of days respondents to the CYP survey took part in 60 minutes or more of activity during the previous week provides additional insight into the current participation picture. Results are shown in figure 6 and show that:

- 29% (n=333) of primary school respondents did not do 60 minutes of physical activity on any of the previous seven days.
- This rises significantly to 40% (n=213) of respondents when they reach secondary school.
- These results are not in line with a comment made during the stakeholder workshop. One attendee reported that primary schools in Islington provide over 60 minutes of sport and physical activity during curriculum time for at least one day a week and in some cases for two days a week.
- 18% (n=204) of primary school respondents reported doing 60 minutes of physical activity on four to six days of the previous week and 13% (n=155) reported doing the same on seven days of the week. For secondary school respondents, only 12% (n=63) achieved four to six days and 7% (n=39) achieved seven days of activity.

Figure 6: CYP survey results showing the proportion of young people in primary and secondary schools in Camden and Islington and the number of days they participated in over 60 minutes of physical activity during the previous week



151. Of respondents to the CYP survey who provided postcodes, 12.8% were from outside Camden and Islington. The majority of these were from Haringey or Hackney with some from Enfield and a small number from elsewhere. Results show that:

- Those living within Camden and Islington (29.5%, n=214) were more likely to have done no days of 60 minutes of activity during the previous week than those living outside the boroughs (26%, n=28). Those living in Camden and Islington were also less likely (15%, n=110) to do 60 minutes of activity on four to six days during the previous week than those living outside the boroughs (24%, n=25).

152. Desk research also looked into participation levels for young people outside the age range of the CYP survey.

- Data on participation for children aged two to five years is not available locally. Figure 7 shows findings from HSE 2008 on the proportion of young people who meet the recommended guidelines for physical activity. It shows that less than 50% of children aged two years meet the national guidelines. This declines sharply to

around 26% of children aged four years before increasing for five year olds as they start primary school.

- The Active People survey helped to understand the participation levels of 16-18 year olds. Although sample sizes were too small to give results at borough-level for this age group, data shows that 28% of 16-18 year olds in central London reported having done 3 x 30 minutes of moderate intensity sport each week over the previous four weeks.

#### **Participation– identified needs:**

Need 6 – To increase the number of young people who meet CMO recommended levels of participation in physical activity.

Need 7 – For more young people to achieve 60 minutes of physical activity on more days of the week.

Need 8 – To address the decline in young people’s levels of physical activity that occurs with age.

#### **4.2.3 Gender**

153. As shown in table 6 below, HSE 2008 found that:

- A third of boys and a quarter of girls nationally met CMO guidelines for physical activity.

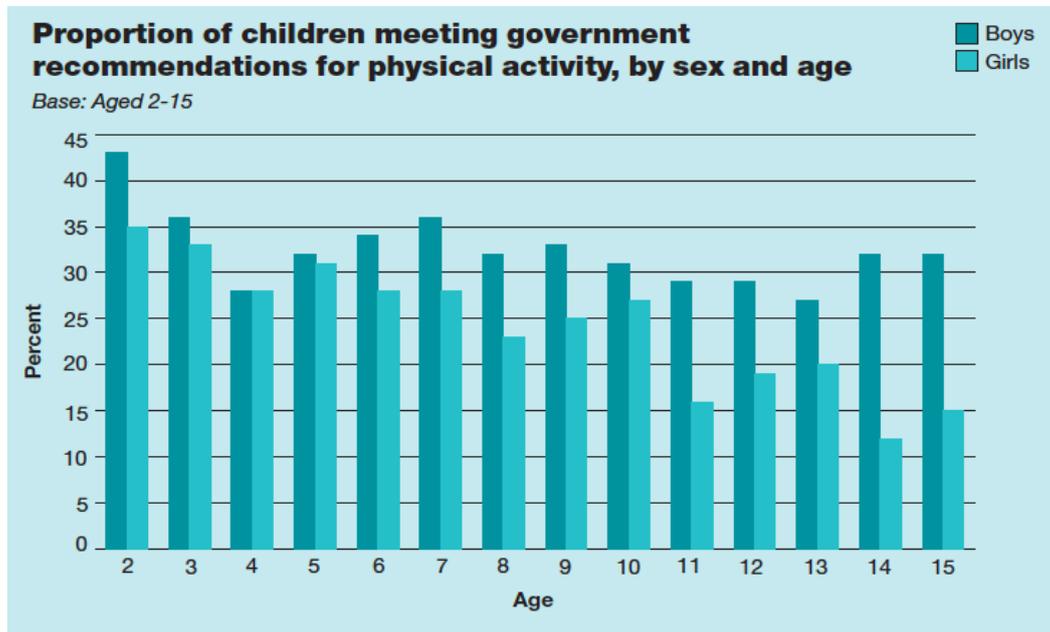
*Table 6: HSE 2008 results showing the percentage of boys and girls achieving CMO recommended guidelines for physical activity*

<b>Activity Level</b>	<b>Boys %</b>	<b>Girls %</b>
Meets recommendations	32	24
Some activity	44	47
Low activity	24	29

154. Figure 7 below, taken from HSE 2008, highlights that:

- Across all ages, more boys than girls meet the CMO recommendations.
- Fewer girls meet CMO recommendations as they get older.
- Among boys, significant variation can be seen with age but with no clear pattern. By the age of 15, boys are more than twice as likely to meet CMO recommendations than girls.

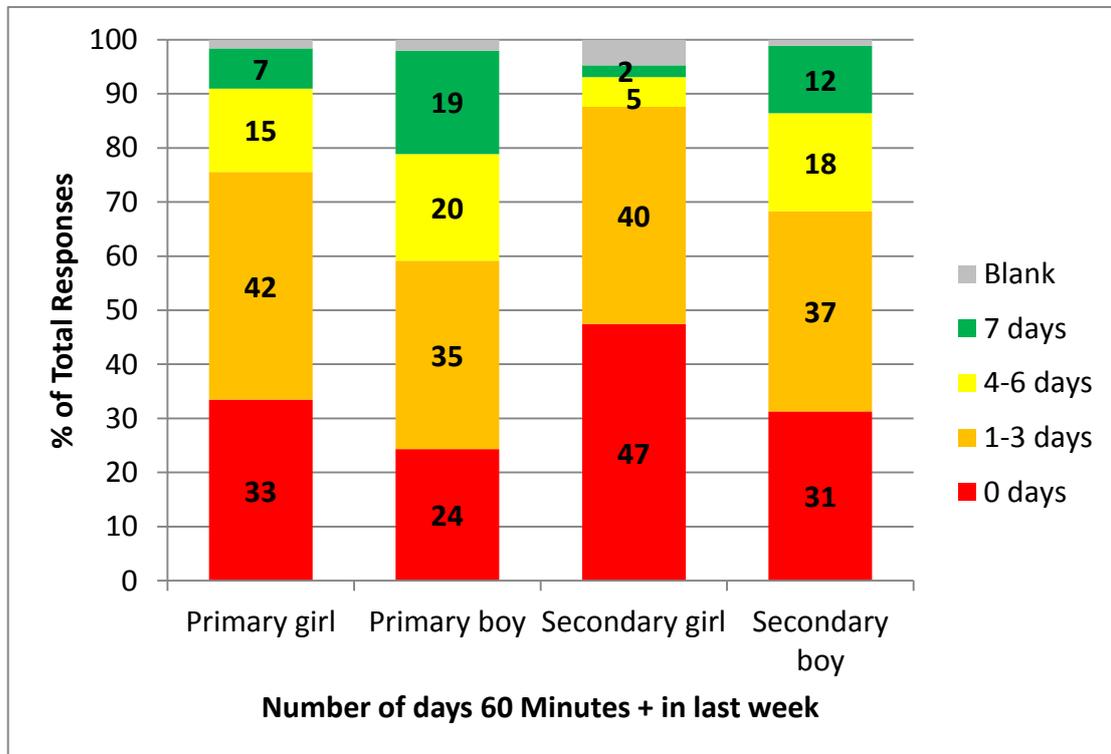
Figure 7: HSE 2008 results showing the proportion of boys and girls aged 2 – 15 nationally who meet CMO recommended guidelines for physical activity



155. The CYP survey, as shown in figure 8, found that:

- In primary schools, more girls (33%, n=189) than boys (24%, n=144) reported not doing over 60 minutes of physical activity on any day in the previous week.
- This increases to 47% (n=130) for girls and 31% (n=83) for boys during secondary school.
- Overall boys were significantly more likely to do 60 minutes or more of activity on any given day over the previous week compared to girls.
- Boys were significantly more likely to have done seven days of 60 minutes of activity during the previous week. 19% (n=113) of boys compared to only 7% (n=42) of girls at primary school age reported these participation levels.
- This falls to 12% (n=33) of boys and 2% (n=6) of girls during secondary school. Overall, primary school respondents were significantly more likely to have done seven days of over 60 minutes of activity during the previous week than secondary school respondents.

Figure 8: CYP results showing the proportion of girls and boys in primary and secondary schools in Camden and Islington and the number of days they participated in over 60 minutes of physical activity during the previous week



**Participation: gender – identified needs:**

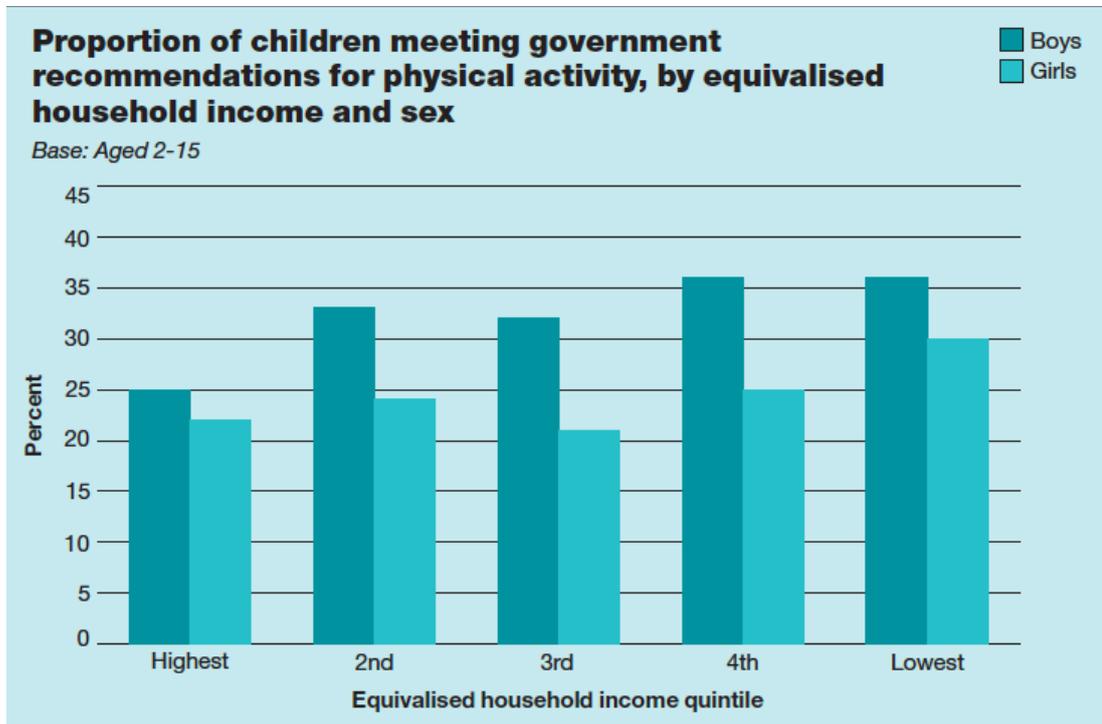
Need 9 – To focus on increasing the physical activity levels of girls in order to reduce the significant disparity in activity levels that exists between boys and girls.

**4.2.4 Socio-economic status of families and deprivation of area**

156. HSE 2008, as shown in figure 9, found that:

- A relationship was evident between levels of physical activity and equivalised household income. Among both boys and girls, those in the lowest income quintile were more likely than those in the highest quintile to meet the CMO recommendations. Among boys, this increased from 25% in the highest quintile to 36% in the lowest one. For girls the increase was from 22% to 30%.

Figure 9: HSE 2008 results showing the proportion of children meeting CMO recommendations for physical activity by equivalised household income and gender



157. Valid postcodes were provided by just over half of CYP survey respondents (n=831). These postcodes were mapped against the Indices of Multiple Deprivation (IMD) assigned to each of their corresponding lower super output areas. Responses were then analysed by national quintiles, which are comparable between Camden and Islington. No clear pattern emerged from this analysis. However, it was found that:
- For respondents living within the most deprived areas in Camden and Islington there was little difference in the levels of activity reported compared with overall figures. A possible explanation for this could be down to small sample sizes when analysing survey respondents by postcode and deprivation level.
  - For those in the second most deprived quintile nationally, the number of young people who reported no days of activity during the previous week was much lower than the overall total (26%, n=75 compared to 32%, n=545). The percentage of respondents in this quintile (46%, n=133) who reported 60 minutes or more of activity between one and three days during the previous week was higher than the overall figure (39%, n=652).
158. A further finding from the PE and Sport Survey (3) was that:
- Schools in deprived areas were over-represented among the lowest performing schools in terms of their participation in PE/school sport.

#### 4.2.5 Disability/special educational needs

159. As part of the CYP survey young people were asked to identify whether they believed they had a disability. In total 51 young people identified themselves as disabled with a further 67 'unsure'. The results indicated that:
- More respondents who answered 'yes' (41%, n=21) and 'yes' and 'unsure' combined (35%, n=41) reported doing no days of more than 60 minutes of physical activity over the last week than those who answered 'no' (32%, n=492).
  - A larger proportion of non-disabled young people (39%, n=600) reported doing over 60 minutes of physical activity on 1-3 days in the last week than those who answered 'Yes' (33%, n=17) and those who answered 'Yes' and 'Unsure' combined (25%, n=30).
  - The proportion of people who reported doing 4-6 and 7 days of over 60 minutes of physical activity during the previous week were similar for disabled and non-disabled young people.
160. The Taking Part survey (4) found that:
- Young people with a limiting long-term illness/disability (81.4%) were significantly less likely to have done sport in the last four weeks than those who did not report a limiting long-term illness/disability (89.6%).
161. The PE and Sport survey found that:
- The lowest performing schools, in terms of their achievement in PE/school sport, tended to have a higher proportion of pupils with special educational needs.

#### **Participation: disability – identified needs:**

Need 10 – For more disabled young people to achieve the CMO recommended guidelines for physical activity.

Need 11 – To support more disabled young people to undertake 60 minutes on at least 1-3 days of the week.

#### 4.2.6 Ethnicity

162. The CYP survey found that:
- Young people from a white background reported higher levels of physical activity than those from non-white backgrounds. Those with 'White British' (14%, n=74) and 'Other White' (15%, n=23) backgrounds were slightly more likely than the

overall total (11%, n=194) to do seven days of over 60 minutes of activity during the previous week.

- 45% (n=84) of those from an Asian/Asian British background (including Indian, Pakistani, Bangladeshi and Other) did not achieve 60 minutes or more of physical activity during the previous week. This figure was notably higher (49%, n=62) for those within this group of an Asian/Asian British – Bangladeshi background. This compares to 32% for all respondents to the survey. Fewer respondents (9%, n=11) with an Asian/Asian British - Bangladeshi background did 7 days of 60 minutes or more physical activity during the previous week than the overall total (11%).

163. The PE and Sport Survey found that:

- Schools with the lowest levels of participation tended to have a relatively high proportion of children from an ethnic minority background and vice versa.

**Participation: ethnicity – identified needs:**

Need 12 – For more young people from non-white ethnic groups to achieve the CMO guidelines.

Need 13 – In comparison to other ethnic groups, to increase the physical activity levels of young people from a Bangladeshi background specifically.

#### **4.2.7 Body mass index (BMI)**

164. HSE 2008 found that:

- The proportion of young people who met CMO recommendations did not vary depending on whether they were categorised as 'overweight', 'obese' or 'not overweight or obese'.

#### **4.2.8 Sedentary activity**

165. Evidence from HSE 2008 suggests a growing concern at the risk of sedentary behaviour. Although most research has focused on the relationship between sedentary behaviour and obesity, some research also suggests that sedentary behaviour is independently associated with all-cause mortality, type 2 diabetes, some types of cancer and metabolic dysfunction (5).

166. It is possible for individuals to meet CMO guidelines but still spend large amounts of time engaging in sedentary activity. A large amount of time spent being sedentary may

increase the risk of some health outcomes, even among people who are active at CMO recommended levels (5).

167. According to HSE 2008, average sedentary time was very similar for boys and girls on both weekdays and weekend days and this generally increases with age.
168. Household income was clearly linked to sedentary behaviour. For both boys and girls, as household income decreases, the amount of sedentary time increases – particularly when the proportion of time spent watching television is analysed. So while those from lower income families are more likely to meet CMO recommendations, they are also likely to spend more time engaging in sedentary activity compared to those from higher income families.
169. Among both boys and girls there was a relationship between time spent engaging in sedentary activity and their BMI category. Those classified as obese were likely to spend more time engaging in sedentary activity than those classified as overweight. In turn, those classified as overweight were likely to spend more time engaging in sedentary activity than those not classified as overweight or obese.

**Participation: sedentary activity – identified needs:**

Need 14 – To reduce the amount of time young people spend in sedentary activities.

#### 4.2.9 Physical activity preferences

170. Through the CYP survey, young people were asked about their preference for physical activity over other activities. Each respondent chose the statement which they thought most reflected their view. Results for this question can be seen in table 7:

*Table 7: CYP survey results showing young people’s preferences for physical activity over other activities*

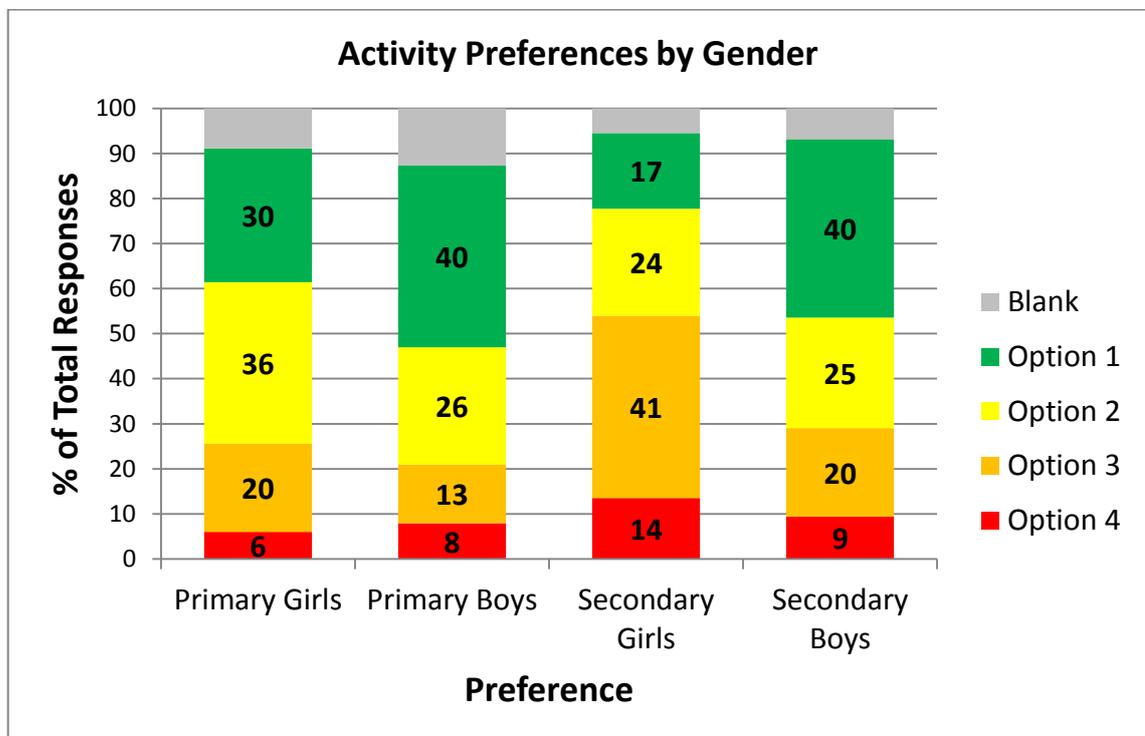
Options	Description	Camden	Islington	Overall
Option 1	I really enjoy exercise and would choose to do it over most other activities	35%	32%	33%
Option 2	I enjoy exercise and it would be high on my list of things to do but not always at the top	29%	28%	29%
Option 3	I sometimes enjoy exercise but I prefer to do other activities	19%	21%	21%
Option 4	I prefer to do other activities rather than exercise	7%	9%	8%

171. It was found that there were differences in activity preferences among different ages.

Figure 10 below shows:

- More primary school respondents chose option 1 (35%, n=407) and option 2 (31%, n=356) than secondary school respondents (28%, n=151 - option 1, 24%, n=130 - option 2).
- More secondary school respondents chose option 3 (30%, n=163) and option 4 (12%, n=62) than primary school respondents (option 3 - 16%, n=188, option 4 - 7%, n=81).

Figure 10: CYP survey results showing primary and secondary school girls and boys preference for physical activity over other activities



172. It was found that there were differences in activity preferences among different genders:

- Boys chose options 1 and 2 consistently across primary (40%, n=239 and 26%, n=154 respectively) and secondary schools (40%, n=105 and 25%, n=65 respectively).
- Boys (40%, n=344) were significantly more likely to choose option 1 than girls (26%, n=214).
- More primary school girls chose option 1 (30%, n=168) than secondary school girls (17%, n=46).

- Many more primary school girls (36%, n=202) chose option 2 than boys (26%, n=154). However, this decreases sharply for girls at secondary school age to 24% (n=65) but not for boys (25%, n=65).
- Overall, girls were significantly more likely to choose option 3 than boys.

#### 4.2.10 Participation through active travel

173. In recent years, travel to and from school has been recognised as an opportunity for young people to be physically active. While the primary research for this needs assessment did not specifically explore the extent of active travel in Camden and Islington, two national surveys provide insight into the extent to which young people are physically active through travel.

174. HSE 2008 found that:

- Almost two thirds of 2-15 year olds who attended school, nursery or playgroup in the previous week had walked to or from school on at least one day of the week (63% of boys and 65% of girls).

175. The 2011 National Travel survey (6), which collected data from nearly 8,000 British households covering over 18,000 individuals on personal travel including travel to school, found that:

- In 2011, 49% of trips to and from school by primary school respondents were made by foot. This was slightly lower than in 1995/97 when 53% of trips were made by foot.
- Among secondary school respondents in 2011, 38% of school trips were made by foot. This was slightly lower than in 1995/97 when 42% of trips were made by foot.
- 3% of school trips by secondary school respondents were made by bicycle.
- For trips to school of less than one mile in length, walking was the most popular mode of travel for both primary and secondary school respondents, accounting for 84% and 89% of trips respectively.

### 4.3 Barriers and motivations

#### Summary

Young people are not taking part in physical activity because there are barriers preventing them from doing so. These need to be reduced or removed to make it easier for young people to access physical activity. Equally, there are motivators

that encourage and positively influence young people's participation. These need to build upon, drive and facilitate increased participation.

For girls and disabled young people some of the barriers and motivators were particularly evident.

For girls, there were significant barriers effecting levels of participation:

- Lack of a physical activity habit.
- Lack of confidence when it comes to physical activity and sport.
- Self-consciousness when taking part.
- Lack of role models.
- Availability of suitable activities.

But girls are motivated to participate by:

- Learning and achievement.
- The positive influence of friends and peers.

For disabled young people the significant barriers effecting their participation were:

- Reluctance to travel.
- Lack of confidence.
- Parental affordability.
- Availability of suitable activities.

But disabled young people are motivated by:

- Activity leaders who relate to their different needs.

The barriers and motivations that influence young people's participation in physical activity that were found through the research are summarised in table 8 below.

These are relevant across all cohorts of young people.

Table 8: Identified themes used to organise research findings into the barriers and motivators for young people when taking part in physical activity

Theme	Barriers	Motivators
<b>Personal priorities</b> The decisions young people take in terms of how they spend their time, where they go and what they do.	<ul style="list-style-type: none"> <li>➤ Perceived lack of time.</li> <li>➤ Lack of physical activity habit.</li> <li>➤ Apathy.</li> <li>➤ Reluctance to travel.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning and achievement.</li> <li>➤ Competition.</li> <li>➤ Being good at sport.</li> </ul>
<b>Perception of self</b> The way young people feel about themselves and their abilities. This impacts on how they feel about trying something new/different.	<ul style="list-style-type: none"> <li>➤ Lack of confidence.</li> <li>➤ Self-consciousness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Body image.</li> <li>➤ To be healthy.</li> </ul>
<b>Impact of others</b> The people (and messages) that influence young people.	<ul style="list-style-type: none"> <li>➤ Parental affordability.</li> <li>➤ Parental beliefs.</li> <li>➤ Daily pressures on parents.</li> <li>➤ Family responsibilities.</li> <li>➤ Friends doing other things.</li> <li>➤ Lack of role models.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parental support.</li> <li>➤ Friends and peers.</li> <li>➤ Inspirational events and role models.</li> </ul>
<b>Perception/experience of provision</b> The reactions that young people have to existing provision. This may be through direct experience or pre-existing perceptions they have of it.	<ul style="list-style-type: none"> <li>➤ Cost.</li> <li>➤ Workforce suitability.</li> <li>➤ Availability of provision unknown.</li> <li>➤ Availability of activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fun and social.</li> <li>➤ More choice.</li> <li>➤ Coach /leaders.</li> </ul>
<b>Environmental context</b> The environmental factors that impact on young people's choices and behaviours.	<ul style="list-style-type: none"> <li>➤ Access to activities locally.</li> <li>➤ Safety/territorialism.</li> <li>➤ Lack of green and open space.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Local activity.</li> </ul>

### 4.3.1 Introduction

176. This section details findings from research into the barriers and motivators that influence young people in Camden and Islington when taking part in physical activity.
177. By understanding the barriers that make it more difficult for young people to take part in physical activity, it becomes possible to identify actions required to remove or reduce these barriers. Equally, by understanding the reasons why young people do take part in physical activity, it becomes possible to identify actions required to further encourage and facilitate their participation.

178. To understand young people's barriers and motivators when taking part in physical activity, five themes were identified to organise research findings (see table 8 above). Themes are presented by barriers first and followed by motivations with needs identified at the end of each theme. The section begins with two graphs that show young people's responses from the CYP survey when asked why they don't take part in more physical activity (figure 11) and why they do take part in physical activity (figure 12). Answer options in full are provided in the CYP survey, which can be found in appendices I and J.
179. Note: through the CYP survey, young people were asked to identify their top three reasons why they take part in physical activity as well as their top three reasons why they do not take part in more physical activity. Percentage figures from the CYP survey quoted in this section are therefore percentages of the overall number of times an answer option was chosen.

Figure 11: CYP survey results showing the proportion of young people who chose certain reasons why they don't do more physical activity (respondents were able to choose three options from the full list)

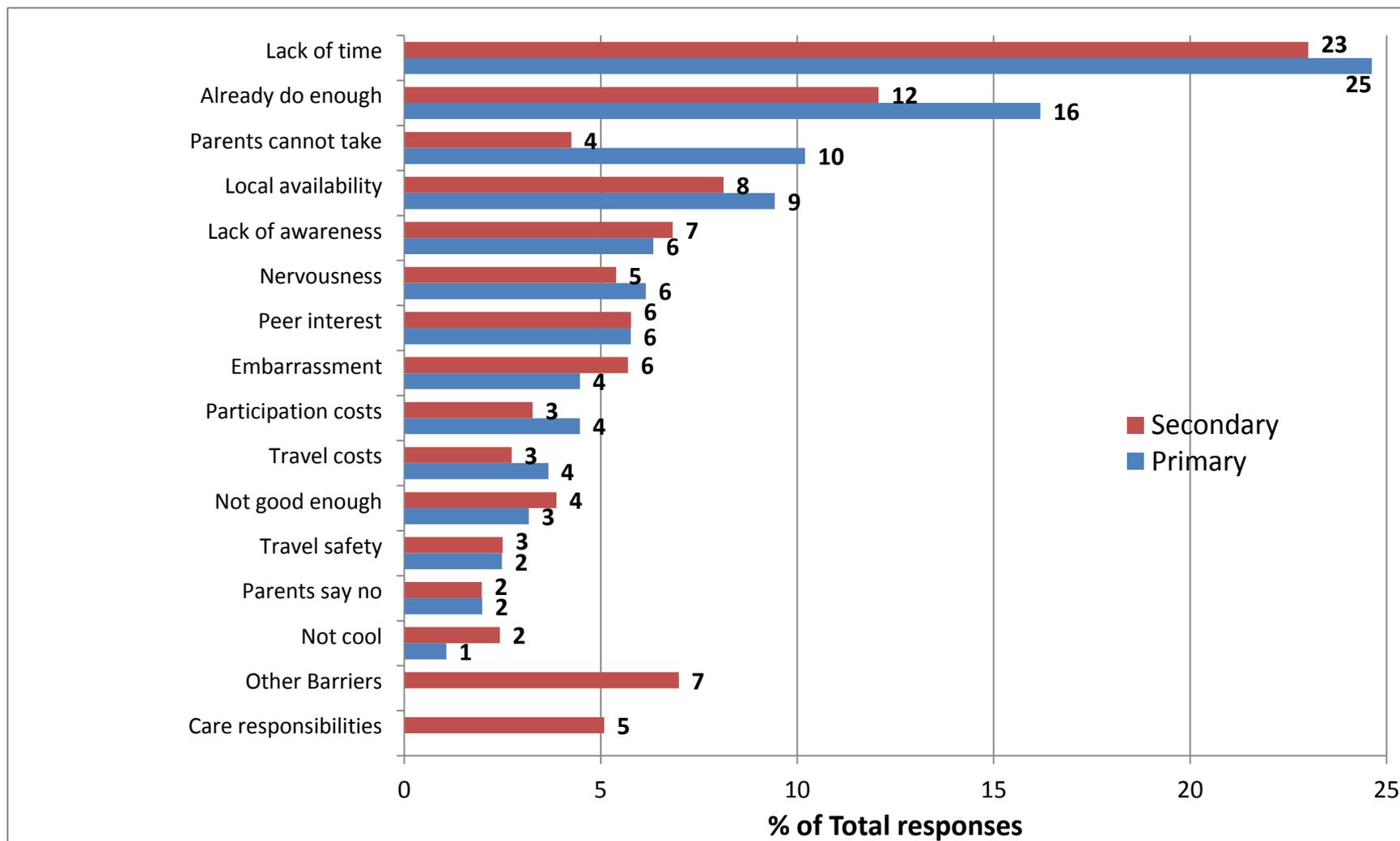
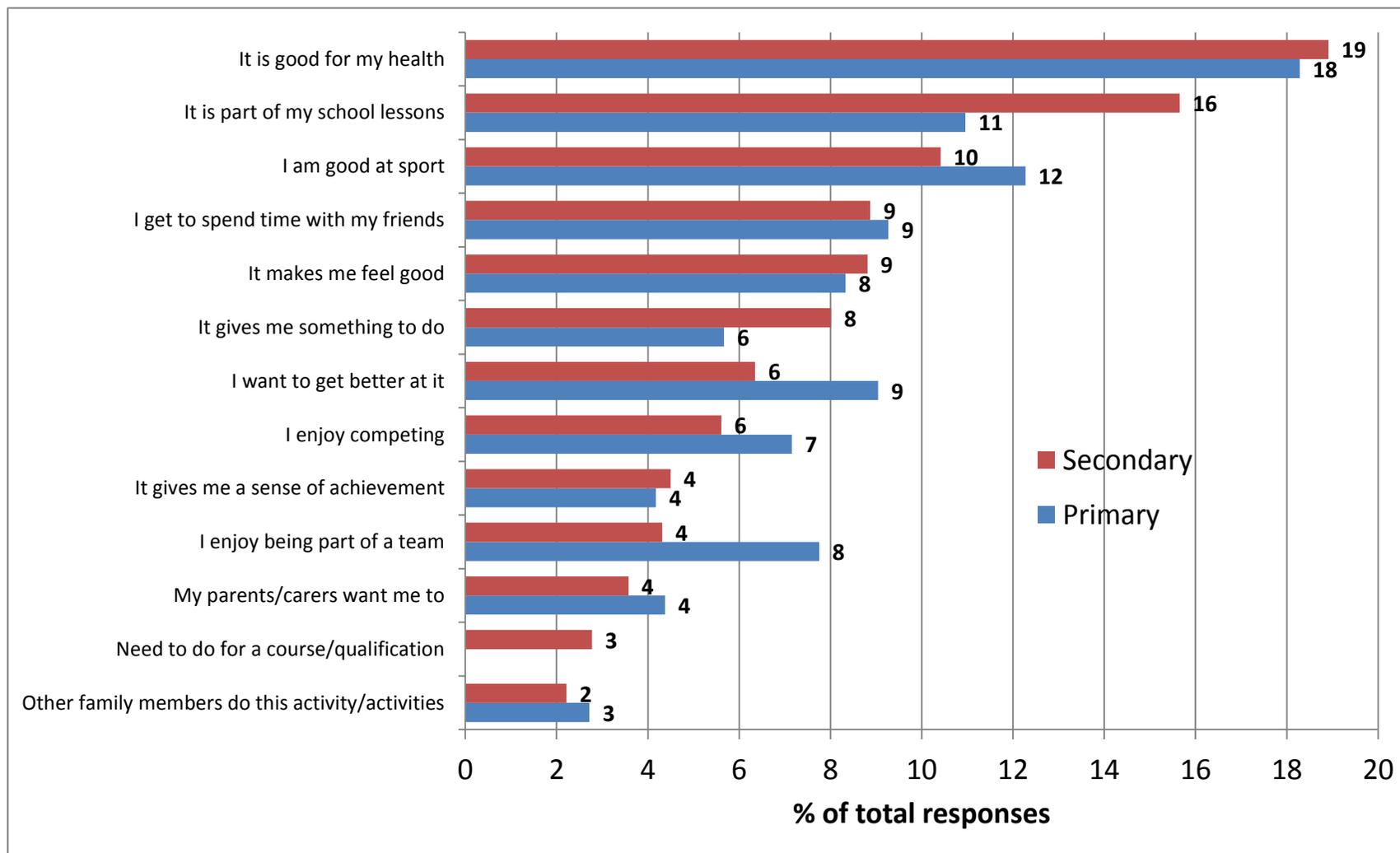


Figure 12: CYP survey results showing the proportion of young people who chose certain reasons why they take part in physical activity (respondents were able to choose three options from the full list)



### 4.3.2 - Personal priorities

#### *Barrier - perceived lack of time.*

180. Finding:

- Young people perceive they have a lack of time when, in fact, they prioritise other activities over physical activity.

#### *Evidence*

181. Source - CYP survey:

- When asked why they don't take part in more physical activity, 25% (n=645) of primary school and 23% (n=303) of secondary school responses chosen were 'I don't have enough time'.
- Primary and secondary respondents who chose activity preference option 2 (see table 7 for descriptions of physical activity preferences) were significantly more likely to choose 'I don't have enough time' than those who chose options 1, 3 and 4.

182. Source – Desk research:

- Street Games recently undertook an investigation into the attitudes of 14-16 year olds towards sport (7). Their study found that 'a lack of time' was the most significant barrier to young people being active. It also found that the main reason for this was due to school/college work. Two other studies also highlighted the impact of school/college work (5, 8).
- A number of articles reviewed found that young people had a lack of time to prioritise physical activity (5, 7, 8). This was due to preferences for other activities such as playing on games consoles (7), being too busy seeing friends/socialising (7) and looking after younger siblings (9).

183. Source – 14+ girls' focus group:

- The 14+ girls stated that starting secondary school was the main factor why they'd become less active. The increase in homework from primary to secondary school was cited as a reason for a lack of time outside of school hours. They also stated that they were often tired after school.
- One 14+ girl commented: *"I have other priorities, activities such as art and music."*

184. Source - stakeholder interviews:

- Local stakeholders felt that young people had a lack of time for physical activity because they spent too much time taking part in sedentary activities. They felt that boys in particular spent a large amount of time playing computer games. One said that this meant *“they stay indoors more and stop socialising.”*

### ***Barrier - lack of physical activity habit***

185. Findings:

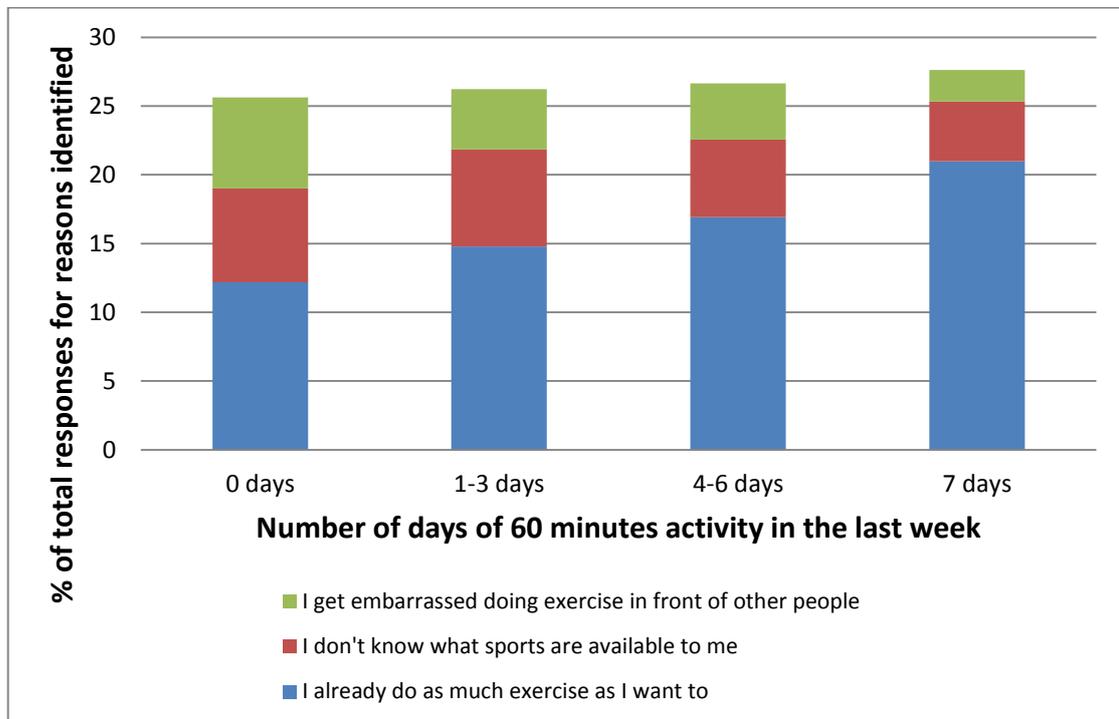
- If young people are not in the habit of taking part in physical activity, it can be hard to reintroduce them to it. This is particularly relevant to girls.
- Young people who do a low amount of physical activity would like to do more whereas those who do a lot do as much as they want to do.
- Some young people are not aware of the level of physical activity they should be doing to be healthy according to CMO guidelines.

### ***Evidence***

186. Source - CYP survey:

- When asked why they don't take part in more physical activity, young people who did not do 60 minutes or more of physical activity on any of the previous seven days, were less likely to choose 'I already do as much exercise as I want to' (see Figure 13).

Figure 13: CYP survey results showing reasons why young people said they don't take part in more physical activity in relation to the amount of physical activity they'd done during the previous week.



187. Source - 14+ girls' focus group:

- Once the 14+ girls had ceased doing a particular activity, they found it difficult to get back into it. They felt that they would have been left behind by those who had continued participating. One of the group stated that *"you can't just start a sport. You need to start earlier and get good enough if you want to get involved."*
- Doing an activity for a long time was seen by the 14+ girls as a reason to keep doing it. One of the girls stated that the key reason for her involvement in music and art was simply *"I have been doing them for years."*
- The girls in the focus group thought that they needed to do around 150 minutes of exercise a week, but recognised that they didn't always achieve that amount.

188. Source – those not in mainstream education focus group:

- They believed that they should be doing two to three hours of exercise per week.

189. Source – The Lift CHESS scan insight workshop:

- The girls at The Lift discussed the difficulty of starting new activities during teenage years, with one commenting that you *"need to have done it (sport) from a young age."*

### **Barrier - apathy**

190. Finding:

- Some young people feel apathetic about physical activity.

#### *Evidence*

191. Source - CYP survey:

- 16 secondary respondents commented (using the free text option on question 11) that they were 'lazy' or 'can't be bothered' when asked why they did not do more physical activity.
- 'I already do as much exercise as I want to' was the second most popular reason that primary school (16%, n=424) and secondary school (12%, n=159) respondents gave for not doing more physical activity.
- The less physical activity young people reported doing over the previous seven days, the more likely they were to choose 'it's part of my school lessons' as a reason why they take part in physical activity (see figure 14). This suggests that those who take part in a lower amount of physical activity take part because it is compulsory as part of their school lessons.

192. Source - 14+ girls' focus group:

- The 14+ girls were also apathetic to physical activity. One commented: "*I can't be bothered with it*" while another saw physical activity as "*taking too much time*", listing factors such as getting changed and drying as problematic.

193. Source - desk research:

- Some young people have a lack of motivation or apathy towards being active and would rather do other things like spend time with their friends (7). In a study by Sport Wales, 17% of young people cited 'don't like playing sport' as a barrier to extracurricular sports participation (8).

### **Barrier - reluctance to travel**

194. Finding:

- Young people were reluctant to travel to take part in physical activity and would only take part in activities which were close to their homes.

### *Evidence*

195. Source - CYP survey:

- 8% (n=107, the 3<sup>rd</sup> most popular option) of secondary school responses chosen were 'the sport and physical activities I would like to do are not available near enough to where I live' as a reason for not doing more exercise.

196. Source – young people not in mainstream education focus group:

- Since one boy had moved away from local facilities, the extra distance to travel now deterred him from continuing to use them.

197. Source - learning disability focus group:

- Those with learning disabilities cannot travel too far to activities as they only have a limited amount of time for their session.

198. Source – Somers Town CHESS scan insight workshop:

- During the planning process of the CHESS scan, the young people were very clear on the boundaries of their area and were reluctant to cross the major roads that were set as the boundaries for the Somers Town CHESS zone.

### ***Motivation - learning and achievement***

199. Finding:

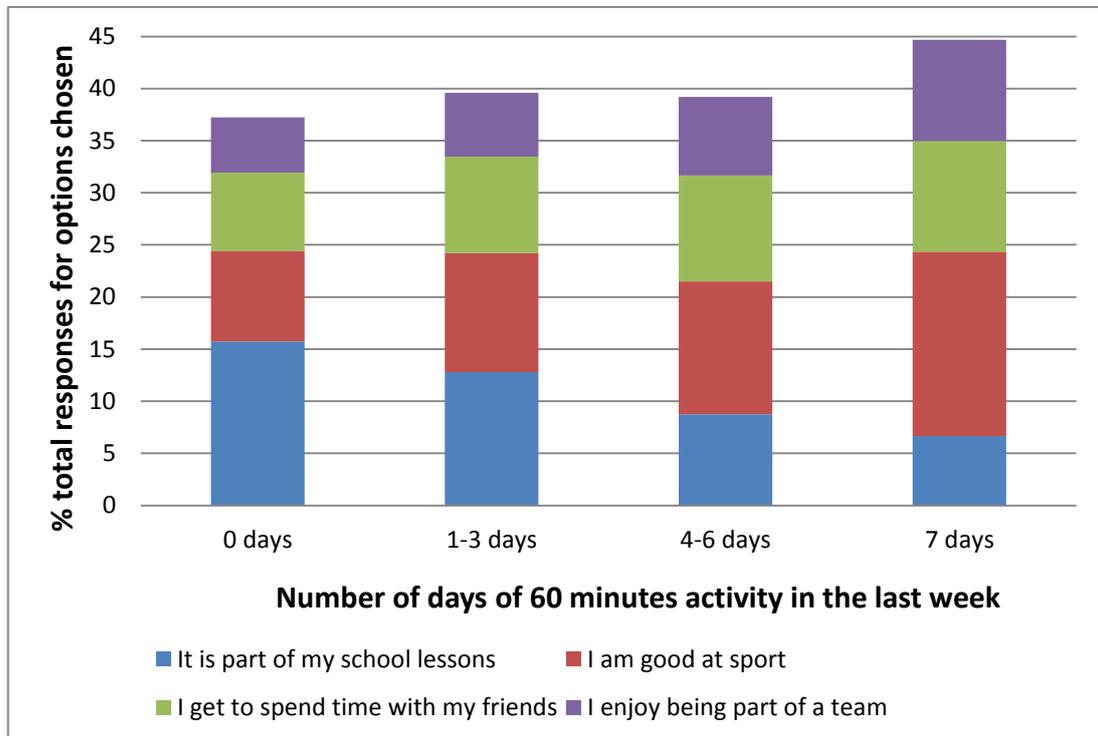
- The chance to learn and achieve new skills is a motivation for young people to take part in physical activity.

### *Evidence*

200. Source - CYP survey:

- Overall, 9% (n=316) of responses chosen as a reason for taking part in physical activity were 'I want to get better at it'. This was a less popular choice for secondary school respondents (6%, n=103).
- The more physical activity young people reported doing over the previous seven days, the more likely they were to choose 'I get to spend time with my friends', 'I am good at sport' and 'I enjoy being part of a team' as reasons why they take part in physical activity.

Figure 14: CYP survey results showing various reasons why young people said they take part in physical activity in relation to the amount of physical activity they'd done during the previous week.



201. Source - stakeholder interviews:

- One Camden stakeholder considered that for some older young people, the opportunity to progress, improve their skills, get further in a sport and to attend centres of excellence and academies is important.
- Some stakeholders who regularly work with girls in both Camden and Islington suggested that girls are often motivated by working towards a goal such as an award, a certificate or a certain identifiable standard. The acquisition of new skills was also identified as a significant reason why some secondary school girls regularly attended weekly football sessions in Camden.
- Achievement as a motivator for disabled young people was mentioned by an Islington stakeholder. They believed that physical activity could offer opportunities for personal achievement relative to each individual which would create positive feeling and self-worth.

202. Source – learning disability focus group:

- For those with learning disabilities, doing exercise as a group has “*encouraged each other to do new, scary things.*”

203. Source - desk research:

- Motivators for taking part in physical activity can include the desire to experiment with different activities (10), the opportunity to work towards an event or participating in fundraising that has a physical activity element to it (11). A qualitative study by the English Federation of Disability Sport (EFDS) highlighted the opportunity to develop social skills as a motivator for disabled people (12).

### **Motivation - competition**

204. Finding:

- Competition can act as a motivator for some young people to take part in physical activity.

#### *Evidence*

205. Source - CYP survey:

- 7% (n=250) of primary school and 6% (n=91) of secondary school responses chosen were 'I enjoy competing' as a reason for taking part in physical activity. Significantly more boys chose this option than girls.

206. Source - stakeholder interviews:

- Competition was usually raised in relation to more 'sporty' young people. One Camden stakeholder noted about primary school children that "*they like the skill development and the competition, both inter and intra-school environments and representing the school.*"

207. Source - desk research:

- For some people lack of a competition makes physical activity more enjoyable. However, for some people (girls more than boys), competition is a motivator (13). Research by Allender et al (2006) suggests that the level of competition needs to be relevant to the individual (10).

### **Motivation - being good at sport**

208. Finding:

- Being good at sport was perceived by young people as a reason to take part in physical activity.

### *Evidence*

#### 209. Source - CYP survey:

- 'I am good at sport' was the second most chosen option when primary school respondents were asked why they take part in physical activity (12%, n=429). It was the third most chosen option by secondary school respondents (10%, n=169).
- Boys (15% n=274 primary, 13% n=112 secondary) were more likely to choose this option than girls (9% n=155 primary, 7% n=57 secondary).
- 'Bangladeshi' and 'other ethnic group' respondents were less likely to choose this option than those from other ethnic groups.
- As shown in figure 14, the more physical activity young people reported taking part in over the previous seven days, the more likely they were to choose this option.
- Similarly, those who chose activity preference 1 (see table 7 for descriptions of physical activity preferences) were significantly more likely to choose this option and 'I enjoy competing' than those who chose activity preferences 2, 3 or 4.
- Those who chose activity preference 3 (see table 7 for descriptions of physical activity preferences) were significantly less likely to choose 'I am good at sport' than those who chose options 1, 2 and 4.

#### **Barriers and motivations: personal priorities – identified needs:**

Need 15 – For young people to give physical activity a higher priority and to support them to fit it into their daily lives.

Need 16 – For young people to form a physical activity habit from an earlier age.

Need 17 – To support young people to travel to participate in physical activities outside their local areas.

Need 18 – To better understand why some young people are apathetic towards being physically active and whether they would be more active if the offer was right for them.

Need 19 – To build on the opportunities for learning and achievement that present themselves through physical activity.

Need 20 – To provide competitive opportunities that are appropriate to each individual's needs.

Need 21 – To encourage more young people to perceive that they are competent at physical activity.

Need 22 – For young people, their parents/carers and those who work with young people to have greater awareness of the recommended CMO level of physical activity to be healthy.

### 4.3.3 Self-perception

#### *Barrier - lack of confidence*

210. Finding:

- A significant number of young people, and in particular girls, lack confidence in their ability to do physical activity.
- Some young people feel that they are not good enough to participate in physical activity because they didn't acquire the right skills at an early enough age.

#### *Evidence*

211. Source - CYP survey:

- Those who chose activity preference option 3 (see table 7 for descriptions of physical activity preferences) were significantly more likely to choose 'I don't think I am good enough to join in with other sport and activity groups' as a reason why they don't take part in more physical activity.
- More primary school respondents from a Bangladeshi background (8%, n=17) chose 'I am nervous about trying new activities/meeting new people' than primary school respondents overall (6%, n=161).

212. Source - stakeholder interviews:

- One stakeholder, when referring to activity sessions in a youth club setting, stated *"...they (young people) might feel not good enough to take part in...sessions, whereas we take anyone on."*

213. Source - desk research:

- There is evidence that activities can be dominated by more 'sporty' young people, which leaves other young people too intimidated to attend sessions and with a sense of inferiority (7).
- Some disabled young people have a lack of confidence and self-belief which can act as a barrier to them being active (12).

214. Source - stakeholder interviews:

- More than one local stakeholder felt that the competitive nature of PE in schools left many young people behind, leaving them with fewer skills. They also noted that older young people who were overweight often had delicate self-esteem issues that could act as a barrier to their participation. One comment, describing

the effects of being overweight, included: *“There’s the physical side of it and then the emotional side of it as well and the psychological. There’s a lot of evidence that shows the stigma of it, especially for young girls.”*

- Other local stakeholders also stated that girls may lack confidence at 14+ if they’d not had much experience of an activity or that previous experience had not been positive.
- One local stakeholder noted the difference in confidence levels between boys and girls, citing that boys are naturally given a football to play with and that this affects girls as teenagers.

215. Source - 14+ girls’ focus group:

- The 14+ girls struggled with the idea of starting a sport at age 14, feeling that most clubs and facilities only appealed to those already good at that activity. They felt that by not starting a sport young enough they were not able to join a club later in life. They also felt that it was important to start early in order to be able to interact socially with other young people of similar abilities.

216. Source - The Lift CHESS scan insight workshop:

- One 16 year old girl stated that *“athletics clubs are hard to get into. Everyone’s too good - it’s intimidating to go into a club.”*

### ***Barrier - self-consciousness***

217. Finding:

- Young people, and in particular secondary school girls, often feel self-conscious when taking part in physical activity.

### ***Evidence***

218. Source - CYP survey:

- A greater percentage of secondary school responses (6%, n=75) chosen were ‘I get embarrassed doing exercise in front of other people’ as a reason why they don’t take part in more physical activity compared to primary school responses chosen (4%, n=117).
- Secondary school girls (8%, n=56) were significantly more likely to choose this option than secondary school boys (3%, n=19).
- As shown in figure 13, the less physical activity young people reported taking part in over the previous seven days, the more likely they were to choose this option.

- While only 6% (n=75) of secondary school responses chosen were 'I get embarrassed doing exercise in front of other people', those secondary school respondents who chose activity preference options 3 and 4 (see table 7 for descriptions of activity preferences) chose this barrier 8% (n=35) and 9% (n=15) of the time respectively.

219. Source – stakeholder interviews:

- Stakeholders felt that some young people, particularly girls, don't like being seen to be sweaty, that there was a stigma attached to being overweight and that some don't like doing PE at school because of their body image. One commented *"some of them don't like doing PE, They don't like the idea of sweating in the sun while they are doing it."*

220. Source - 14+ girls' focus group:

- The 14+ girls felt that taking part in physical activity, particularly when done in public, can create feelings of self-consciousness. One commented that when her and her friends train at Cantelowes Park, there are a lot of boys around, which means they get embarrassed.

221. Source - Somers Town CHESS scan insight workshop:

- This point was echoed by a young female commenting on Polygon Road urban gym, who said *"(it) feels way too open which may make some people feel uncomfortable."*

222. Source - desk research:

- A number of the sources reviewed found that self-esteem and body image are barriers faced by secondary school girls when taking part in physical activity (5, 7, 10, 11, 13, 14). Inappropriate sports kit and being physically active in public can exacerbate perceptions about their body image (10). There are also perceptions that sport is unfeminine and more of a male pastime (7, 10, 13). The study by Street Games found that young people did not like the physical exertion of activity. This was seen to deter teenage girls in particular (7).

### **Motivation - body image**

223. Finding:

- The desire to have a positive body image can encourage young people, and in particular older young people, to take part in physical activity.

### *Evidence*

224. Source - stakeholder interviews:

- One stakeholder who works across Camden and Islington commented that *“for the older age group it’s (participating in physical activity) because they recognise that they are overweight and want to do something about it. For a lot of them it’s being teased and the stigma behind it in schools.”*
- Talking specifically about girls in Camden one stakeholder commented that *“everyone says you can spot a Camden girl anywhere. They’ve got this image. Image is such a big influence these days being near Camden Market and the Lock – it’s quite a trendy area. It’s all about image and what they wear and how they look. So for some of them, fitness and their health is actually a huge motivational tool.”*
- A Camden stakeholder suggested that what motivates young people is less about consciously wanting to be healthy and more about the desired physical outcomes, such as *“to build muscles”* and *“I want to look good.”*

225. Source - desk research:

- Young people are motivated to take part in physical activity in order to control their body weight and to improve/enhance their body shape (7, 10). The study by Allender et al suggests that pressure to conform to popular ideals of beauty are important reasons for teenage girls being physically active (10).

226. Source – The Lift CHESS scan insight workshop:

- *“It’s not about being healthy, it’s more about looking good and losing weight,”* (16 year old female on CHESS insight workshop).

### ***Motivation - to be healthy***

227. Findings:

- Young people understand the link between taking part in physical activity and good health.
- The parents of under-5s saw physical activity as a way to maintain the good health of their children.

### *Evidence*

228. Source - CYP survey:

- Both primary and secondary school respondents chose ‘it’s good for my health’ as the most common reason why they took part in physical activity.

- Girls (20%, n=494) were slightly more likely than boys (17%, n=452) to choose this option.
- The less physical activity young people reported taking part in over the previous seven days, the more likely they were to choose this option as a reason for taking part in physical activity.
- Young people with a white British background were significantly less likely to choose this option than those from other ethnic backgrounds.

229. Source - parents of under-5s focus group:

- The parents of under-5s ensured their children were physically active because of its health benefits, which were seen in the context of encouraging the healthy development of their child. Comments received by the parents included *“helps develop bones”* and *“maintains a healthy appetite and wears them out so they sleep properly.”*

230. Source - 14+ girls’ and learning disability focus groups:

- Both groups had an understanding of the health benefits of physical activity. What is less clear is whether these groups were actually motivated to take part in physical activity by the health benefits it brings or whether they merely understood that physical activity has health benefits.

231. Source - stakeholder interviews:

- One stakeholder who works across both boroughs commented that they were *“dubious as to whether direct health messages to young people would work in terms of encouraging them to be more active”*. However, they also suggested that direct health messages targeted at parents/carers could have a positive impact.

232. Source – young people not in mainstream education focus group:

- While young people not in mainstream education are aware of the actual health benefits of taking part in physical activity, there was limited knowledge of the requisite levels of physical activity required to be healthy.

**Barriers and motivations: self-perception – identified needs:**

Need 23 – To build confidence in young people and especially girls when taking part in physical activity.

Need 24 – To reduce levels of self-consciousness when taking part in physical activity in teenage girls and young people with weight issues.

Need 25 – To capitalise on the potential of physical activity to improve some young people's body image.

#### 4.3.4 Impact of others

##### *Barrier – parental affordability*

233. Finding:

- Some young people can't take part in physical activities because their parents can't afford to pay. This is particularly true for parents with multiple siblings, those from low income backgrounds, those with children with learning disabilities and parents of under-5s.
- Parents' perception of how much activities cost can result in fewer young people taking part in physical activity.

##### *Evidence*

234. Source – stakeholder interviews:

- One stakeholder felt that parents from low income families wouldn't prioritise spending money on physical activity unless there were benefits such as free childcare.
- There was also a feeling among stakeholders that parents had misperceptions about the cost of being physically active. One comment stated that *"I think a lot of it comes down to parents. I think parents think it costs a lot of money to be physically active – 'we can't afford gym memberships, we can't afford to do those nice things' – not realising that there are free and low cost options that you can do."*
- Stakeholders also felt that affordability becomes more of an issue for parents with multiple siblings as even at low prices *"the costs stack up"*. A local stakeholder stated that *"you've got a lot of young people who financially can't afford it or their parents can't afford it due to the fact they just can't or you've got parents who have more than one or two siblings – they may have four or five."*

235. Source – learning and physical disability focus groups:

- The young people with learning and physical disabilities felt that, as they were often from poorer backgrounds, they still had to pay and that even with a disability concession this was a problem. They also felt that many of the more interesting activities they wanted to do (e.g. horse riding) would be too expensive. It was also

pointed out that appropriate facilities for disabled people are often further away, resulting in higher transport costs.

236. Source – parents of under-5s focus group:

- The parents of under-5s had been looking at sports clubs but had found them to be very expensive. They saw cost as a major deterrent and felt that up-front payments were too large a sum, were too risky if their children didn't like the activity and that money was wasted if they couldn't attend for one week of the course.

### **Barrier – parental beliefs**

237. Findings grouped under the theme of parental beliefs have been divided up into two sub-themes – parents' behaviour patterns and parental concerns over safety.

### **Parents' behaviour patterns**

238. Findings:

- If parents have negative feelings about physical activity, they can have a negative impact on the participation of their children in physical activity.
- Parents' levels of participation in physical activity can affect the participation levels of their children.

### *Evidence*

239. Source – stakeholder interviews:

- Stakeholders viewed some parents' behaviour patterns as a barrier to young people taking part in physical activity. They saw gaming and watching television as a big barrier. One Islington stakeholder, when carrying out home visits, often found *“the family inside with the curtains shut, watching television.”*
- Another stakeholder mentioned that young people copied sedentary behaviour from their parents and that if parents were active, their children would follow suit. They also stated that if parents had 'buy-in' (to messages around the importance of physical activity), this would help more young people take part.
- It was also mentioned by local stakeholders that many parents were often unaware of parks, even if local. Additionally, they felt that many parents were in denial about the weight of their children, comparing them to what they saw as the norm, which is getting bigger.
- The attitudes and beliefs of parents were also seen as a significant barrier. Stakeholders felt that parents needed to believe that, for example, it is good for

their children to walk to school. One stated *“if parents don’t value and encourage participation, young girls won’t either”*.

240. Source – desk research:

- HSE 2008 found that young people were more likely to be classified as having ‘low’ physical activity levels if their parents were also in this ‘low’ category (2).
- Young people’s activity levels may be influenced by their parents’ behaviour. Disinterest in physical activity by parents may influence their children negatively (9). Similarly, parents placing higher priority on other parts of their children’s lives may do the same (7).

241. Source – physical disability focus group:

- It was found that there is a lack of advice for parents of physically disabled young people on ways to get them physically active. Carers said simply not knowing how to play specific sports puts parents off playing sport with children with disabilities out of school. Many believed that if such information was shared, families of children with disabilities may be more confident to engage and arrange physical activity out of school.

242. Source – parents of 5-8 year olds focus group:

- Parents in this group stated that they didn’t take part in structured physical activity themselves as they didn’t have time for it.

### Parental concerns over safety

243. Findings

- Parents’ perceptions of safety may result in their children not taking part in physical activity.

### *Evidence*

244. Source – stakeholder interviews:

- It was felt by stakeholders that the safety concerns of parents were a barrier for young people. They felt that parents would prefer to have their children at home, where they know they are safe and aren’t getting into trouble. One Islington stakeholder said *“it’s important the parent feels comfortable with their children taking part. If there has been an incident in a local park for example, they will keep their children away”*.

- They also stated that they didn't think parents wanted to collect children in the dark (attendance at clubs in winter is less). The stakeholders thought that some parents could be overprotective. One example raised was the difficulties faced when engaging Asian girls in Somers Town. They felt that parents were often more protective of girls than boys.

245. Source – desk research:

- Parents' concerns over safety (in terms of both the physical activity itself and the local environment) was identified as a barrier in a number of the sources reviewed (5, 7, 10, 13, 14).

### ***Barrier – daily pressures on parents***

246. Finding:

- Parents can be unable to take their children to participate in physical activity due to other commitments.

#### *Evidence*

247. Source – CYP survey:

- 'My parents are not able to take me' (10%, n=267) was the 3<sup>rd</sup> most chosen option by primary school respondents when they were asked why they didn't do more exercise.
- More primary school girls (12%, n=152) than boys (9%, n=114) chose this option.
- More primary school respondents from Islington (11%, n=182) than Camden (9%, n=84) chose this option.

248. Source – parents of under-5s focus group:

- The parents of under-5s felt that jobs, other childcare commitments and housework reduced time for them to support their children's participation in activities.
- The parents of under-5s said that their children watched between 2.5 and 4 hours of television/tablet computer per day. However, they also stated that they tried to limit the amount of television they watched.

249. Source – stakeholder interviews:

- One Islington stakeholder was particularly keen that parents were active with their children, stating that it "*alleviates the childcare issue that presents itself if the adult wants to be active.*" Additionally, taking part in physical activity together was seen to encourage a good relationship between parents and children.

- Stakeholders mentioned that parents of young people with learning disabilities required a high level of support (often one-to-one) to help their children to be active. This challenge was compounded when parents had obligations to other siblings.

250. Source – learning disability focus group:

- It was stated in this group that many parents are very busy and do not have the time to take children with physical disabilities to engage in sporting activities. Additionally, it was found that they often came from large families and that parents had obligations to other children.

### ***Barrier – family responsibilities***

251. Finding:

- Some young people, particularly those from a Bangladeshi background, have to look after members of their family, which results in them taking part in less physical activity.

#### *Evidence*

252. Source – CYP survey:

- 'I have to look after people in my family' was the 4th most chosen option by Bangladeshi secondary respondents (10%, n=13) when asked why they don't take part in more physical activity. Overall, secondary respondents chose this option 5% (n=67) of the time.

253. Source – stakeholder interviews:

- Local stakeholders stated that some young people could not attend after-school clubs as they had to look after younger siblings. They stated that Bangladeshi girls have to pick up siblings and go home straight after school.

### ***Barrier – Other interests of friends***

254. Finding:

- Young people like to do activities with their friends, meaning that they are sometimes put off activities if their friends aren't interested in them.

#### *Evidence*

255. Source – CYP survey:

- 'My friends want to do other things' was chosen by 10% (n=13) of secondary Bangladeshi respondents when asked why they don't take part in more physical activity. Overall, secondary respondents chose this option 6% (n=76) of the time.
- Primary school respondents in Islington who chose activity preference options 3 and 4 (see table 7 for descriptions of activity preferences) chose 'my friends want to do other things' as a reason why they don't take part in more physical activity 9% (n=26) and 10% (n=14) of the time respectively. Overall, primary school respondents only chose this option 6% (n=151) of the time.

256. Source – desk research:

- A study by Street Games that focused on 14-16 year olds found that the second and third most frequently cited reasons preventing them from doing sport and physical activity were 'no one to go with' and 'too busy seeing friends/socialising' (7). A study by Sport Wales also found that having 'no one to go with' was a significant reason why young people do not participate in extracurricular sport (8).

### **Barrier – lack of role models**

257. Finding

- Participation in physical activity by girls is impacted negatively by the lack of positive role models to inspire them.

#### *Evidence*

258. Source – stakeholder interviews:

- A lack of role models for girls was raised by local stakeholders as a barrier. It was perceived by the stakeholder that this could possibly be further compounded by the majority of activity leaders tending to be male. In addition, another Camden stakeholder reflected that *“even Jessica Ennis has become a role model for the wrong reasons”* (her body rather than her athletic achievement) and that *“girls would struggle to see the point of exercising if their bodies weren't like hers.”*

259. Source – desk research:

- The review by Allender et al into the barriers faced by older girls found that they require realistic role models for all body types and competency levels rather than the current sporty types (10).
- The Women's Sport and Fitness Foundation report that only 4% of sports coverage in national and local print media is dedicated to women's sport and that there is a dearth of female role models to inspire the next generation of healthy active

women. The report goes on to recommend that relevant agencies should think about which local women or girls could be promoted as role models. These could be coaches, volunteers or athletes at any level and who work to help inspire and motivate other women and girls (14).

### *Motivation – parental support*

260. Finding:

- Parents can motivate their children to take part in physical activity by being interested in what they do and setting a good example by being active themselves.

#### *Evidence*

261. Source – stakeholder interviews:

- One Camden stakeholder who manages a community programme said *“parental interest was key.”* They talked about the positive impact of parents attending their sessions and asking how their child was getting on.
- One Islington stakeholder suggested that parents’ participation in physical activity influences their children, saying *“if the parents are active, the young person will feel more comfortable being active.”*
- The provision of childcare was also seen as a positive factor that encourages parents and carers to involve their children in physical activity. One commented that *“parents love the holiday camps because it’s free childcare. They can drop them off between 8 and 9 and collect between 5 and 6”.*

262. Source – parents of under-5s focus group:

- Parents of under-5s value the opportunity for physical activity to support the development of their children.

263. Source – desk research:

- A number of studies revealed that parents’ positive behaviour can be a motivating factor (as negative behaviour can be a barrier) in encouraging their children to take part in physical activity (5, 9, 10, 12, 13). Parental interest/encouragement and providing money for activity costs were highlighted in particular. One study reported how parents of younger children can find ways to help them be active, such as inviting friends over so their children are more likely to engage in active play (11). A couple of sources highlighted that parental influence declines as young people get older with their peers becoming more of an influencing factor on their physical activity behaviour (5, 10, 13).

## *Motivation – positive influence of friends and peers*

### 264. Finding:

- Young people enjoy taking part in physical activity because they get to spend time socialising with their friends.

### *Evidence*

### 265. Source – CYP survey:

- Boys were marginally more likely than girls to choose 'I get to spend time with my friends' when asked why they take part in physical activity.
- Secondary school boys (10%, n=88) were more likely to choose this option than secondary school girls (7%, n=56).
- Primary school respondents (8%, n=271) were significantly more likely than secondary school respondents (4%, n=70) to choose 'I enjoy being part of a team' when asked why they take part in physical activity.
- As shown in figure 14, the more physical activity young people reported doing over the previous seven days, the more likely they were to choose 'I get to spend time with my friends' as an option for why they take part in physical activity.

### 266. Source – Stakeholder interviews:

- A number of stakeholders commented on the importance of peer groups including one Camden stakeholder who said *"it helps if their group of friends is sporty"*. One Islington stakeholder mentioned that their attendance registers show that new attendees come with people who already attend, suggesting that *"their friend tells them what they have been doing and then they want to come along too."*
- More than one stakeholder commented that peer groups are more important for adolescent girls.

### 267. Source – 14+ girls focus group:

- For the 14+ girls, *'doing things with mates'* came across as a primary reason why they get involved in after school activities.
- Comments included:
  - *"Only go to the gym if I have someone to go with – otherwise it gets boring."*  
This person also said that they were more likely to be more disciplined and do more exercise if they were with a friend as they would set challenges together.

- *“I like to go swimming with mates – we swim around for fun and not do lengths.”*

268. Source – desk research:

- Spending time with friends was identified as a key motivator to taking part in physical activity in a number of the studies reviewed (5, 7, 10, 12, 13), particularly for females.
- The report by Street Games suggests the social factor of sport and physical activity is a key participation motivator. The report cites a study by Duncan et al (1993) which found that peers will influence enjoyment, companionship and recognition which then influences the perception of competence and the affective emotional responses to participation (7).

### ***Motivation – inspirational events and role models***

269. Finding:

- Young people can be inspired to take part in physical activities by large-scale sporting events and by well known, professional sportspeople.

#### *Evidence*

270. Source – stakeholder interviews:

- Some local stakeholders considered how *“big events like the Olympics and their role models”* and *“holding big events locally”* can *“inspire young people and keep sport and physical activity in their minds.”* One of these stakeholders had observed an ex-Olympian engaging with some young people and was impressed by how much it inspired them.

#### **Barriers and motivations: impact of others – identified needs:**

Need 26 – For further (financial) support for some families to be able to afford access to physical activity.

Need 27 – For parents/carers to have greater awareness of low cost or free physical activity opportunities.

Need 28 – For some parents/carers to place a higher value on their own and their children’s levels of physical activity.

Need 29 – For parents/carers to feel that their child is safe when taking part in activities.

Need 30 – To make it easier for parents/carers to fit physical activity into the everyday lives of their children.

Need 31 – For young people to be able to access physical activity with friends and to be able to socialise through the physical activity opportunity.

Need 32 – For girls to have more positive female physical activity role models.

Need 33 – To provide opportunities for families and siblings of varying ages to be physically active together.

Need 34 – To consider the transport costs faced by disabled young people and their parents/carers to access physical activity provision.

Need 35 – To influence friendship groups (rather than individuals) to take part in physical activity.

### 4.3.5 Perception/experience of provision

#### **Barrier – cost**

271. Finding:

- Young people can find the cost of physical activity to be prohibitive, especially as they get older.

#### *Evidence*

272. Source - stakeholder interviews:

- Local stakeholders felt that the cost of sporting provision was often a barrier to young people. One stated that the cost of leisure facilities, setting up activities and equipment could prove prohibitive.
- There was an opinion expressed by some local stakeholders that young people might engage with activities more if there was a small charge, rather than if they were free stating that *“it makes them [young people] put a value on it”* (Islington stakeholder). The large amount of expensive private providers in the boroughs was also noted. Young people also felt that costs grew as you got older. They also stated that traditional sports such as football took priority for bookings and that other sports were more expensive to put on so couldn't be offered for free.

273. Source - 14+ girls' focus group:

- The 14+ girls felt that there were more opportunities for physical activity available to boys and that they were, more importantly, affordable. They also said the activities that are of interest to them are more expensive with zumba, at £7 a session, singled out.

274. Source – various CHESS scan insight sessions:

- Cost was an issue at various facilities in CHESS zones. For example, several comments were made concerning Kentish Town sports centre, including *“it is a bit pricey”*, *“all it needs is better pricing”* and *“it is expensive.”*

275. Source – desk research

- A study by Mulvihill (2000) on behalf of NICE found that expense, cost of organised sports and activities and cost of public transport were inhibiting factors for physical activity for 5-15 year olds (5).

276. Source – parents of 5-8 year olds focus group:

- This group were inhibited by up-front fees for many activities. They felt that making a lump sum payment was a risk as their children might not be willing or able to attend all sessions. They also found that many clubs were oversubscribed.

### **Barrier - unsuitable workforce**

277. Finding:

- Young people can be inspired to take part in physical activity by activity leaders, as long as they have a good understanding of how to relate to young people and are able to lead informally.

### *Evidence*

278. Source - stakeholder interviews:

- The positive influence of local role models, e.g. youth workers, sports leaders etc. was highlighted by a number of stakeholders who coordinate youth activity. Their ability to relate to young people and understand their needs was highlighted. A couple of providers working in both Camden and Islington emphasised the benefits of activity leaders coming through their own programmes, accessing training and then delivering in the same environment in which they grew up in. One stated *“we are fortunate to have some really good people who become infectious to the young people in the local area – they become the coaches to the young people in their local area.”*
- One Islington stakeholder remarked on the need to find coaches within different sports who can relate to young people. They stated that young people don’t always trust outside organisations but do trust youth workers. Another stakeholder identified that *“coaches going into schools who turn up late, who are disengaged with kids, or it changes, every lesson they’ve got a different coach and that will just affect participation more so than anything else.”*

279. Source – young people not in mainstream education focus group:

- As mentioned by some of the boys in this group, there were certain characteristics required to be a suitable activity leader. These included the ability to behave in an informal manner and to treat participants as equals rather than in a pupil-teacher fashion.

280. Source - The learning disability focus group:

- Those with learning disabilities felt that their complex needs were not understood and staff and coaches weren't trained to work with young people with severe disabilities. The carers of this group felt that local sport centres were not entirely aware of the issues faced by those with special educational needs or trained to work with them.

281. Source – desk research:

- A report by Health Scotland (2012) found examples of young people giving up activity due to a short-tempered activity leader. Another gave up because the activity organiser at a youth club left (7).

### ***Barrier - availability of provision is unknown***

282. Finding

- Young people can find it hard to know what activities are available to them.

#### *Evidence*

283. Source - CYP survey:

- More secondary school girls (8%, n=56) than secondary school boys (6%, n=34) chose 'I don't know what sports are available to me' when asked why they don't take part in more physical activity.
- The less physical activity young people reported doing over the previous seven days, the more likely they were to choose this option as a reason why they don't take part in more physical activity (see figure 13).

284. Source - stakeholder interviews:

- Local stakeholders reported that it was often hard for young people to know what activities were available to them. They mentioned information on websites not being well presented and it being difficult to find out what was on in the community and how to access it.

- Another stakeholder (from Islington) commented on the difficulty of reaching young people and parents via schools as *“teachers were often bombarded and unable to pass on information to young people.”* They also felt it was difficult to get information to parents of older children.

285. Source - 14+ girls' focus group:

- This group stated that they might not know where to go to take part in less traditional activities like zumba or yoga (it's more obvious where traditional sports are happening).

286. Source - Desk research:

- A study by EFDS found that for disabled people the ability to find information about opportunities is inherently difficult, especially after leaving school and that there is no obvious central resource to look for or promote opportunities (12).

### ***Barrier - availability of suitable activities***

287. Findings:

- There is a perception that fewer activities are targeted at girls than boys. Girls from certain backgrounds may also require female-only provision.
- There is not enough provision for disabled young people.
- There is a lack of local provision of suitable physical activities.

### ***Evidence***

288. Source - stakeholder interviews:

- Stakeholders felt that provision of activities was a problem, particularly for girls. They believed there wasn't enough variety of non-traditional activities and that there were often taster sessions for sports, e.g. basketball, but then no facilities beyond this.
- Stakeholders outlined a number of barriers in terms of activity provision. They mentioned that most activities were targeted at boys and that there were less clubs for girls in sports like football and basketball. It was felt that dance had become hugely popular but that it wasn't equal to other activities in terms of provision and encouragement. It was also stated that girls from certain cultural backgrounds don't necessarily want to mix with boys and that they need something specific for them with appropriate instructors.

289. Source - learning and physical disability focus groups:

- There was limited provision for the needs of young people with learning disabilities. This group stated that local centres had limited availability and did not necessarily understand their needs. They found it hard to secure bookings and were often turned away. They also mentioned that they had limited opportunities to swim, as timetables were often full.
- Few respondents from the physical disability focus group said that they engaged in physical activity in their own time. Their carers suggested that many spent all of their time at weekends in their chairs. Another stated that post-school, there were few opportunities to engage in physical activity, commenting “*once these kids leave, unless they go to college, that’s it.*”

290. Source – CYP survey:

- ‘The sports and activities I would like to do are not available near enough to where I live’ was the 3<sup>rd</sup> and 4<sup>th</sup> most chosen option for secondary and primary school respondents when asked why they don’t do more exercise.

291. Source – various CHESS scan insight workshops:

- The young people felt that there wasn’t enough appropriate, local provision for them to be physically active.

292. Source – desk research:

- Allender et al (2006) reported that girls were often bored by the traditional sports offered in PE and that non-traditional activities such as dance were more popular as they provided the opportunity for fun and enjoyment without competition (10).

293. Source – parents of 5-8 year olds focus group:

- This group found limited opportunities for their children to be active locally. Various factors were mentioned including a lack of age-appropriate playgrounds, the closing down of community centres, many parents not having gardens where children could play unsupervised and having nowhere to go during winter months.

### ***Motivation - fun-focused provision***

294. Findings:

- There is a cohort of young people, in particular those who are less ‘sporty’, who would prefer to take part in physical activity which has an emphasis on fun.
- Some young people would be encouraged to take part in more physical activity if there was an emphasis on socialising at the session.

## Evidence

295. Source - stakeholder interviews:

- A large number of stakeholders believed that the focus of provision should be on providing fun first and the activity second, particularly in reference to less sporty young people. One Islington stakeholder commented that *“you’re not going to lure them in with ‘come and try netball’, because they’re not particularly interested in sport – [it’s about] come and have fun with your friends, we’re going to do some games and there might be some netball.”*
- Two practitioners who oversee programmes for girls believe it is important to provide activities in an environment that has an emphasis on socialising. When talking about a girls’ football programme in Camden, one stakeholder commented *“you get kids that come along because their friends come along...they’re there every week though...some just like a place to meet with their friends and be part of a team.”*
- One Islington stakeholder commented that *“enjoyment, fun, flexibility – this is what encourages them. Personal and social development deals with a lot of issues like poor body image, lack of confidence as to whether they will have to wear the right kit and whether they’ll fit in. The social aspects are very important.”*
- Another Islington stakeholder felt that too often, we try to move young people on to get them to progress to more formalised competition and participation. They suggested that some young people prefer to participate in the informal and fun social environment in which they first accessed the activity. There was a view that some funding pots wrongly encourage this progression: *“It’s remembering to continue to deliver to that agenda. What some sports clubs get wrong is they get people in and then say ‘OK, you’re in the team now and we are going to play a game’ – which can turn them off as they just want to have some fun...if you are going to engage someone who is unsporty, then they may stay unsporty. They may take to an activity for a while but don’t want to progress that activity more than they are currently doing.”*

296. Source - learning disability focus group:

- The young people with learning disabilities commented on activities *“being fun”* and leaving them with funny anecdotes about their experience. One carer commented that it provides a memorable highlight of the week for these young people to be active together.

297. Source – young people not in mainstream education focus group:

- The young people not in mainstream education stated that the ability to play team sports with friends was a positive factor and that an element of competition enhances the experience.

298. Source - 14+ girls' focus group:

- The 14+ girls found non-competitive sports more appealing because they feel less pressure to be good at them. They also preferred to do activities with friends. One commented that "*with friends, the activity is more fun, so there is more reason to be active.*" Interestingly, the traditional team sports (netball, hockey) were not seen as competitive if played among friends.

299. Source - parents of under-5s focus group:

- One parent commented that the "*opportunity for interacting with other kids their age also helps to build their (children's) vocabulary and social skills.*"

300. Source – desk research:

- A range of studies highlighted fun and enjoyment as a motivator (5, 7, 12, 13, 14). The report by Street Games (2013) suggests that young people's fun and enjoyment is very much derived from being with their mates and making new friends (7).

### **Motivation - Choice of a wide range of activities**

301. Finding:

- Young people are open to trying less traditional activities.

#### *Evidence*

302. Source - stakeholder interviews:

- Most local stakeholders recognised that breadth of choice was an important factor for young people. One Islington stakeholder commented that young people "*would like to try new exciting physical activities - things like parkour.*" There was also a view that the activity programmes should not remain static, with one stakeholder commenting on the "*need to keep changing things around – offer school activities for no more than a term.*"

303. Source - 14+ girls' focus group:

- The 14+ girls were more attracted to less traditional activities, perceiving them to be more fun than typically 'sporty' activities.

304. Source - parents of under-5s and physical and learning disability focus groups:
- Respondents from all of these groups were open to trying any new activities. It became apparent that for physically disabled young people those who were less able were usually the ones who were more enthusiastic and confident when trying a new activity.
305. Source – desk research:
- In a review of literature, Lamb (2013) found that an element of choice was an important factor in motivating young people towards physical activity (15).
306. Source – various CHESS scan insight workshops:
- Several groups of young people on CHESS scans commented on the need for variety in the activities available at assets.

### **Motivation - the coach/leader**

307. Finding
- Young people enjoy taking part in physical activity when activity leaders are able to engage with them.

#### *Evidence*

308. Source - stakeholder interviews:
- The ability of the person delivering the activity to positively engage with young people was identified by a number of stakeholders as a motivator. One stakeholder commented that *“if you can’t build rapport with the people you are working with it doesn’t really matter how much you know about football, gymnastics or whatever – it’s making that contact and connection with that individual.”*
  - Another stakeholder commented that they had noticed a difference between traditional sports coaches and youth worker coaches, stating that there was a need for more of the latter and that there be more focus placed on the wellbeing of the individual. They commented that *“it’s about developing the whole person. So we might get them more involved, for example, in delivering the warm-up rather than the coach. It’s really important if you want to motivate young people, they need to feel that they are contributing to it - rather than someone just telling them, shouting at them “do this”, “do that”. The other level is about encouragement and support. Not all of them are confident, not all of them are good at it, but it’s about how you coach and approach them and how much you involve them, praise them or get them to help other young people who may not be so good.”*

**Barriers and motivations: perception/experience of provision – identified needs:**

Need 36 – For physical activity provision to be more affordable to more young people.

Need 37 – For activity leaders who can relate to young people and understand their needs. This is a particular need for disabled young people.

Need 38 – For young people to have easy access to information about what physical activities are available to them.

Need 39 – For greater levels of targeted activities to be made available, in particular for girls and disabled young people.

Need 40 – For physical activity provision that focuses on fun and socialising.

Need 41 – To ensure that young people have a breadth of activity choice and that their options change over time.

#### 4.3.6 Environmental context

##### ***Barrier - access to activities and facilities locally***

309. Finding:

- Young people, and in particular disabled young people, are often unable to physically access the activities and facilities that they would like to.

##### *Evidence*

310. Source - stakeholder interviews:

- They stated that the sports they were interested in were not available within the borough and that they needed to have activities near where they live. Dance was given as an example of an activity that young people weren't able to access.

311. Source - learning disability focus group:

- The young people with learning disabilities felt that parents were often anxious to take their children to activities because they'd had experience of it not working out before.

312. Source – physical disability focus group:

- One carer from this group commented that *“the top three things needed are accessibility, people there to help and facilities such as extra disabled changing rooms.”*

313. Source – desk research:

- The report by EFDS (2012) found that a lack of suitable facilities and equipment prevents disabled people from participating. Centrally located provision was difficult and expensive to attend (12).

314. Source – various CHESS scan insight workshops:

- There were a range of access issues which came up during CHESS scans. These included poor lighting, locked outdoor facilities and indoor facilities not being accessible.

### **Barrier - safety/territorialism**

315. Finding

- A feeling of a lack of safety can stop young people from taking part in some activities.

#### *Evidence*

316. Source - stakeholder interviews:

- Stakeholders felt that young people were reluctant to go to other schools, had a fear of crime when travelling to new locations and that, when travelling independently, there were areas they would and wouldn't go to.
- One stakeholder, when talking about barriers said *“There are issues around fear of crime or travelling to new locations.”*
- Other comments included:
  - *“When we run sessions at Talacre for 16+, they are all from the local estate. It's quite hard to get any of the young people to come down because of the postcode rivalries...”*
  - *“It's unlikely they will invite a group of young people from Kilburn, for example, because there is a known rivalry between the two groups.”*

317. Source – young people not in mainstream education focus group:

- Some of this group were often nervous about going somewhere they didn't know. This was linked to unwritten rules about territorial boundaries.

318. Source – various CHESS scan insight workshops:

- It was observed in various CHESS zones that the young people undertaking the scan were reluctant to walk into certain local areas due to territorial concerns.
- During five of the six CHESS scans, the young people raised concerns about safety at assets in their local area.

319. Source – desk research:

- The Women’s Sport and Fitness Foundation’s report (2008) into barriers to sport highlighted personal safety as a particular issue for females (14).

### ***Barrier - lack of open or green spaces***

320. Finding:

- A lack of green and open spaces means that young people don’t have enough opportunity to take part in physical activity.

#### *Evidence*

321. Source - stakeholder interviews:

- Stakeholders saw a lack of open and green spaces as problematic, stating that it denied young people a place for recreational activity (meeting friends and playing) and the chance to be spontaneous by kicking a ball in the park etc. It was stated by one stakeholder that across 30 of the primary schools in Islington supported within their team, “*not one ... has a piece of grass.*”

### ***Motivation - local provision***

322. Finding:

- Young people like to take part in activities close to their homes.

#### *Evidence*

323. Source - stakeholder interviews:

- One Camden stakeholder believes “*a significant number of young people access the estate-based opportunities because it’s local to them and they see it.*”

324. Source – Surma CHESS scan insight workshop:

- The young people in the Surma CHESS scan identified that the assets closer to residential areas tended to be more popular than the ones that were further away.

### ***Motivation – safety***

325. Finding:

- A feeling of safety can help young people to take part in physical activity.

#### *Evidence*

326. Source - stakeholder interviews:

- One Islington stakeholder commented that “*sometimes they (young people) want something structured rather than unstructured because they don’t feel safe in going somewhere on their own or just going out on the streets among their own peers. They [would] like something where they have coaches/adults about so there is an element of safety/security*”. However, it was recognised that this type of provision may equally act as a deterrent to some young people.

327. Source - various CHES scan insight workshops:

- It was felt that adding structure to activities at Ossulston Estate (Somers Town) could attract more girls as they would feel safer taking part with an adult present.
- More generally across the CHES scans, the young people often commented on safety as an important factor when taking part in physical activity and often highlighted facilities they liked which felt safe to use.

328. Source -Desk research

- Allender et al (2006) cite a study by Porter (2002) that showed that parents are more likely to be supportive of activity within a safe play environment (10).

**Barriers and motivations: environmental context – identified needs:**

Need 42 – To provide greater access to activities and facilities locally to young people.

Need 43 – For young people to feel safe when travelling to and accessing physical activity.

Need 44 – To find ways to improve access to green and open space for physical activity.

## 4.4 Demand

### Summary

The top five activities most in demand from young people that responded to the CYP survey are (in rank order) football, tennis, bowling, trampolining and dodgeball. There is considerable difference between primary and secondary aged young people in terms of the activities they would most like to do as well as between boys and girls across Camden and Islington.

Young people were asked what their perfect places to exercise in would look like. Responses to this question suggest that they would like environments that offer a

choice or a variety of activities, enable them to be with friends, have lots of space and are local to them. Parents of children aged five to eight most value opportunities for 'free play', a choice of activities and safety when describing factors that are important to them in spaces for physical activity.

#### 4.4.1 Introduction

329. This section presents findings from research into the demand for physical activity and individual sports from young people in Camden and Islington.
330. Demand is what young people want from their physical activity opportunities and experiences. It relates to both the type of activity they want to do (e.g. football, dance) and also their expectations about the nature and quality of the opportunity. By understanding the demands of young people, it becomes possible for providers of physical activity opportunities to understand the suitability of current provision and to identify actions required to improve supply.
331. As part of the CYP survey, young people were asked to choose from a pre-defined list which activities they would like to do if they were available to them (the full survey is available for view in appendices I (primary) and J (secondary)). This section looks at demand through the answers given to this question firstly from young people in both boroughs individually and then by looking at common demand across both boroughs.
332. Demand in this section is analysed firstly by the types of activities which young people would like to do. Following this is an exploration of the types of places where young people would do physical activity.

#### 4.4.2 Demand for activities in Camden

333. Table 9 shows the top 10 activities young people in Camden would most like to do.
- Activities that feature in primary school respondents' top 10 only are trampolining, table tennis and basketball.
  - Activities that feature in secondary respondents' top 10 only are gym work, boxing and badminton.

Table 9: CYP survey results showing the top 10 activities which young people in Camden overall and young people in primary and secondary schools would like to do

	Overall		Primary schools		Secondary Schools	
	Activity	No. of times activity was chosen	Activity	No. of times activity was chosen	Activity	No. of times activity was chosen
1	Football	254	Dodgeball	188	Football	69
=2	Dodgeball	230	Bowling	185	Gym work	54
=2	Tennis	224	Football	185	Tennis	43
4	Bowling	217	Tennis	181	Dodgeball	42
5	Trampolining	195	Trampolining	164	Boxing	40
6	Horse riding	190	Table tennis	160	Horse riding	40
7	Table tennis	189	Horse riding	150	Badminton	39
8	Boxing	170	Archery	137	Swimming (club/lessons)	35
9	Archery	169	Basketball	137	Archery	32
10	Swimming (club/lessons)	166	Swimming (leisure)	134	Bowling	32

#### 4.4.3 Demand for activities in Islington

334. Table 10 shows the top 10 activities young people in Islington would most like to do.

- Activities that feature in primary school respondents' top 10 only are BMX, horse riding and swimming.
- Activities that feature in secondary school respondents' top 10 only are boxing, gym work and archery.

Table 10: CYP survey results showing the top 10 activities which young people in Islington overall and young people in primary and secondary schools would like to do

	Overall		Primary schools		Secondary schools	
	Activity	No. of times activity was chosen	Activity	No. of times activity was chosen	Activity	No. of times activity was chosen
1	Football	479	Football	328	Football	151
2	Tennis	441	Bowling	326	Tennis	130
3	Trampolining	436	Trampolining	319	Trampolining	117
4	Bowling	430	Tennis	311	Basketball	116
5	Dodgeball	395	Dodgeball	293	Bowling	104
6	Table tennis	391	BMX biking	288	Table tennis	104
7	Horse riding	367	Table tennis	287	Dodgeball	102
8	Basketball	366	Horse riding	281	Boxing	100
9	BMX biking	358	Basketball	250	Gym work	88
10	Swimming (leisure)	326	Swimming (leisure)	328	Archery	87

#### 4.4.4 Demand across Camden and Islington

Table 11: CYP survey results showing the top 10 activities young people in Camden and Islington would like to do

Rank	Activity	No. of times activity was chosen
1	Football	734
2	Tennis	666
3	Bowling	648
4	Trampolining	632
5	Dodgeball	626
6	Table tennis	581
7	Horse riding	558
8	Basketball	532
=9	BMX biking	490
=9	Swimming (leisure)	490

335. As can be observed from a comparison of tables 9 and 10, there are considerable similarities between the activities young people in Camden and young people in Islington would like to do. The top seven activities are common across both boroughs, albeit it in a slightly different order. BMX and basketball feature in the top 10 for

Islington but not for Camden. Boxing and archery feature in the top 10 for Camden but not for Islington.

### *Demand in relation to physical activity levels*

336. The level of participation in physical activity undertaken by young people in Camden and Islington over the previous seven days had no bearing on the activities they would like to do.

### *Gender*

337. There are considerable differences between the activities which boys and girls in Camden and Islington would most like to do.

*Table 12: CYP survey results showing the top 10 activities which girls and boys in Camden and Islington would like to do*

<b>Rank</b>	<b>Girls</b>	<b>Times chosen</b>	<b>Boys</b>	<b>Times chosen</b>
1	Horse-riding	381	Football	516
2	Trampolining	373	Dodgeball	381
3	Bowling	330	Tennis	376
4	Gymnastics	302	Table tennis	349
5	Tennis	289	BMX biking	337
6	Swimming (leisure)	279	Bowling	317
7	Ice skating (club/lessons)	274	Boxing	309
8	Swimming (club/lessons)	264	Basketball	307
9	Ice skating (leisure)	253	Archery	288
10	Dodgeball	244	Rugby and wrestling	both 274

338. Note: joint findings for gender across Camden and Islington have been provided as differences between the two boroughs could be due to the sample range rather than differences in demand.

### *Female demand*

339. Both girls in Camden and girls in Islington identified horse riding, trampolining, gymnastics, swimming and ice skating in their top 10s, none of which featured in boys' top 10s for either borough.

340. Stakeholder interviews found that:

A Camden stakeholder reinforced the suggested demand for trampolining for girls highlighted above:

- "...the girls in [years] seven or eight (age 12 or 13) still enjoy team sports and they enjoy football, rounders and netball. As they get older, it tends to be a lot more about fitness. The girls in our school love trampolining and we don't know why that is. Regularly at trampoline club, we can have anywhere between 10 and 50 girls, and that's what we try to offer as much as possible. So yes, that's what they love trampolining."

### Ethnicity

341. Table 13 shows the top 10 activities different ethnic groups of young people in Camden and Islington would most like to do. A comparison of the groups shows that:

- There is considerable similarity between the activities different ethnic groups of young people would most like to do.
- Those with an Asian/Asian British background have a greater demand for cricket than other ethnic groups.

Table 13: CYP survey results showing the top 10 activities different ethnic groups of young people would most like to do

	Ethnic Group				
R a n k	White	Asian / Asian British	Mixed ethnicity	Black / Black British	Other
1	Football	Tennis	Tennis	Football	Football
2	Bowling	Football	Dodgeball	Tennis	Dodgeball
3	Tennis	Table tennis	Football	Dodgeball	Bowling
4	Trampolining	Bowling	Trampolining	Trampolining	Trampolining
5	Horse riding	Trampolining	Table tennis	Basketball	Horse riding
6	Dodgeball	Basketball	Bowling	Bowling	Table tennis
7	Table tennis	Dodgeball	Basketball	Table tennis	Tennis
8	Archery	Badminton	Horse riding	Boxing	Basketball
9	Swimming (club/lessons)	Cricket	Boxing	BMX biking	Swimming (leisure)
10	Swimming (leisure)	Swimming (leisure)	BMX biking	Horse riding	BMX biking

### Disability

342. Table 14 shows the top 10 activities young people in Camden and Islington who stated that they had a disability would most like to do.

- Activities that appear in the top 10 for disabled young people that do not appear in the top 10 for all respondents are archery, hockey and cricket.

343. A number of respondents involved in the focus group for physically disabled young people also mentioned archery as something new that they would like to try out as “*it looks accessible to wheelchair users*”. Carers also suggested a desire for greater opportunities for disabled young people to use hydro-pools and have rebound therapy (trampolining).

344. Stakeholder interviews found that:

- An Islington stakeholder commenting on the activities young disabled people like to do said “*we get lots of feedback from children and parents they would like to swim. The students would also like to try wheelchair football but the costs of the chairs are prohibitive. They would also love to try climbing, abseiling and skiing but the school cannot find anywhere to do them that have the right equipment.*”

345. Although the focus group with young people with a learning disability did not identify any specific activities, they were enthusiastic about trying anything that was available to them.

*Table 14: CYP survey results showing the top 10 activities young people with a disability would most like to do*

<b>Rank</b>	<b>Activity</b>
1	Football
2	Dodgeball
3	Archery
4	Tennis
5	BMX biking
6	Hockey
7	Trampolining
8	Bowling
9	Boxing
10	Cricket

### ***Young people not in mainstream education***

346. The focus group with young people not in mainstream education reinforced the importance of football as a key activity. The majority of the group usually met up with friends at weekends to play football. A time and place is arranged, but the activity is unstructured and without coaches or referees present. Few reported being involved in other physical activities beyond football.

### *Parents of under-5s*

347. Parents of under-5s involved in the focus group identified swimming as an activity they would like to do with their children. The view across the group was that there were few activities they wouldn't do and that their children like to try new things, even if they may be a little tentative at first. They also required activities to be cheap, local and with others in their age group.

### *Demand by preference for physical activity*

348. Table 15 shows the activities young people in Camden and Islington with different preferences for physical activity (see table 9) would most like to do.

*Table 15: CYP survey results showing the activities young people with different preferences for physical activity would most like to do*

<b>Activity preference 1</b>	<b>Activity preference 2</b>	<b>Activity preference 3</b>	<b>Activity preference 4</b>
Football	Trampolining	Bowling	Bowling
Tennis	Dodgeball	Tennis	Football
Table tennis	Bowling	Trampolining	Horse riding
Dodgeball	Tennis	Horse riding	Dodgeball
Bowling	Horse riding	Ice skating (leisure)	Tennis
Trampolining	Football	Football	Basketball
Basketball	Table tennis	Dodgeball	Trampolining
Boxing	Archery	Swimming (club/lessons)	Table tennis
BMX biking	Basketball	Swimming (leisure)	BMX biking
Swimming (leisure)	Swimming (leisure)	Archery	Swimming (club/lessons)

### *Demand compared against activities young people currently participate in*

349. The national Taking Part survey collected information about which sports 5-15 year olds had participated in during the previous four weeks (as opposed to what activities they would like to do). The top 10 sports broken down by primary and secondary respondents are shown in table 16 below.

350. For primary school respondents the Taking Part survey found that:

- The most common sport participated in was swimming/diving/lifesaving (48%). More than a third had played football (38%) and more than a quarter (26%) had been cycling. There has been a significant increase in tennis since 2010/11.
- Cycling, walking, roller-blading/skating/skateboarding, cricket and martial arts feature in the top 10 activities participated in. These activities did not feature in the top 10 activities primary school respondents would like to do in the CYP survey.
- For secondary school respondents in the Taking Part survey, football was the most common sport participated in (56%). Basketball (30%) was the second most common followed by rounders (28%).
- Cycling, rugby and rounders were in the top 10 activities participated in. These activities did not feature in the top 10 activities secondary school respondents would like to do in the CYP survey.

*Table 16: Taking Part survey results showing the top 10 sports young people between 5-10 and 11-15 participated in during the previous four weeks*

Rank	5-10	11-15
1	Swimming	Football
2	Football	Basketball
3	Cycling	Rounders
4	Walking	Swimming/Diving/Lifesaving
5	Gym/Gymnastics, Trampolining, Climbing Frame	Gym/Gymnastics, Trampolining, Climbing Frame
6	Ten Pin Bowling	Tennis
7	Tennis	Rugby
8	Roller blading/skating, skateboard	Badminton
9	Cricket	Cycling
10	Martial arts	Dodgeball

**Demand: activities – identified needs:**

Need 45 – To cater for the activities young people would most like to do. These needs vary across different cohorts of young people, most notably between primary and secondary ages and between boys and girls.

***Ideal environments for physical activity – primary school respondents***

351. As well as identifying the activities young people would like to do, the CYP survey asked the following question:

- “Imagine the perfect place where you and your friends would exercise. Can you describe how it would look and feel? What would be in it? Where would it be?”



*It would be a spacious area with lots of different facilities. It would have mirrors on the walls.”*

- *“The perfect place for me and my friends to exercise is in the park. Because there is lots of space to play in. For example, I could play football with my friend.”*
- *“I would feel happy when I went there with my friends.”*
- *“It would look big and feel cool and air in my face. It would be in a big building. It would be round the corner of my house.”*
- *“It would be at a large field and it is really close to my house and you don’t have to listen to the rules and there is so much activities you could choose from. It would feel fresh and nice to be out there in the open and I would like looking at the view.”*

### ***Ideal environments for physical activity – 5-8 year olds***

- Parents of 5-8 year olds most value opportunities for ‘free play’, a choice of activities and safety.

355. The focus group with parents of 5-8 year olds explored views on the ideal environments for their child to be active. Consensus across the group was that children do not need more structured activity than they already get from school to be physically active. Their view was that their child’s entire day in school involved structured activities and that they welcome having the freedom to do their own thing i.e. free play. Children can therefore be left to their own devices, as long as equipment is provided. Most parents mentioned an adventure playground aimed at young people aged 4-12 as an ideal park. The parents were asked to prioritise a list of key factors for an ideal play space for their child to be active, shown in table 17.

Table 17: Results from focus group with parents of 5-8 year olds showing key factors, in priority order, for an ideal play space for their children to be active

Rank	Factor
1	Free play
2	Choice of activities
3	Clean, safe environment.
4	Good viewing area
5	Obstacles/climbing area
6	Entertainment for younger siblings
7	Refreshments
8	New equipment
9	Age appropriate facilities
10	Good communication/signal
11	Empty space to run around
12	Familiarity/reassurance
13	Reward structure
14	Qualified coaches/leaders
15	Opportunity to master activities.
16	Good communication/signal

### ***Ideal environments for physical activity – Camden Active Spaces research***

356. Camden Council recently commissioned some research into how physical activity spaces can be used to promote young people's participation in physical activity (15). The research identified four factors that appear important when considering physical activity spaces for young people. These included:

- Opportunities to engage in play where the challenges presented reflect their skills and ability levels.
- The structure of the activities has to enable young people to gain personal mastery to feel a sense of competency.
- The young people need to experience a sense of support from teachers and their peers to feel accepted and included.
- Young people need to be provided with choice prior to their physical activity participation to increase their sense of autonomy and freedom.

### ***Ideal environments for physical activity - secondary school respondents***

357. As highlighted in figure 16 below, secondary school respondents chose many of the same words as primary school respondents when asked to describe their perfect place to be active. 'Different' and 'exercise' were mentioned more often by secondary than primary school respondents.



Need 48 – Activity opportunities that offer choice, provide challenges appropriate to young people’s abilities and which enable them to meet these challenges.

Need 49 – Young people need to be supported by appropriate others (teachers, peers) to fully engage in the activities on offer.

## 4.5 SUPPLY

359. This section presents findings from research into the supply of physical activity opportunities for young people in Camden and Islington.

360. Supply refers to provision that is available for young people to be physically active. It relates to the type and quality of activities available. Qualities may include the location, environment and activity availability. By understanding current supply, it is possible to assess how it meets the demands of young people.

361. Supply is explored in the following three sub-sections:

- Analysis of the supply of physical activity opportunities provided by Camden and Islington separately. This includes looking at data from the Get Active London website, the stakeholder survey and CHES scans.
- The views of organisations that provide physical activity opportunities for young people across the two boroughs individually and combined.
- An analysis of the current supply of structured activities and a forecast of the supply required in order to increase the number of young people who meet CMO guidelines.

### 4.5.1 SUPPLY OF SPORT AND PHYSICAL ACTIVITY IN CAMDEN

#### Summary

Get Active London has limited information on the activities young people and disabled young people in Camden and Islington are most interested in. This suggests that young people may have difficulty finding out about physical activity opportunities. There is a broad match between the types of activities young people would like to do and the activities provided by stakeholder survey respondents. However, in Camden analysis suggests a lack of supply for bowling, horse riding and archery. In Islington it suggests a lack of supply for trampolining, bowling, horse riding and BMX (similarly, there were no clubs or opportunities for these activities on Get Active London).

The respondents to the stakeholder survey cited 'to improve health and wellbeing' and 'to get more children and young people active' most frequently as reasons for providing opportunities. This suggests a positive alignment between the motivations of providers and the key objectives of Pro-Active Camden and Pro-Active Islington.

Catering for demand is sometimes or occasionally an issue for approximately half of the providers that responded to the stakeholder survey and the majority of providers think that demand will increase in the next five years. However, lack of funding, lack of facilities and lack of (qualified) staff/volunteers were the key challenges identified in relation to getting more young people active.

Both primary and secondary school respondents to the CYP survey said they would most like to hear about physical activity opportunities from friends. Providers responding to the stakeholder survey also suggested that 'word of mouth' was the best communication method to reach young people to get them physically active.

The assessment of structured provision within the CHESS zones suggests that if young people are to have access to three hours of structured physical activity provision (led by an adult) then there is need for a significant increase in supply. The list below indicates the percentage of structured provision estimated to be available currently if all young people were to be offered three hours of physical activity provision led by an adult:

- Platform CHESS zone (Islington) = 41%.
- Somers Town CHESS zone (Camden) = 36%.
- Fresh Youth Academy/The Zone CHESS zone (Camden & Islington) = 34%.
- Queens Crescent Community Association CHESS zone (Camden) = 28%.
- The Lift CHESS zone (Islington) = 26%.
- The Surma Centre CHESS zone (Camden) = 25%.

### *Analysis of Get Active London*

362. Analysis of data from the Get Active London<sup>1</sup> website shows that, in Camden:

- There are 195 clubs<sup>2</sup> across all age ranges (including adults).

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<sup>1</sup> Analysis undertaken July 2013.

- 37 clubs have specified opportunities for under-11s. 42 cater for 11-15 year olds and 45 cater for 16-24 year olds.
- 89 activities or events<sup>3</sup> are available with 19 of these specified as suitable for under-11s, 21 for 11-15s and 85 for 16-24 year olds.
- As detailed in table 18 below, depending on age and disability type, there are up to six clubs offering a total of nine activities for disabled young people.
- Table 19 shows the top 10 activities chosen by Camden respondents in the CYP survey when asked which activities they would like to do. For each activity, there is data from Get Active London showing the number of clubs, activities and the number of total opportunities targeted at various age ranges and disability groups available in Camden. Four of the top ten activities (dodgeball, bowling, trampolining, horse riding) have no opportunities available. Only swimming and football have more than two clubs. Opportunities for disabled young people are only specified for football, archery and swimming.

*Table 18: Data from Get Active London showing the clubs and activities available to disabled people in Camden*

Disability	0-11		11-15		16-24	
	Clubs	Activities	Clubs	Activities	Clubs	Activities
<b>Hearing</b>	4	4	4	5	4	5
<b>Learning</b>	5	4	5	4	5	6
<b>Visual</b>	4	0	4	1	4	2
<b>Physical</b>	5	4	5	4	5	9

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<sup>2</sup> Clubs are defined as providing continuing regular activity and the public are able to join as members.

<sup>3</sup> These are one-off or sessional activities.

Table 19: Top 10 activities chosen by Camden respondents in the CYP survey when asked which activities they would like to do. For each activity, there is data from Get Active London showing the number of clubs, activities and the total number of opportunities targeted at various age ranges and disability groups available in Camden

Rank	Activity	Clubs (all ages)	Activities (all ages)	Under-11 (total opps.)	11-15 (total opps.)	16-24 (total opps.)	Disability (total opps.) <sup>4</sup>
1	Football	13	11	5	7	7	1 VI, 1 D
2	Dodgeball	0	0	0	0	0	0
3	Tennis	2	0	4	4	4	0
4	Bowling	0	0	0	0	0	0
5	Trampolining	0	0	0	0	0	0
6	Horse riding	0	0	0	0	0	0
7	Table tennis	0	0	0	0	0	0
8	Boxing	1	0	0	0	0	0
9	Archery	1	0	0	0	0	1 PI
10	Swimming	15	4	3	3	1	1 PI

### Analysis of the stakeholder survey

363. Respondents to the stakeholder survey were asked to identify the physical activities they provide. Table 20 shows the top 10 activities identified in Camden broken down by whether respondents were schools or community providers. The activities highlighted in red are those that appear in the top 10 activities chosen by young people in Camden when asked which activities they would like to do. The table shows that:

- There are three activities in the top 10 that primary or secondary school respondents in Camden would like to do but which are not provided by any of the respondents to the stakeholder survey (bowling, horse riding and archery).

<sup>4</sup> VI – visual impairment, D – hearing impairment, PI – physical impairment.

Table 20: Results from the stakeholder survey showing activities provided by schools and community providers

Rank	Activity	Total	Schools	Community providers
1	Football	15	5	10
2	Fitness classes	14	6	8
3	Table tennis	12	4	8
4	Basketball	11	6	5
5	Badminton	9	4	5
5	Cricket	9	5	4
6	Other dance styles	8	1	7
=7	Boxing	7	3	4
=7	Dodgeball	7	5	2
=7	Gym work	7	3	4
=7	Recreational Swimming	7	2	5
=11	Aerobics	6	2	4
=11	Gymnastics	6	3	3
=11	Recreational running/jogging	6	2	4
=11	Street dance/hip hop/breakdance	6	2	4
=11	Tennis	6	2	4
=11	Trampolining	6	4	2
=11	Volleyball	6	4	2
=18	Athletics (any event)	5	4	1
=18	Netball	5	2	3
=18	Pilates	5	0	5
=18	Rounders	5	4	1
=18	Rugby	5	3	2
=18	Yoga	5	0	5
=24	Hockey	4	2	2
=24	Modern dance	4	0	4
=24	Club running/jogging	4	2	2

364. **Key findings from analysis into the supply of physical activities in Camden**

- Get Active London has limited information on the activities young people and disabled young people in Camden are most interested in. This suggests that young people in Camden may have difficulty finding out about physical activity opportunities. It has also made the task of assessing supply difficult.
- Football is the activity most in demand from young people. It is also the most supplied activity in the borough.
- There is a broad match between the types of activities young people in Camden would like to do and the activities provided by stakeholder survey respondents.
- Analysis suggests a lack of supply for bowling, horse riding, tennis, dodgeball, trampolining and archery.

**Supply – identified needs:**

Need 50 – For providers to be offering more opportunities in the activities that are in most demand.

Need 51 – To increase the supply of opportunities for disabled young people and / or provide information on opportunities that are easily accessible.

***Assessment of the physical activity provision within Camden CHESS zones***

365. As outlined in section 3, four areas of Camden were chosen for more in-depth research into the provision of physical activity opportunities available for young people. For each area (or CHESS zone) a full report is available as annexes 1-6 to this report. Findings from each of these CHESS reports is summarised below.

**CAMDEN - SOMERS TOWN**

366. The CHESS zone is located in the St Pancras and Somers Town ward. Utilising 2011 census data at lower super output area it's estimated that approximately 1,160 people aged 0-18 live in the zone. This is projected to rise by 9% to 1,269 by 2018 (see annex 1 for the methodology used to calculate these figures).

367. It was not possible to access all of the assets (defined as spaces/places which provided an opportunity for young people to take part in physical activity) identified during the dates and times of CHESS scans for various reasons. It was not possible to access any schools in this CHESS zone. The assets that were identified through the process but not scanned are listed in annex 1 within the Somers Town CHESS report.

Table 21: List of assets in Somers Town CHESS zone scanned by young people

<b>Outdoor Urban Spaces (OUS)</b> 1. Goldington Crescent Gardens 2. Oakley Square Gardens 3. Purchase Street Open Space 4. Polygon Road Urban Gym 5. Polygon Road Open Space 6. Charlton Street Football Pitch 7. Goldington Street Estate 8. Amptill Estate Caged Area 9. Amptill Estate Open Space 10. Church Way 11. Warrington Street Football Pitch 12. Ossulston Estate	<b>Youth Clubs (YC)</b> 1. Hampden Youth Club (Somers Town Community Centre) 2. Plot 10 Community Play Project 3. Somers Town Youth Centre (Regents High School)
	<b>Early Years Programmes (EYP)</b> 1. Hampden Children's Centre
	<b>Indoor Physical Activity Spaces (IPAS)</b> 1. Somers Town Community Centre 2. Somers Town Community Sports Centre

The types of facilities and provision found at assets

368. Table 22 sets out the different facilities suitable for physical activity found within the 18 assets. For clarity, each asset may have more than one facility and may also offer structured opportunities (organised provision that is led by an adult) for physical activity e.g. classes/sessions/clubs or afterschool clubs. The table also indicates:

- The number of assets that offered programmed classes/sessions/clubs for young people.
- The agreed grade<sup>5</sup> given by the young people at the facilitated insight workshop for each asset they scanned (where an asset had more than one facility the grade has been applied to all facilities unless scanned separately).
- It should be noted that Hampden youth centre and Somers Town community centre share the same facilities but both offer different physical activity classes to young people. The facilities have been counted once but the classes/sessions/clubs have been counted against each organisation. Somers Town youth centre and Somers Town community sports centre also share the same facilities, based at Regents High School. These have again been counted once but the classes/sessions/clubs have been counted against each organisation. Furthermore, the grading of the facilities have been rated 'A' (the grade awarded to Somers Town youth centre). The classes/sessions/clubs have been graded separately.

*Table 22: Number of facilities scanned in Somers Town CHESS zone and grade awarded*

<b>Type of facility / provision</b>	<b>Total</b>	<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>
Children's playground	6	0	3	3
Space for physical activity*	5	1	1	3
Multi-use games area**	7	1	4	2
Outdoor gym	1	0	1	0
Classes/sessions/clubs	6	5	0	1
Adventure playground	1	1	0	0
Indoor space ***	4	4	0	0
Gym	1	1	0	0
<b>TOTALS</b>	<b>31</b>	<b>13</b>	<b>9</b>	<b>9</b>

\* Outdoor space big enough for small group physical activity including green space, open space and school yards

\*\* Various surfaces

\*\*\* Includes: halls and sports halls large enough to support group physical activity

<sup>5</sup> Grades defined as:

A = this asset is really good and we would like more of this please.

B = this asset is ok and with some improvements it could be well used.

C = this asset will struggle to be used. It's not what children and young people want, change it please.

Table 23: Summary of findings and needs taken from Somers Town CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>No swimming pools, skateparks, climbing walls or tennis courts were found in the area.</li> </ul>	<p>Need 52 – A wider range of facilities are required in the CHESS zone.</p>
<ul style="list-style-type: none"> <li>Factors such as assets being part of gated communities or poorly lit limit access to places where young people can be physically active.</li> <li>Access to Somers Town Community Sports Centre is limited due to the offer of a poor range of activities and higher costs.</li> <li>Young people have negative perceptions of assets that are not seen to be well used.</li> </ul>	<p>Need 53 – Young people have access to all assets within their communities.</p>
<ul style="list-style-type: none"> <li>Seven assets were graded ‘C’ and of these six were outdoor urban spaces (children’s playgrounds and multi-use games areas).</li> <li>Of the six children’s playgrounds scanned by the young people, three were graded ‘C’ and three were graded ‘B’.</li> <li>There were two multi-use games areas graded ‘C’ and four graded ‘B’.</li> <li>The perceived quality and appropriateness of space and equipment at an asset influences whether young people will use it.</li> </ul>	<p>Need 54 – High quality, age-appropriate children’s playgrounds and multi-use games areas.</p>
<ul style="list-style-type: none"> <li>Polygon Road is a well-liked asset but could be improved.</li> </ul>	<p>Need 55 – Make more of Polygon Road</p>
<ul style="list-style-type: none"> <li>Six assets offered structured opportunities for young people to be active.</li> <li>All assets graded ‘A’ by the young people offered structured opportunities.</li> <li>The only multi-use games area which received an ‘A’ grade from the young people (Plot 10) has structured opportunities available.</li> <li>Young people wanted to see more activities on the outdoor spaces in the area.</li> <li>Assets that had a variety of things to do for different ages tended to receive a better grade from the young people.</li> <li>The provision of good outdoor facilities without structured opportunities is not enough to generate higher levels of physical activity usage.</li> <li>Organising structured activities on outdoor urban spaces was perceived as a good way to increase usage and make assets more attractive to young people.</li> </ul>	<p>Need 56 – Utilise more outdoor spaces to offer a wider variety of structured activities.</p>
<ul style="list-style-type: none"> <li>Teenage girls appear to be reluctant to be physically active in spaces where they can be observed.</li> </ul>	<p>Need 57 – Provide appropriate assets for girls to be active in.</p>

- Multi-use games areas are perceived to be dominated by boys.
- Youth leaders and teachers help promote physical activity opportunities to young people.
- Young people suggested the following actions for different physical activity stakeholders with regards to promoting opportunities:
  - Youth leaders to tell the school what is happening locally.
  - The council to give more information to schools and youth clubs about what opportunities are happening locally.
  - Young people to tell their friends about opportunities to be active.
  - Young people to ask other young people what they would like to do.

Need 58 – For young people to be aware of physical activity assets and opportunities.

### CAMDEN - GOSPEL OAK (QCCA)

369. The CHESS zone is located in the Gospel Oak and Haverstock wards. Utilising 2011 census data at lower super output area it's estimated that approximately 3,242 people aged 0-18 live in the zone. This is projected to fall by 3.9% to 3,115 by 2018. See annex 2 for the methodology on how these population figures were calculated.

#### Summary of assets scanned

370. It was not possible to access all of the assets identified during the dates and times of CHESS scans for various reasons. It was particularly difficult to get access to schools. The assets that were identified through the process but not scanned are listed in annex 2 within the Gospel Oak (QCCA) CHESS report.

Table 24: List of assets in QCCA CHESS zone scanned by young people

<b>Outdoor Urban Spaces (OUS)</b> 1. Fleet Road Estate 2. Forge Place play area 3. Lismore Circus Outdoor Gym 4. Lismore Circus Pitch 5. Maitland Park Oak House 6. Maitland Park 7. Rowan House 8. Talacre Gardens 9. Vicars Road 10. Wellesley Park 11. Woodward Yard 12. Bassett Street Gardening Club 13. Calton School Pitch 14. Jim's Pitch 15. Belsize Wood 16. Malden Road 17. City Farm 18. Weedington Road Urban Space	<b>Youth Clubs (YC)</b> 1. Gospel Oak Youth Club
	<b>Indoor Physical Activity Spaces (IPAS)</b> 1. Kentish Town Sports Centre 2. Queens Crescent Community Centre 3. Talacre Community Sports Centre
	<b>Sports and Physical Activity Classes and Clubs (SPACC)</b> 1. Globe Tennis Club 2. St Pancras Boxing Club

The types of facilities and provision found at assets

371. Table 25 sets out the different facilities suitable for physical activity found within the 24 assets.

Table 25: Number of facilities scanned in QCCA CHESS zone and grade awarded

Type of facility/provision	Total	Grade A	Grade B	Grade C
Children's playground	9	0	7	2
Space for physical activity*	3	1	1	1
Multi-use games area**	6	0	4	2
Outdoor gym	1	0	1	0
Astroturf pitch	1	0	1	0
Gardening space	1	0	0	1
Green gym	1	1	0	0
Horse riding facility	1	1	0	0
Classes / session / club offered	7	4	2	1
Adventure play area	1	0	1	0
Indoor space ***	4	1	2	1
Dance/fitness studio	1	1	0	0
Gym	3	3	0	0
Swimming pool	1	1	0	0
Gymnastics hall	1	0	1	0
Indoor soft play area	1	0	1	0
Tennis courts	1	0	1	0
Boxing ring	1	1	0	0
<b>TOTALS</b>	<b>44</b>	<b>14</b>	<b>22</b>	<b>8</b>

\* Outdoor space big enough for small group physical activity including green space and open space.

\*\* Various surfaces.

\*\*\* Includes: halls and sports halls large enough to support group physical activity.

Table 26: Summary of findings and needs taken from QCCA CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>Factors such as poor lighting, assets being hidden and booking of assets by other groups prevent access to assets.</li> </ul>	Need 59 – Young people to have access to all assets within their communities

<ul style="list-style-type: none"> <li>• A total of seven assets were graded 'C' and of these six were outdoor urban spaces.</li> <li>• Of the nine children's playgrounds scanned seven were graded 'B' and two were graded 'C' (Forge Place and Maitland Pak Oak House).</li> <li>• Six multi-use games areas were scanned. Two received 'C' grades (Lismore Circus Pitch and Calton School Pitch) and four were graded 'B'.</li> <li>• The perceived quality and appropriateness of space and equipment at an asset influences whether young people will use it though some assets remain popular even though they are perceived to need refurbishment.</li> <li>• Children's playgrounds with a range of equipment may inspire more under 5's to take part in physical activity.</li> </ul>	<p>Need 60 – High quality, age-appropriate assets.</p>
<ul style="list-style-type: none"> <li>• Organising more (and a variety of) structured opportunities was perceived as a good way to get young people more physically active.</li> <li>• Seven assets offered structured opportunities for young people to be active. Of these, two assets offered some free provision.</li> </ul>	<p>Need 61 – Utilise more outdoor spaces to offer a wider variety of structured activities.</p>
<ul style="list-style-type: none"> <li>• Assets that were observed or perceived as not being used (by the young people) tended to be graded lower.</li> </ul>	<p>Need 62 – Increase usage of under-utilised outdoor assets.</p>
<ul style="list-style-type: none"> <li>• The young people felt that improving the promotion and communication of local assets and physical activity opportunities was a good way to get more young people active locally.</li> <li>• The young people find out about physical activity opportunities from other people such as friends, family, faith leaders and youth workers.</li> </ul>	<p>Need 63 – For young people to be aware of physical activity assets and opportunities.</p>
<ul style="list-style-type: none"> <li>• Young people believe they should be engaged by other stakeholders in planning, communicating and delivering physical activity opportunities.</li> </ul>	<p>Need 64 – All stakeholders including young people to work together to increase physical activity levels.</p>
<ul style="list-style-type: none"> <li>• The young people felt unsafe at times in their local area.</li> </ul>	<p>Need 65 – For young people to feel safe when using assets.</p>
<ul style="list-style-type: none"> <li>• The young people recognised a number of key assets as expensive and saw lower cost activities and facilities in a positive light.</li> </ul>	<p>Need 66 – Make access to assets and structured activities more affordable.</p>

## CAMDEN – SURMA CENTRE

372. The CHESS zone covers parts of the following wards – Regent’s Park, Frognal and Fitzjohn’s, St Pancras and Somers Town and Camden Town with Primrose Hill. Utilising 2011 census data at lower super output area it’s estimated that approximately 3631 people aged 0-18 live in the scanned area. This is projected to rise to 3,730 (a rise of 2.7%) by 2018 (see annex 3 for the methodology used to calculate population figures).
373. It was not possible to access all of the assets identified during the dates and times of CHESS scans for various reasons. It was particularly difficult to get access to schools. The assets that were identified through the process but not scanned are listed in annex 3 within the Surma Centre CHESS report.

*Table 27: List of assets in Surma Centre CHESS zone scanned by young people*

<p><b>Outdoor Urban Spaces (OUS)</b></p> <ol style="list-style-type: none"> <li>1. Eskdale park</li> <li>2. Gloucester gate playground</li> <li>3. Harrington Square</li> <li>4. Munster Square</li> <li>5. Oakley Square</li> <li>6. Regent park pitches</li> <li>7. St. James Garden Play Area</li> <li>8. St James Garden pitch</li> <li>9. Curnock estate</li> <li>10. Hampstead road estate play area</li> <li>11. Three fields open space</li> <li>12. Tolmers square</li> <li>13. Amphill Square Estate</li> <li>14. Augustus Pitch - Regents Park Estate</li> <li>15. Buckleberry pitch</li> <li>16. Pangbourne - multi use games area</li> <li>17. Cumberland market play area</li> <li>18. Cumberland market outdoor gym</li> <li>19. Cumberland market MUGA</li> <li>20. Camden sports pitches</li> </ol>	<p><b>Youth Clubs (YC)</b></p> <ol style="list-style-type: none"> <li>1. Surma Centre youth project</li> <li>2. Samuel Lithgow Youth Centre</li> </ol> <hr/> <p><b>Indoor Physical Activity Spaces (IPAS)</b></p> <ol style="list-style-type: none"> <li>1. H-Pod at Cumberland Market</li> <li>2. Regents park pod</li> </ol>
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### *The types of facilities and provision found at assets*

374. Table 28 sets out the different facilities suitable for physical activity found within the 24 assets.

Table 28: Number of facilities scanned in Surma Centre CHESS zone and grade awarded

Type of facility/provision	Total	Grade A	Grade B	Grade C
Children's playground	6	2	3	1
Space for physical activity*	8	1	3	4
Multi-use games area**	9	2	7	0
Outdoor gym	1	0	1	0
Tennis courts	1	0	1	0
Trails	1	0	1	0
Cricket pitch	1	0	1	0
Adventure playground	1	1	0	0
Athletics track	1	0	1	0
Bowls square	1	0	1	0
Classes / session / club offered	4	2	2	0
Indoor space ***	4	3	1	0
Fitness/dance studio	1	1	0	0
Gym	1	1	0	0
Softball pitch	1	0	1	0
Football pitch (grass, winter)	1	0	1	0
Rugby pitch (grass, winter)	1	0	1	0
<b>TOTALS</b>	<b>43</b>	<b>13</b>	<b>25</b>	<b>5</b>

\* Outdoor space big enough for small group physical activity including green space, open space and school yards.

\*\* Various surfaces.

\*\*\* Includes: halls and sports halls large enough to support group physical activity.

Table 29: Summary of findings and needs taken from the Surma Centre CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>The perceived quality and appropriateness of space and equipment at an asset influences whether young people will use it.</li> <li>The young people indicated that the Surma centre, Augustus pitch and other assets were in need of refurbishment.</li> </ul>	Need 67 – High quality, age-appropriate assets.
<ul style="list-style-type: none"> <li>A number of factors such as adults using the asset, the asset being used for undesirable activities and negative signs at assets influence young people's perceptions of it being safe to use.</li> </ul>	Need 68 – For young people to feel safe when using assets.
<ul style="list-style-type: none"> <li>Assets that were observed or perceived as not being used (by the young people) tended to be graded lower.</li> </ul>	Need 69 – Increase usage of under-utilised outdoor assets.
<ul style="list-style-type: none"> <li>Only four assets offered physical activity classes, sessions or clubs.</li> <li>The young people wanted more structured provision of physical activity to be available to them in the area.</li> </ul>	Need 70 – Utilise more outdoor spaces to offer a wider variety of structured activities.
<ul style="list-style-type: none"> <li>The young people felt the cost of</li> </ul>	Need 71 – For facilities in

<p>activities, pitches and courts in Regent's park were expensive.</p> <ul style="list-style-type: none"> <li>• The need to book pitches and courts in Regent's park was also a factor limiting its potential usage.</li> <li>• The young people didn't feel that Regent's park was for them.</li> </ul>	<p>Regent's park to be more accessible to all young people.</p>
<ul style="list-style-type: none"> <li>• The young people perceived assets that were close to housing and estates more positively suggesting that they were also more popular.</li> </ul>	<p>Need 72 – Locate any new physical activity assets within residential areas.</p>
<ul style="list-style-type: none"> <li>• The range of indoor facilities appears limited with only four assets offering indoor space for physical activity in the area.</li> <li>• There appears to be a lack of assets targeting children under 5.</li> </ul>	<p>Need 73 – More indoor space for physical activity and assets targeting children under 5.</p>
<ul style="list-style-type: none"> <li>• While there were a number of observations of promotional material for physical activity opportunities found the young people still felt that some assets could benefit from more promotion.</li> <li>• Young people like to hear about what's going on from people they know and by seeing things taking place locally.</li> </ul>	<p>Need 74 – For young people to be aware of physical activity assets and opportunities.</p>

### CAMDEN/ISLINGTON - FRESH YOUTH ACADEMY/ THE ZONE

375. The CHESS zone is located in the Highgate, Junction and St George's wards. Utilising 2011 census data at lower super output area level it's estimated that approximately 4,141 people aged 0-18 live in the zone. This is projected to rise by 2.5% to 4,246 by 2018 (see annex 4 for the methodology used to calculate population figures).

376. It was not possible to access all of the assets identified during the dates and times of scans for various reasons. It was particularly difficult to get access to schools. The assets that were identified through the process but not scanned are listed in annex 4.

Table 30: List of assets in Fresh Youth Academy/The Zone CHESS zone scanned by young people

<b>Outside Urban Spaces (OUS)</b> 1. Archway Park 2. Brecknock estate play area 3. Brecknock estate play area, south court yard 4. Canteloves Gardens children's play area 5. Canteloves Gardens sports pitch 6. Canteloves Gardens outdoor gym 7. Canteloves skate park 8. Darmouth Hill Park 9. Fortress Way 10. Girdlestone Park 11. Hampstead Heath swimming pond (women) 12. Hampstead Heath swimming pond (men) 13. Parliament Hill exercise place 14. Parliament Hill playground 1 15. Parliament Hill playground 2 16. Parliament Hill tennis courts 17. Parliament Hill Bowling Club 18. Parliament Hill athletic field 19. Parliament Hill adventure playground 20. Parliament Hill cricket field 21. Parliament Hill Lido 22. Upper Hilldrop estate 23. Leighton Crescent Gardens 24. Waterlow Park 25. Market Road football pitches 26. Montpelier Gardens	<b>Walking/Cycling Trail</b> 1. Walking/Cycling trail
	<b>Youth Clubs (YC)</b> 1. Fresh Youth Academy 2. The Zone
	<b>Early Years Programmes (EYP)</b> 1. Konstam Centre 2. One/Ten o'clock club
	<b>Indoor Physical Activity Spaces (IPAS)</b> 1. Archway Leisure Centre 2. Hampstead Heath Education Centre 3. Islington Tennis Centre 4. Hilldrop Community Centre
	<b>After School Programmes (ASP)</b> 1. Brookfield Primary School 2. The Bridge School

The types of facilities and provision found at assets

377. Table 31 sets out the different facilities suitable for physical activity found within the 37 assets (not including the street scan).

Table 31: Number of facilities scanned in Fresh Youth Academy/The Zone CHESS zone and grade awarded

Type of facility/provision	Total	Grade A	Grade B	Grade C
Children's playground	12	1	7	4
Space for physical activity*	10	1	6	2
Multi-use games area**	4	0	3	1
Outdoor gym	1	1	0	0
Astroturf pitch (full size)	2	1	1	0
Skate park	1	1	0	0
Cricket pitch	1	0	0	1
Hydro Therapy Pool	1	0	0	0
Trails	2	0	1	1
Classes / session / club offered	12	5	6	0
Adventure playground	1	1	0	0
Indoor space ***	7	2	3	0
Fitness/dance studio	3	0	2	0
Gym	3	2	1	0
Swimming ponds	2	0	0	2
After school clubs	2	0	0	0
Bowling green	1	0	0	1
Athletics track	1	1	0	0
Lido	1	1	0	0
Swimming pool	1	1	0	0
Tennis courts	3	0	3	0
<b>TOTALS****</b>	<b>71</b>	<b>18</b>	<b>33</b>	<b>12</b>

\* Outdoor space big enough for small group physical activity including green space and open space.

\*\* Various surfaces.

\*\*\* Includes: halls, school halls and sports halls large enough to support group physical activity.

\*\*\*\* 3 assets with 8 facilities/provision were ungraded

Table 32: Summary of findings and needs taken from Fresh Youth Academy/The Zone CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>Factors such as poor lighting, assets being hidden and signs relating to drug use influenced the young people's perceptions of access to that asset.</li> <li>The young people, through the Zone youth club, wanted greater and lower cost access to Holloway school's physical activity facilities.</li> </ul>	Need 75 – Young people have access to all assets within their communities.
<ul style="list-style-type: none"> <li>Of the 12 children's playgrounds scanned by the young people only one received an A grade (Canteloves Gardens children's play area). Seven were graded B and four were graded C.</li> <li>The perceived quality and appropriateness of space and equipment at an asset influences whether young people will use it.</li> </ul>	Need 76 – High quality, age-appropriate assets and equipment with particular reference to children's playgrounds.

<ul style="list-style-type: none"> <li>• More imaginative and varied equipment to encourage physical activity is needed at children's playgrounds.</li> </ul>	
<ul style="list-style-type: none"> <li>• 10 assets were graded A by the young people. This included seven outdoor urban spaces. These 10 assets have 18 types of facilities/provisions available at them. Four grade A assets offered structured opportunities appropriate to their targeted age group.</li> <li>• No asset that offered structured opportunities such as classes/sessions/clubs or afterschool clubs was graded C.</li> <li>• The young people wanted to see more structured activities taking place on local outdoor assets.</li> <li>• The Saturday Night Project is seen as good practice for offering young people a choice of physical activities in a social and safe environment.</li> <li>• The young people want greater choice of activities.</li> </ul>	<p>Need 77 – Utilise more spaces to offer a wider variety of structured activities.</p>
<ul style="list-style-type: none"> <li>• Assets that were observed or perceived as not being used (by the young people) tended to be graded lower.</li> </ul>	<p>Need 78 – Increase usage of under-utilised outdoor assets.</p>
<ul style="list-style-type: none"> <li>• Despite assets targeting an even spread of age ranges across the whole CHESS zone, the young people found a lack of provision for young people aged over 11 in the area around the Zone youth club.</li> </ul>	<p>Need 79 – More assets for teenagers in the area around the Zone youth club.</p>
<ul style="list-style-type: none"> <li>• The young people commented positively on assets that provided free or low cost activities.</li> </ul>	<p>Need 80 – Make access to assets and structured activities more affordable.</p>
<ul style="list-style-type: none"> <li>• There were no observations of promotional material for physical activity opportunities found anywhere other than within indoor assets.</li> <li>• Activities taking place on outdoor assets did not seem to be promoted.</li> <li>• Young people like to hear about what's going on from their friends and youth workers.</li> </ul>	<p>Need 81 – For young people to be aware of physical activity assets and opportunities.</p>
<ul style="list-style-type: none"> <li>• The young people suggested that roads were dangerous for them to cycle on.</li> <li>• Rather than walk, young people prefer to take the bus as it is free and easy to use.</li> </ul>	<p>Need 82 – Promote active travel.</p>

## 4.5.2 SUPPLY OF SPORT AND PHYSICAL ACTIVITY IN ISLINGTON

### *Analysis of Get Active London*

378. Analysis of data from the Get Active London<sup>6</sup> website shows that, in Islington:

- There are 119 clubs<sup>7</sup> across all age ranges (including adults).
- Of these, 55 have specified opportunities for under-11s, 62 provide opportunities for 11-15 year olds and 68 provide opportunities for 16-24 year olds.
- 33 activities or events<sup>8</sup> are available with 12 of these being specified as suitable for under-11s, 18 for 11-15s and 26 for 16-24 year olds.
- As detailed in table 33 below, depending on age and disability type, there are between 8 and 21 clubs offering opportunities for disabled young people. The highest numbers of opportunities available are for young people with a learning disability, followed by those with a physical disability.
- Table 34 shows the top 10 activities chosen by Islington respondents in the CYP survey when asked what activities they would like to do. For each activity, there is data from Get Active London showing the number of clubs, activities and opportunities targeted at various age ranges and disability groups available in Islington. Four of the ten activities (trampolining, bowling, horse riding, BMX) have no opportunities available and, apart from football, the number of opportunities in the remaining activities are limited.
- Six of the ten activities in most demand across Islington have opportunities for at least one disability group identified within Get Active London.

*Table 33: Data from Get Active London showing the clubs and activities available to disabled people in Islington*

Disability	0-11		11-15		16-24	
	Clubs	Activities	Clubs	Activities	Clubs	Activities
<b>Hearing</b>	9	3	12	4	12	8
<b>Learning</b>	16	7	21	11	21	13
<b>Visual</b>	8	3	11	3	11	6
<b>Physical</b>	12	4	15	7	15	9

<sup>6</sup> Analysis undertaken July 2013.

<sup>7</sup> Clubs are defined as providing continuing regular activity and the public are able to join as members .

<sup>8</sup> These are one-off or sessional activities.

Table 34: Top 10 activities chosen by Islington respondents in the CYP survey when asked which activities they would like to do. For each activity, there is data from Get Active London showing the number of clubs, activities and opportunities targeted at various age ranges and disability groups available in Islington

Rank	Activity	Clubs (all ages)	Opps. (all ages)	Under- 11s (total opps.)	11-15 (total opps.)	16-24 (total opps.)	Disability (total opps.) <sup>9</sup>
1	Football	35	11	23	28	27	4D, 16LD, 4V, 8PI
2	Tennis	2	2	1	1	2	2D, 4V, LD2, PD2
3	Trampolining	0	0	0	0	0	0
4	Bowling	0	0	0	0	0	0
5	Dodgeball	0	1	1	1	0	1D, 1LD, 1V, 1PI
6	Table tennis	4	0	1	1	1	2LD, 1PI
7	Horse riding	0	0	0	0	0	0
8	Basketball	1	3	1	3	2	2D, 4LD, 2V, 4PI
9	BMX	0	0	0	0	0	0
10	Swimming	3	0	0	0	0	1LD, 1PI

### Analysis of the stakeholder survey

379. Respondents to the stakeholder survey were asked to identify the physical activities they provide. Table 35 shows the top 18 activities identified in Islington broken down by whether respondents were schools or community providers. The activities highlighted in red are those that appear in the top 10 activities chosen by young people in Islington when asked which activities they would like to do. The table shows that:

- There are four activities that are in the top 10 activities that young people in Islington would most like to do but which are not provided by any of the respondents to the stakeholder survey. These are trampolining, bowling, horse riding and BMX.

<sup>9</sup> D – hearing impairment, LD – learning disability, VI – visual impairment, PI – physical impairment.

Table 35: Results from the stakeholder survey showing activities provided by schools and community providers

Rank	Activity	Total	Schools	Community providers
1	Football	26	11	15
2	Cricket	20	11	9
3	Basketball	19	11	8
=3	Fitness classes	19	10	9
5	Netball	18	11	7
=6	Gymnastics	17	10	7
=6	Table tennis	17	7	10
=6	Tennis	17	8	9
9	Street dance/hip hop/breakdance	16	6	10
=10	Badminton	15	9	6
=10	Hockey	15	9	6
12	Rugby	14	8	6
=13	Athletics (any event)	13	9	4
=13	Dodgeball	13	9	4
=15	Aerobics	12	6	6
=15	Other dance styles	12	5	7
=15	Rounders	12	10	2
=15	Volleyball	12	4	8

### Key findings from analysis into the supply of physical activities in Islington

#### 380. Findings:

- Get Active London has limited information on the activities young people and disabled young people in Islington are most interested in. This suggests that young people in Islington may have difficulty finding out about physical activity opportunities. It has also made the task of assessing supply difficult.
- Other than for football, Get Active London has limited information on the activities that are in greatest demand by young people in Islington.
- Football is the activity most in demand from young people. It is also the most supplied in the borough.
- There is considerable overlap between the types of activities most in demand from young people in Islington and the activities provided by respondents to the stakeholder survey.
- The analysis suggests a lack of supply for trampolining, bowling, horse riding and BMX (similarly, there were no clubs or opportunities for these activities on Get Active London).

### ***Assessment of the physical activity provision within Islington CHESS zones***

381. As outlined in section 3, two further areas of Islington were chosen for more in-depth research into the provision of physical activity opportunities available for young people. For each area (or CHESS zone) a full report is available as an annex to this report. Findings from each of these CHESS reports are summarised below. See table 32 for a summary of findings from the joint Camden and Islington CHESS report (Fresh Youth Academy/The Zone).

#### **ISLINGTON – THE LIFT**

382. The CHESS zone is located in the Barnsbury, St Mary's, Clerkenwell, Bunhill and Caledonian wards. Utilising 2011 census data at lower super output area it's estimated that approximately 3,299 people aged 0-18 live in the zone. This is projected to rise by 5.4% to 3,477 by 2018 (see annex 5 for the methodology used to calculate population figures).

383. It was not possible to access all of the assets identified during the dates and times of scans for various reasons. It was particularly difficult to get access to schools. The assets that were identified through the process but not scanned are listed in annex 5 within the Lift CHESS report.

Table 36: List of assets in The Lift CHESS zone scanned by young people

<b>Outside Urban Spaces (OUS)</b> 1. Barnard Park 2. Barnard Park Adventure Playground 3. Brunswick Estate Play Area 4. Culpepper Community Park 5. Fife Terrace-Muriel Street 6. Holford Gardens 7. Kings Square 8. Milner square 9. Myddelton square 10. Spa Fields 11. St. Mary Church Gardens 12. Thornhill Road Gardens 13. Theseus Park 14. Duncan Terrace Gardens 15. Islington Green Memorial Park 16. Gibson Square 17. Northampton Square 18. Spa Green 19. Elia Mews 20. Bonnington House Play Area 21. Half Moon Crescent Games Area 22. Joseph Grimaldi Park 23. Three Corners Adventure Playground	<b>Walking / Running trails and Cycle Paths</b> 1. Regents Canal
	<b>Youth Clubs (YC)</b> 1. Lift Youth Club 2. St. Marys Youth Club 3. Peel Youth Club
	<b>Indoor Physical Activity Spaces (IPAS)</b> 1. Virgin Active 2. Cally Pool 3. Finsbury Leisure Centre

The types of facilities and provision found at assets

384. Table 37 sets out the different facilities suitable for physical activity found within the 30 assets.

Table 37: Number of facilities scanned in The Lift CHESS zone and grade awarded

Type of facility/provision	Total	Grade A	Grade B	Grade C
Children's playground	12	3	5	4
Space for physical activity*	8	4	2	1
Multi-use games area**	5	2	1	2
Astroturf pitch	2	1	1	0
Classes / Session / Club offered	8	4	3	0
Adventure playground	2	2	0	0
Indoor space ***	5	3	1	0
Fitness / Dance studio	4	2	2	0
Gym	3	1	2	0
Squash courts	1	0	1	0
Swimming pool	2	0	2	0
Public Garden****	4	0	1	2
Full-size football pitch redgar	1	1	0	0
Cycle / walking path	1	0	0	1
<b>TOTALS*****</b>	<b>58</b>	<b>23</b>	<b>21</b>	<b>10</b>

\* Outdoor space big enough for small group physical activity including green space, open space and school yards

\*\* Various surfaces

\*\*\* Includes: halls and sports halls large enough to support group physical activity

\*\*\*\* Grassed areas assessed as being for sitting / relaxing rather than providing opportunities for physical activity

\*\*\*\*\* 3 assets including 4 facilities were not graded

Summary of the assets, facilities and provision found

Table 38: Summary of findings and needs taken from The Lift CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>The young people would like direct promotion about physical activity opportunities from Access to Sport (a local provider).</li> <li>Promotion of physical activity opportunities through posters and leaflets at the Lift is not reaching the young people.</li> </ul>	Need 83 – More direct promotion of physical activity to teenage girls.
<ul style="list-style-type: none"> <li>A number of assets, particularly children's playgrounds are not accessible to the general population of the borough .</li> </ul>	Need 84 – Young people have access to children's playgrounds within the area.
<ul style="list-style-type: none"> <li>Territorialism impacts on where the young people feel comfortable travelling in the borough and is therefore likely to limit where they go to be active.</li> <li>More secluded assets that that were not well used drew out more negative perceptions of safety.</li> </ul>	Need 85 – Young people to feel safe when using assets.
<ul style="list-style-type: none"> <li>Assets that are centrally located and well-used create a positive perception in young people.</li> </ul>	Need 86 – Make the most of centrally located assets in the area.

<ul style="list-style-type: none"> <li>• Quality and breadth of equipment / facilities at each asset influences whether young people would use the asset.</li> <li>• Of the eight assets graded C, seven were outdoor urban spaces (a mix of children’s playgrounds, multi-use games areas, spaces for physical activity and public gardens). The only cycle lane/walking path assessed also received a grade C and this was deemed to be targeted at the 17-19 age group.</li> </ul>	<p>Need 87 – High quality, age-appropriate assets and equipment.</p>
<ul style="list-style-type: none"> <li>• There are a number of green spaces not deemed appropriate for physical activity due to perceptions that they provide an alternative function (e.g. for relaxing, dog walking etc.).</li> <li>• The teenage females enjoyed being at certain green spaces (e.g. Duncan Terrace Gardens) and commented positively on the environment.</li> </ul>	<p>Need 88 – Teenage girls to be active in green spaces.</p>

## PLATFORM

385. The CHESS zone is located in the Highbury West, Finsbury Park, Tollington, and St Georges wards. Utilising 2011 census data at lower super output area it’s estimated that approximately 5,431 people aged 0-18 live in the zone. This is projected to rise by 11% to 6,026 by 2018 (see annex 6 for the methodology used to calculate these population figures).

386. It was not possible to access all of the assets identified during the dates and times of scans for various reasons. It was particularly difficult to get access to schools. The assets that were identified through the process but not scanned are listed in annex 6 within the Platform CHESS report.

Table 39: List of assets scanned in Platform CHESS zone by young people

<b>Outside Urban Spaces (OUS)</b> 1. Andover Community Centre Play Area 2. Ingleby Road 3. Kings Down Road Open Space 4. Kinloch Gardens 5. Landseer Gardens 6. Royal Northern Gardens 7. Simmons Park Estate Play Zone 8. Woodfall Park 9. Tomlins Walk 10. Whittington Park 11. Sussex Way Open Space 12. Wray Crescent 13. Manor Gardens Play Area 14. Cornwallis Square Park 15. Davenant Road Park 16. Tenby House 17. Gillespie Park Nature Reserve (Islington Ecology Centre) 18. Swainson House 19. Andover Estate Play Area by Sue Davis playground 20. Old Andover Estate / Sue Davis Football Pitch 21. Harvist Estate Sports Pitch	<b>Youth Clubs (YC)</b> 1. Platform centre for the performing arts 2. Cornwallis Square Play and Youth Project 3. Islington Air Cadets
	<b>Early Years Programmes (EYP)</b> 1. Willow Children’s Centre
	<b>Indoor Physical Activity Spaces (IPAS)</b> 1. Sobell Leisure Centre 2. The Factory: Dance Fitness Gym 3. Andover Community Centre
	<b>Sports and Physical Activity Classes and Clubs (SPACC)</b> 1. London School Capoeira 2. Pacific Cricket Club
	<b>After Schools Programmes (ASP)</b> 1. Pooles Park School 2. Pakeman Primary 3. Montem primary school

The types of facilities and provision found at assets

387. Table 40 sets out the different facilities suitable for physical activity found within the 33 assets (excluding the seven street scans – information on these can be found in the full CHESS report).

Table 40: Number of facilities scanned in Platform CHESS zone and grade awarded

Type of facility/provision	Total	Grade A	Grade B	Grade C
Children's playground	19	1	9	9
Space for physical activity*	9	3	4	1
Climbing wall	2	0	2	0
Multi-use games area**	7	1	5	1
Outdoor gym	1	1	0	0
Astroturf pitch (full size)	1	1	0	0
Skate park	1	1	0	0
Cricket pitch	1	0	1	0
Outdoor table tennis	3	1	2	0
Trails	1	0	1	0
Classes / session / club offered	9	2	4	0
Adventure playground	1	1	0	0
Indoor space ***	9	3	2	1
Fitness/dance studio	4	0	3	0
Gym	2	0	2	0
Ice rink	1	0	1	0
Afterschool clubs	3	1	1	0
Squash courts	1	0	1	0
<b>TOTALS****</b>	<b>75</b>	<b>16</b>	<b>38</b>	<b>12</b>

\* Outdoor space big enough for small group physical activity including green space, open space and school yards.

\*\* Various surfaces.

\*\*\* Includes: halls, classrooms, dojo, sports halls and school halls large enough to support group physical activity.

\*\*\*\* Four assets including nine facilities were not graded.

Table 41: Summary of findings and needs from the Platform CHESS scan

Evidence	Need
<ul style="list-style-type: none"> <li>Factors such as negative signage and assets locked or only lit at certain times of day frustrate young people and could be a barrier preventing access to assets to be physically active.</li> </ul>	Need 89 – Young people have access to all assets within their communities.
<ul style="list-style-type: none"> <li>The perceived quality and appropriateness of space and equipment at an asset influences whether young people will use it.</li> <li>Of the 19 children's playgrounds scanned by the young people only one received an 'A' grade (Whittington Park). Nine were graded 'B' and nine were graded 'C'.</li> <li>There is a lack of variety in equipment used on children's playgrounds.</li> </ul>	Need 90 - High quality, age-appropriate children's playgrounds.
<ul style="list-style-type: none"> <li>A number of factors such as location of asset, whether it's well used or not, being well lit and tidiness influence young people's perceptions of it</li> </ul>	Need 91 – For young people to feel safe when using assets.

being safe to use.	
<ul style="list-style-type: none"> <li>• Estate-based youth clubs have closed.</li> <li>• Lower number of outdoor assets (7) deemed suitable for 12-16 age group.</li> </ul>	Need 92 – More assets targeted at teenagers in the CHESS zone.
<ul style="list-style-type: none"> <li>• Assets that were observed or perceived as not being used (by the young people) tended to be graded lower.</li> </ul>	Need 93 – Increase usage of under-utilised outdoor assets.
<ul style="list-style-type: none"> <li>• Assets that had a variety of things to do for different ages tended to receive a better grade from the young people.</li> <li>• Organising structured opportunities on outdoor urban spaces was perceived as a good way to increase usage and make them attractive to young people.</li> <li>• The provision of good outdoor facilities without structured opportunities is not enough to generate higher levels of physical activity usage.</li> </ul>	Need 94 – Utilise more outdoor spaces to offer a wider variety of structured activities.
<ul style="list-style-type: none"> <li>• The affordability of activities (where payment is required) at assets in the Platform CHESS zone (in particular, the Sobell Centre) influenced the grade it received and is a barrier to some young people being physically active in that asset.</li> <li>• All four A-graded assets offered free or low-cost structured opportunities activities appropriate to their targeted age group.</li> </ul>	Need 95 – Make access to indoor assets and structured activities more affordable.
<ul style="list-style-type: none"> <li>• The young people do not actively travel because they perceive roads to be dangerous and prefer to use buses rather than walk due to ease.</li> </ul>	Need 96 – Promote active travel.
<ul style="list-style-type: none"> <li>• The young people identified actions for themselves, their youth club, the community and the council regarding working together to get more young people physically active.</li> <li>• Young people want to be involved in planning and designing physical activity provision in their area.</li> </ul>	Need 97 – All stakeholders including young people to work together to increase physical activity levels.
<ul style="list-style-type: none"> <li>• There were no observations of promotional material for physical activity opportunities found anywhere other than within indoor assets.</li> <li>• Activities taking place on outdoor assets did not seem to be promoted.</li> <li>• Young people like to hear about what's going on from their friends and youth workers. They may look up assets such as the Sobell centre on the internet.</li> </ul>	Need 98 – For young people to be aware of physical activity assets and opportunities.

#### 4.5.3 The provider perspective

388. This section presents findings from research into the perspective of providers of physical activity opportunities. Views of providers were collected using an online

survey (stakeholder survey) as detailed in appendix G. Findings are presented for Camden first and then for Islington.

**Camden**

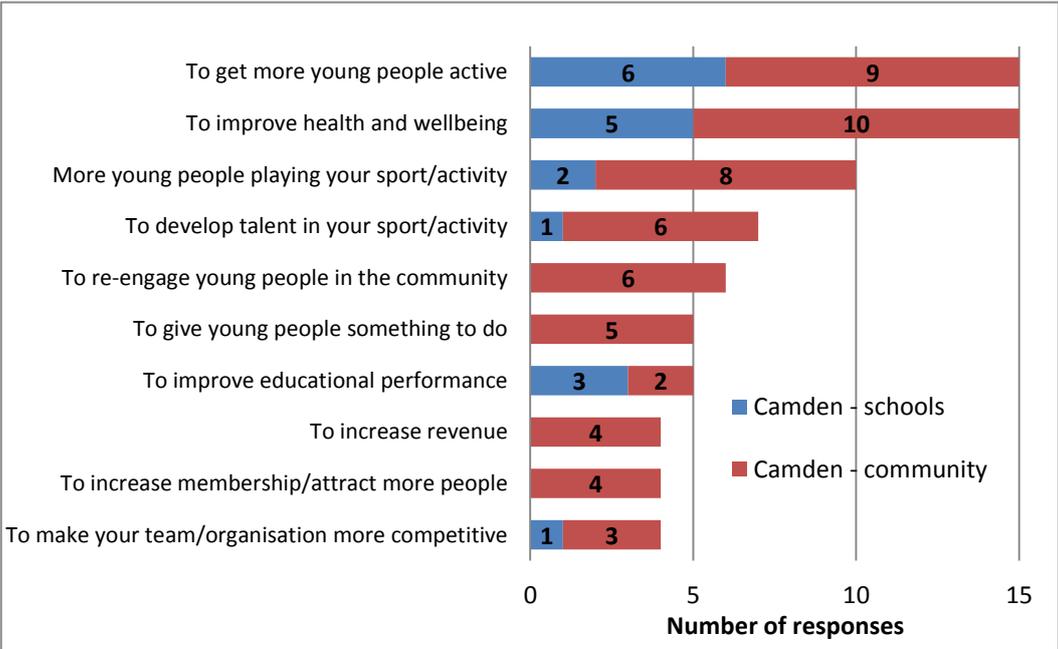
389. 34 organisations that operate across Camden responded to the stakeholder survey. 28 of these were community providers and six were schools.

**Motivations for providing physical activity opportunities in Camden**

390. The stakeholder survey asked providers for their top three motivations for providing physical activities to young people. The results are presented in figure 17 below. Results highlight that:

- ‘To improve health and wellbeing’ and ‘to get more children and young people active’ were the most frequently cited reasons for both school and community providers. This suggests that there is strong alignment between the motivations of providers who responded to the stakeholder survey and the key objectives of Pro-Active Camden, which are to “increase participation in sport and physical activity and to encourage people to lead healthier lifestyles.” (16)

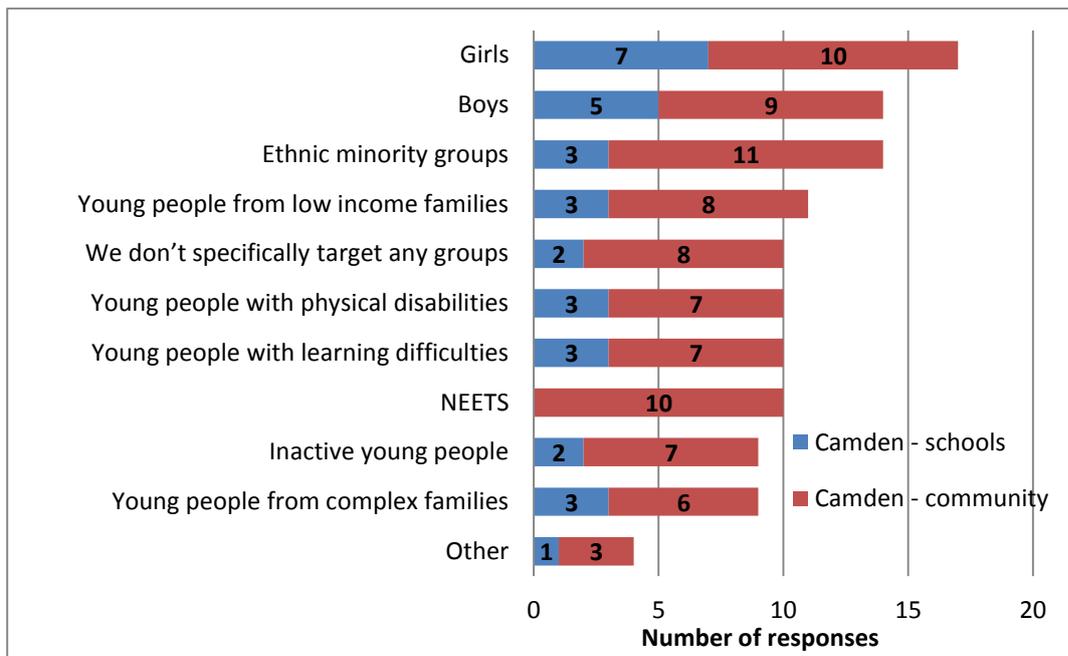
*Figure 17: Stakeholder survey results showing community providers and schools’ motivations for providing physical activities to young people in Camden*



### Cohorts targeted by providers in Camden

391. The stakeholder survey asked providers to identify groups their activities are specifically targeted to. The responses are presented in figure 18 below.

Figure 18: Stakeholder survey results showing groups specifically targeted by providers in Camden



### Ability to meet demand in Camden

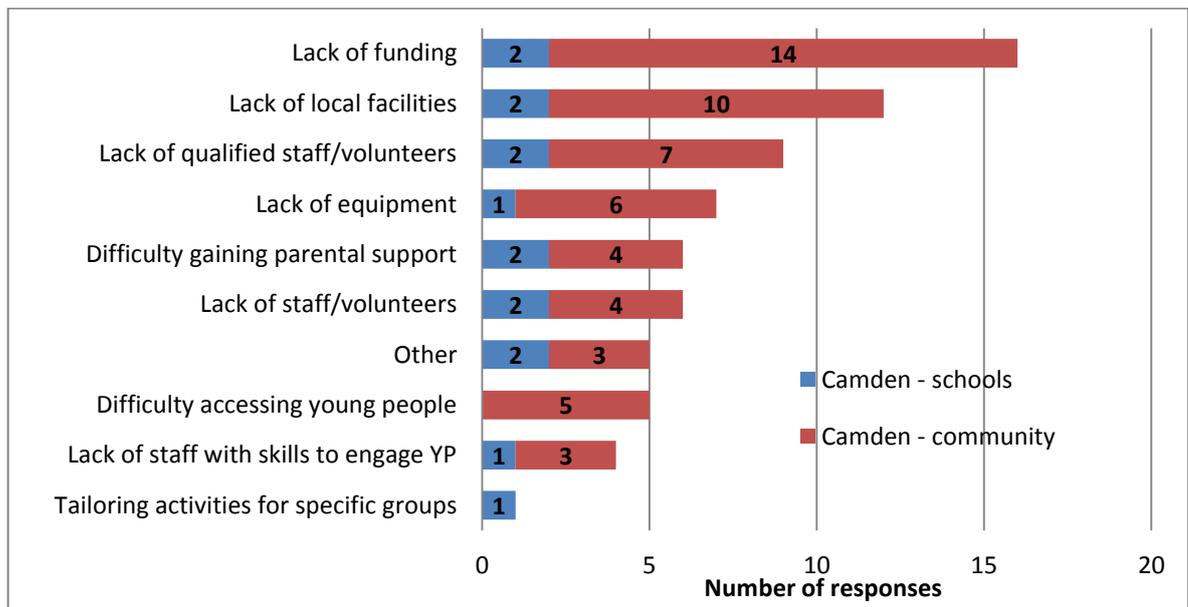
392. The stakeholder survey asked providers whether they were able to meet the current demand for physical activities. The results highlight that:

- Catering for demand is sometimes an issue for half of the providers that responded to the survey (17).
- Eight out of 34 providers (four schools and four community providers) stated that they can always meet current demand.

### Challenges faced by providers in Camden

393. The stakeholder survey asked providers to identify their top challenges in getting more young people active. Responses are presented in figure 19 below.

Figure 19: Stakeholder survey results showing the challenges providers in Camden face when trying to get young people to take part in physical activity



### Islington

394. 52 organisations that operate across Islington responded to the online stakeholder survey. 39 of these were community providers and 15 were schools.

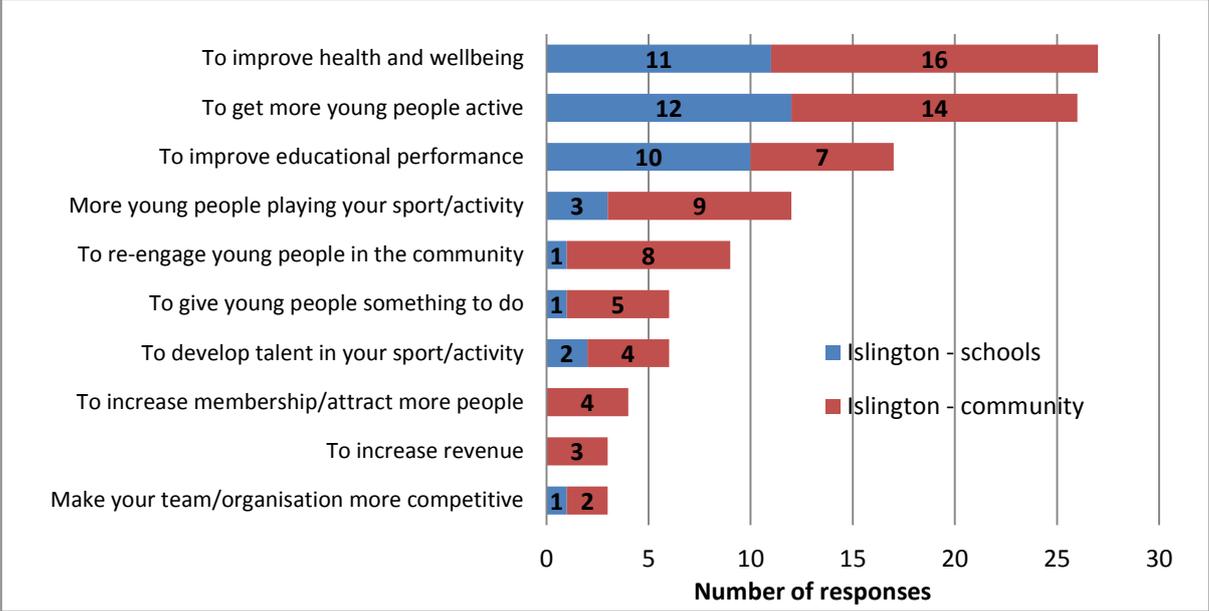
### Motivations for providing physical activity opportunities

395. The stakeholder survey asked providers for their top three motivations for providing physical activities to young people. The results are presented in figure 20 below.

Results highlight that:

- ‘To improve health and wellbeing’ and ‘To get more children and young people active’ were the most frequently cited reasons for both school and community providers. The third most popular reason for community providers was ‘to get more young people doing sport/physical activity’. For schools it was to ‘improve educational performance’.
- This suggests that there is strong alignment between the motivations of providers who responded to the stakeholder survey, Pro-Active Islington and Islington’s health and wellbeing board; they all share objectives to improve the health and wellbeing and activity levels of Islington’s population of young people.

Figure 20: Stakeholder survey results showing community providers and schools' motivations for providing physical activities to young people in Islington

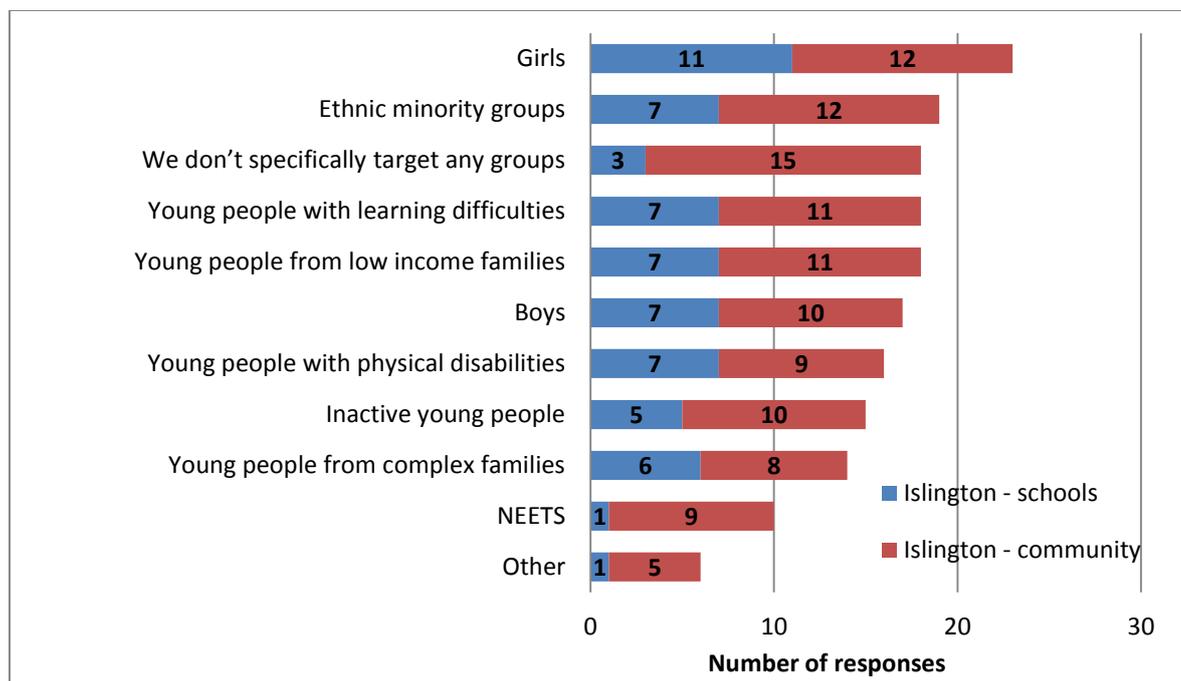


**Cohorts targeted by providers in Islington**

396. The stakeholder survey asked providers to identify groups their activities are specifically targeted to. The responses are presented in figure 21 below. A summary of key findings include:

- 15 out of 39 community providers stated that they did not specifically target any groups.

Figure 21: Stakeholder survey results showing groups specifically targeted by providers in Islington



### Ability to meet demand in Islington

397. The stakeholder survey asked providers whether they were able to meet the current demand for physical activities. The results highlight that:

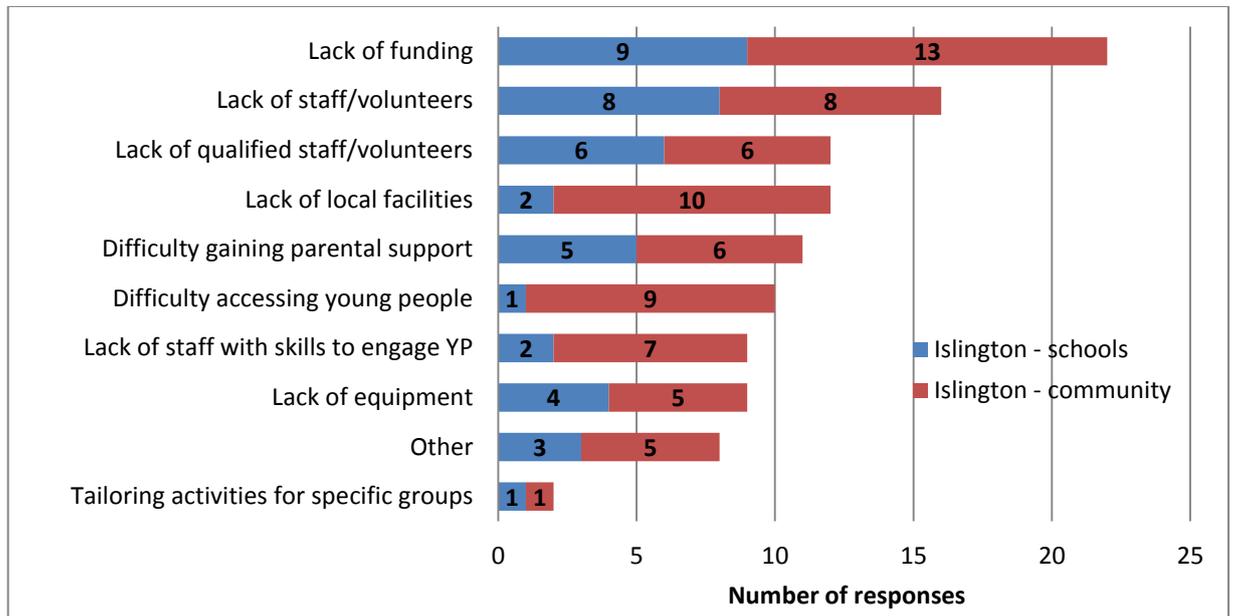
- Catering for demand is sometimes or occasionally an issue for 21 out of the 40 organisations in Islington that responded to the survey.
- 19 providers (seven schools and 12 community providers) reported that they were always able to meet the current demand for their services.

### Challenges faced by providers in Islington

398. The stakeholder survey asked providers to identify their top challenges in getting more young people active. Responses are presented in figure 22 below. Results highlight that:

- 'Lack of staff/volunteers' and 'lack of qualified staff/volunteers' are both workforce challenges and when combined, were identified 28 times. These challenges were common across both school and community providers.

Figure 22: Stakeholder survey results showing the challenges providers in Islington face when trying to get young people to take part in physical activity



### Supporting providers in Camden and Islington

399. The stakeholder survey asked respondents for their views on what would help them get more young people involved in physical activity. This was a free text answer so in order to analyse their responses, they were grouped into themes. The number of times themes were mentioned can be seen in figures 23 (Camden) and 24 (Islington). The most common theme for Camden was related to the cost of providing activities and young people’s ability to pay for them. This was the second most common theme in Islington.

400. Example answers include:

- *“The age-old problem more money spent on better facilities that price out youngsters of our communities in favour of adults from law firms and banks. Councils pay no heed to the need to allow 9-16 year olds to hire local all weather pitches from 5-9pm instead allow the said lawyers and bankers this prime time spots and then wonder why kids find trouble at these times. (sports club working across both boroughs).”*
- *“More free available locations for young people to use, without paying expensive fees in renting out venues. (Camden youth organisation).”*
- *“Grants to offer sessions at a subsidised cost, and suitable venues at affordable cost! (provider working across both boroughs).”*

- *“More free equipment, coaches and special needs competitions. (Islington School).”*

401. In Islington, the most common theme was related to staffing. This was the case for both school and community providers. Staffing was the joint second most popular theme (with facilities) across Camden providers, although it was the most common theme from Camden schools.

402. Example answers include:

- *“Ensure that clubs are always run by a reliable coach/teacher (school operating across both boroughs).”*
- *“Increased knowledge in local sports centres so that staff have skills to support physical disabilities plus complex needs. funding for families to gain support for their child to attend (transport cost, carer support)(Islington School).”*
- *“Better quality Youth Workers (Islington Youth Centre).”*
- *“More sports specific funding to employ qualified, CRB checked coaches who can run extra sessions. Only 4 staff in PE and hard to run 5 football teams, 5 rugby teams, 2 basketball teams, table tennis, badminton and fitness between just us! (Camden School).”*

Figure 23: Stakeholder survey results showing factors that would support providers to get young people physically active in Camden

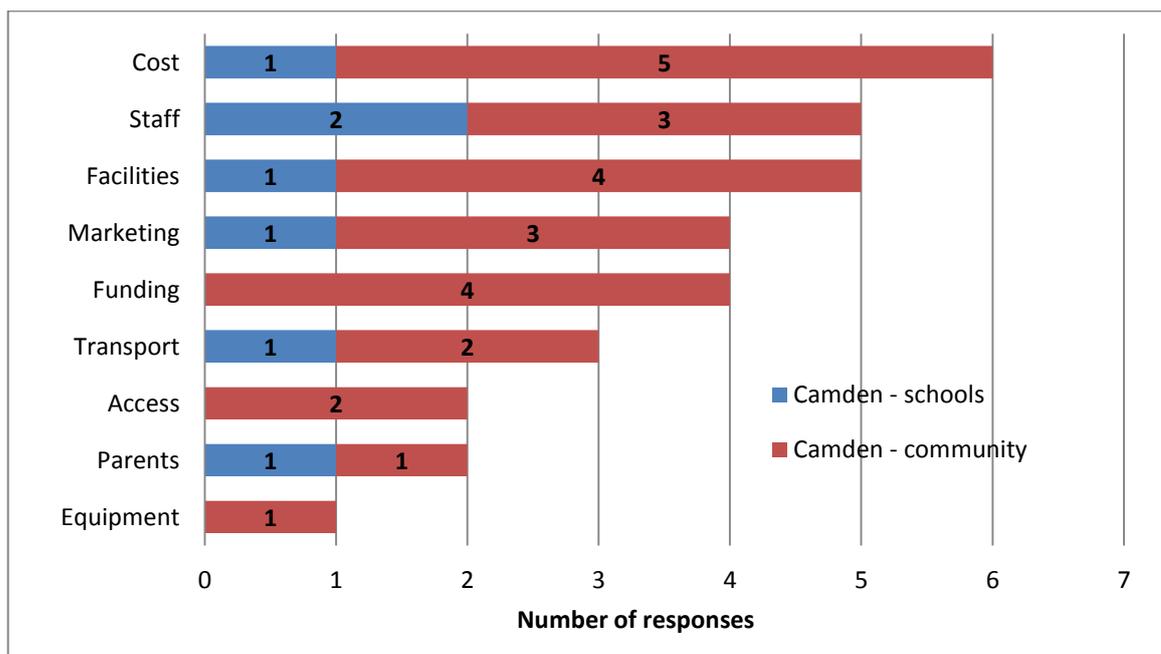
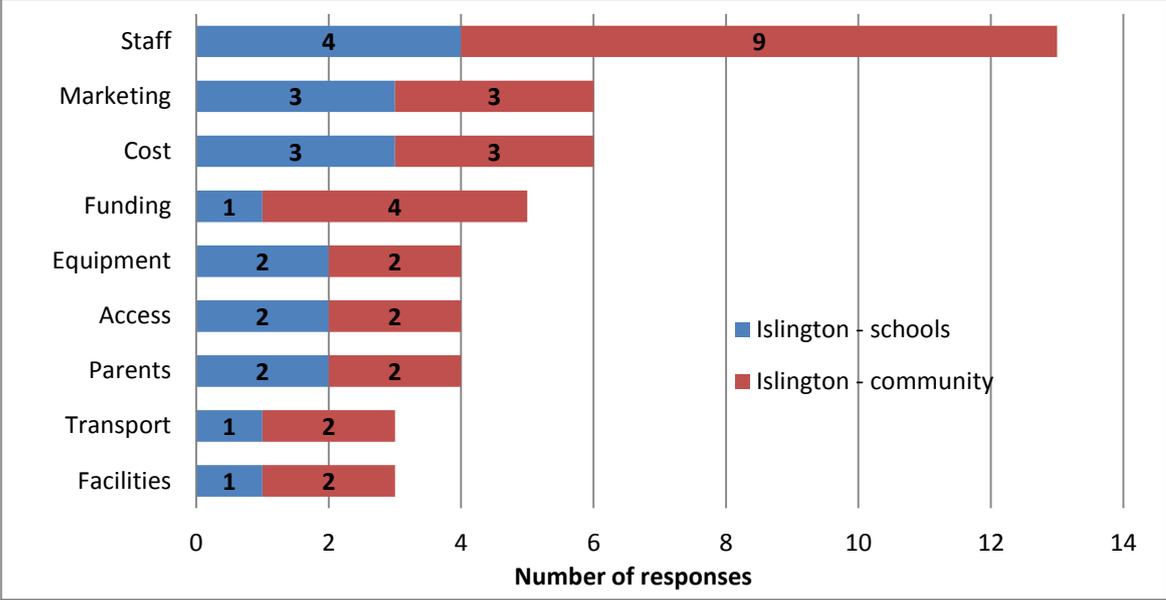


Figure 24: Stakeholder survey results showing factors that would support providers to get young people physically active in Islington



**Provider views on what attracts young people to take part in the physical activity opportunities they provide**

403. The stakeholder survey asked providers to identify the factors that attract the most number of young people to take part in their physical activity opportunities. They were able to choose three from a range of options and were asked to rank them. The relative frequency of each chosen option is presented in figure 25 (Camden) and 26 (Islington) below.

404. The five factors chosen most frequently by stakeholders that attract the most number of young people to take part were common across Camden and Islington. In rank order these were:

- Activity leaders who are engaging (22).
- Quality of facilities/environment (19).
- Affordable/free sessions (17).
- Delivering activities in convenient, familiar locations (16).
- The sports that you provide are popular (14).

Figure 25: Stakeholder survey results showing provider views on what attracts young people to take part in their activities - Camden

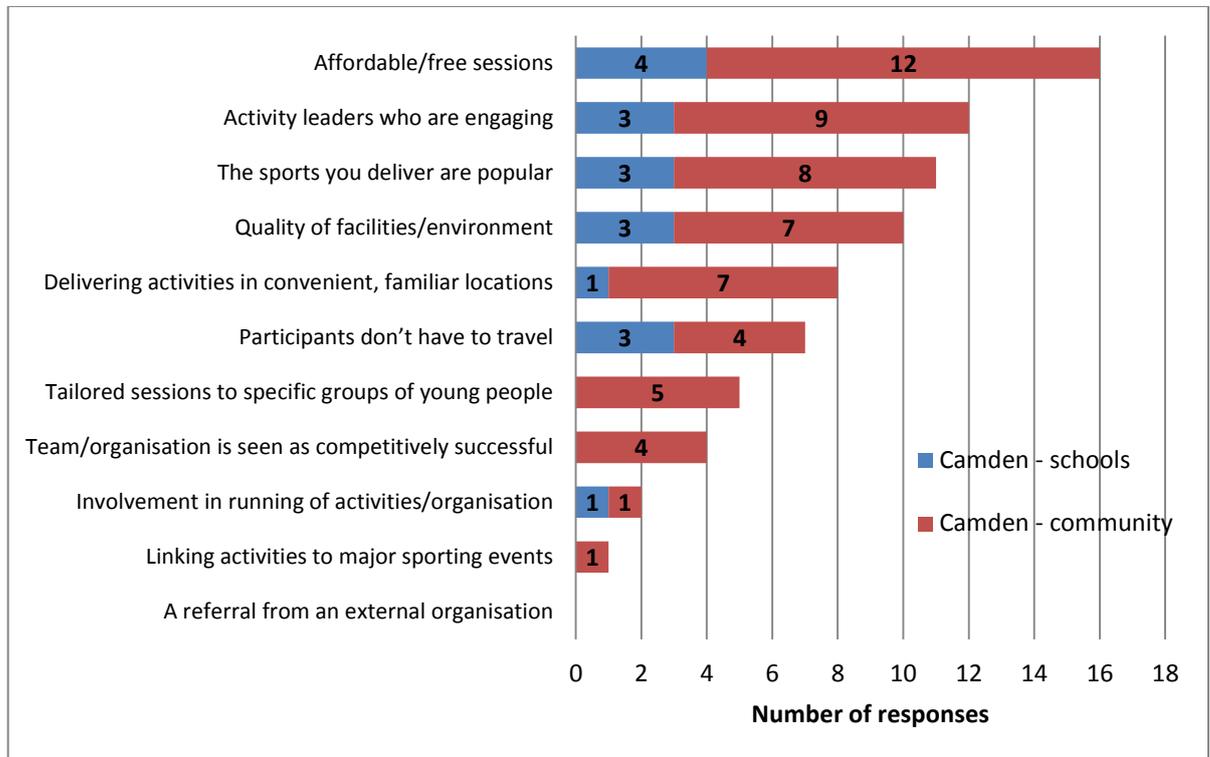
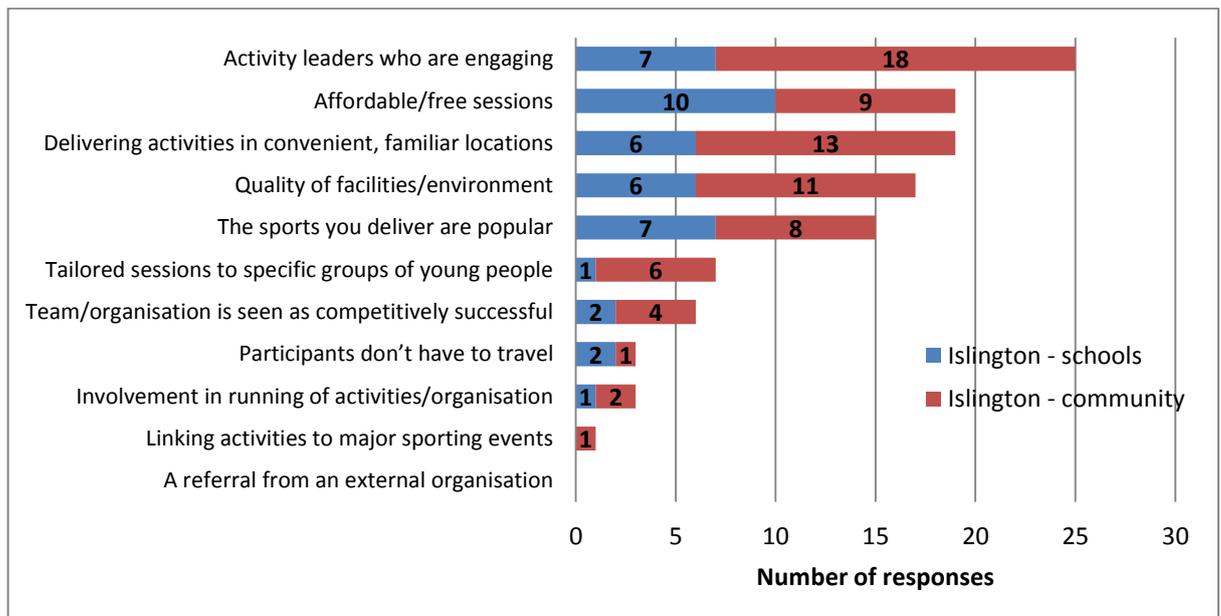


Figure 26: Stakeholder survey results showing provider views on what attracts young people to take part in their activities - Islington



405. The stakeholder survey also asked providers to make further comments (in a free text format) about how it might be possible to get more young people active. Results for this question are shown in figure 27 below.



- The majority of providers in Camden (19) and Islington (21) think that demand is likely to increase in the next five years. Community providers hold this view more than schools do.
- Only one provider expected demand for their services to decrease (Islington respondent).

408. Providers operating in Camden and Islington gave a range of reasons for this, including:

- They are already at capacity and experience high demand - *“As Chairman of the [name removed] year on year we see demand exceed the places we can offer in the league due to pitch availability. As secretary of [name removed] we have to turn youngsters away as our squads are usually full.”*
- The quality of the provider to innovate and provide the activities young people want - *“We are a new organisation with new and innovative ideas with 40 years of teaching and performance experience.” / “As we are developing more activities that young people want”*
- The economic climate - *“Free good quality local activities may be in greater demand due to financial constraints.” / “As sports are being promoted at our school, also as parents are returning to work, after school clubs are used as child care.”*
- Due to enhanced profile and interest in the activity - *“Capoeira is experiencing a positive trend in growth across the world. It is slowly becoming more popular in film and media. We also expect more interest from low-income families as they try to avoid the social fragmentation experienced the last time the government implemented so many cuts to local community services.”*
- Access to improved facilities - *“All our clubs are popular and as we have moved into a new school building with enhanced facilities I anticipate that the demand and provision of physical clubs will increase.”*
- Building partnerships and outreach work - *“We...have built a strong relationship in our local schools and two estates in the local areas which is increasing the demand of the service.”*

409. Those providers who were unsure or thought that demand would remain static provided the following reasons.

- Parental factors - *“parental attitude is main factor in blocking children's access to play and physical activity, fuelled by media and exaggerated perceptions of risk.”*

- A need for new activities - *“Unless there are new activities to participate in, pupils will stay doing the same as they always have. Also, unless parents are behind them, supporting and encouraging them, nothing will change.”*
- The extent to which sport is promoted - *“It depends how well sport is delivered and promoted in school and at grassroots level outside of school.”*

410. In addition to provider’s views on whether demand might change, some stakeholders raised the need for planning to take into account a real or potential increase in demand.

411. One Islington stakeholder mentioned that the athletics club at Finsbury Park has struggled to cater for the demand from young people following the London 2012 Games.

412. Another stakeholder who works with young people with special educational needs raised that there is evidence of growth in the number of children with complex disabilities because more babies are surviving at birth due to advances in medicine and surgery.

### ***Communications and promotion***

413. The stakeholder survey asked providers what were the most effective ways they have found to promote their organisation and its activities to young people. Providers were able to choose three options. The results are presented in figure 28 (Camden) and 29 (Islington):

- ‘Direct contact with young people in schools’ was the most chosen method of promotion for schools in both Camden and Islington.

Figure 28: Stakeholder survey results showing the most effective ways providers have found to promote physical activity to young people in Camden

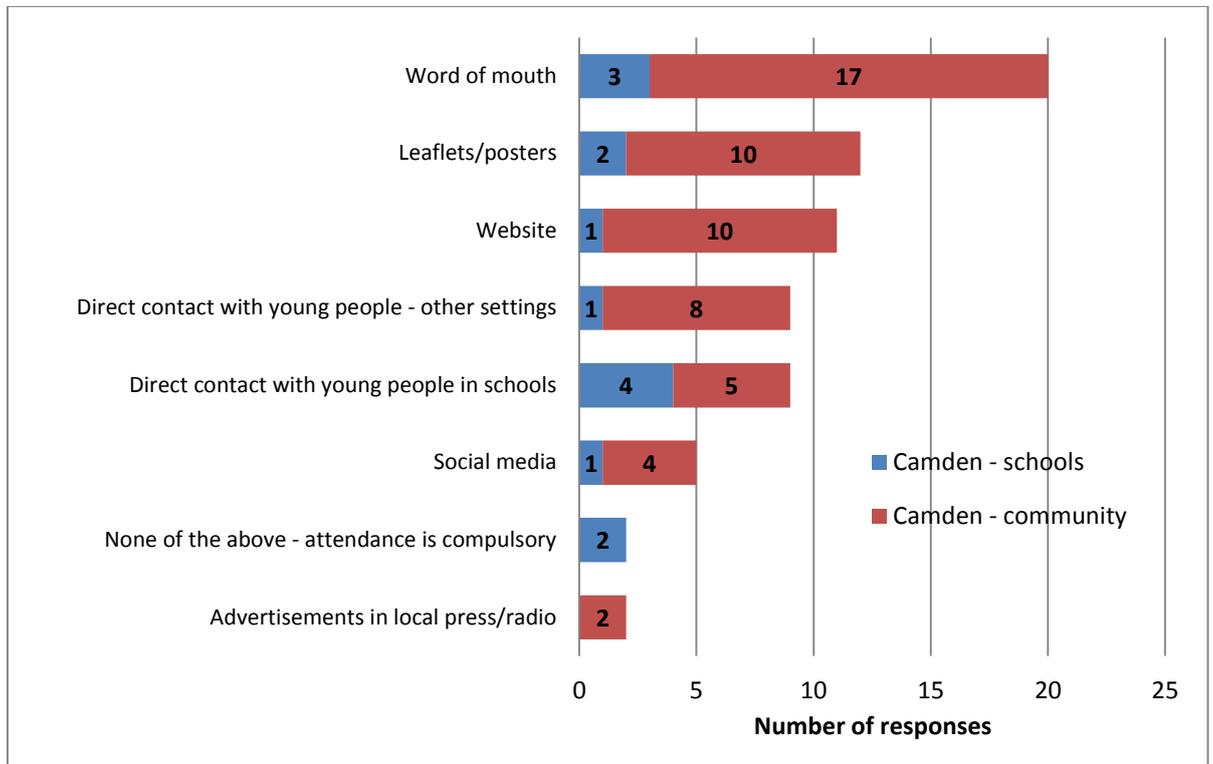
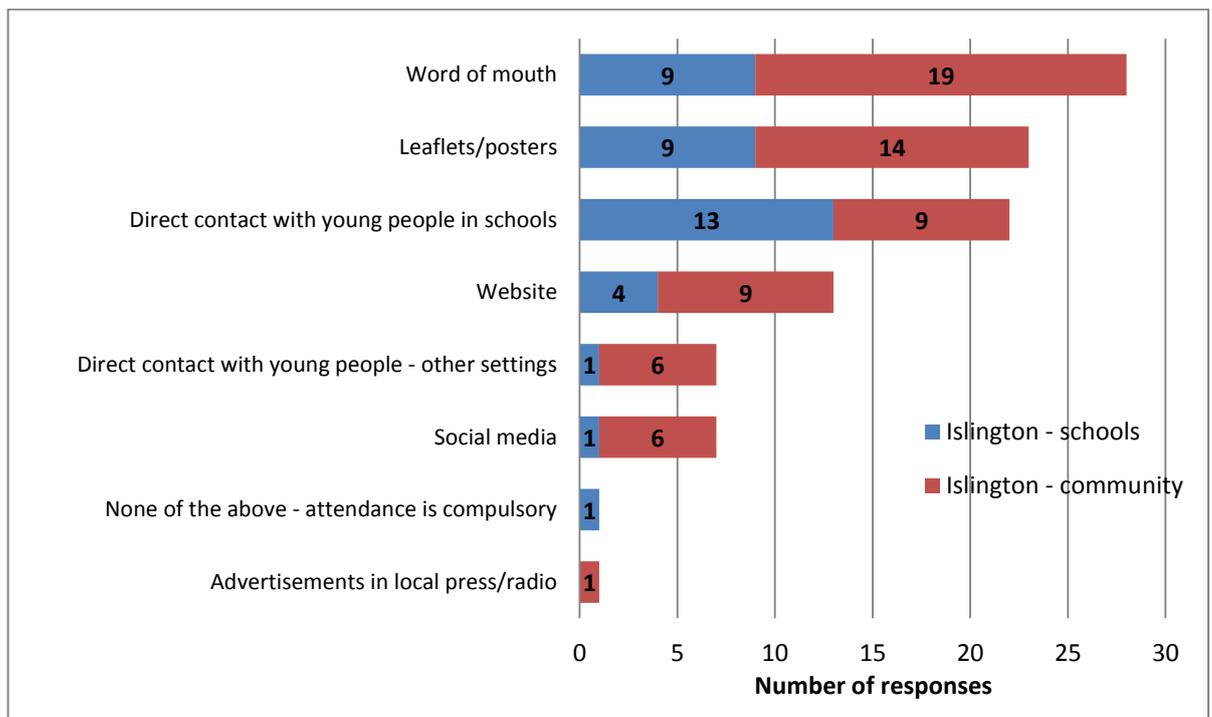


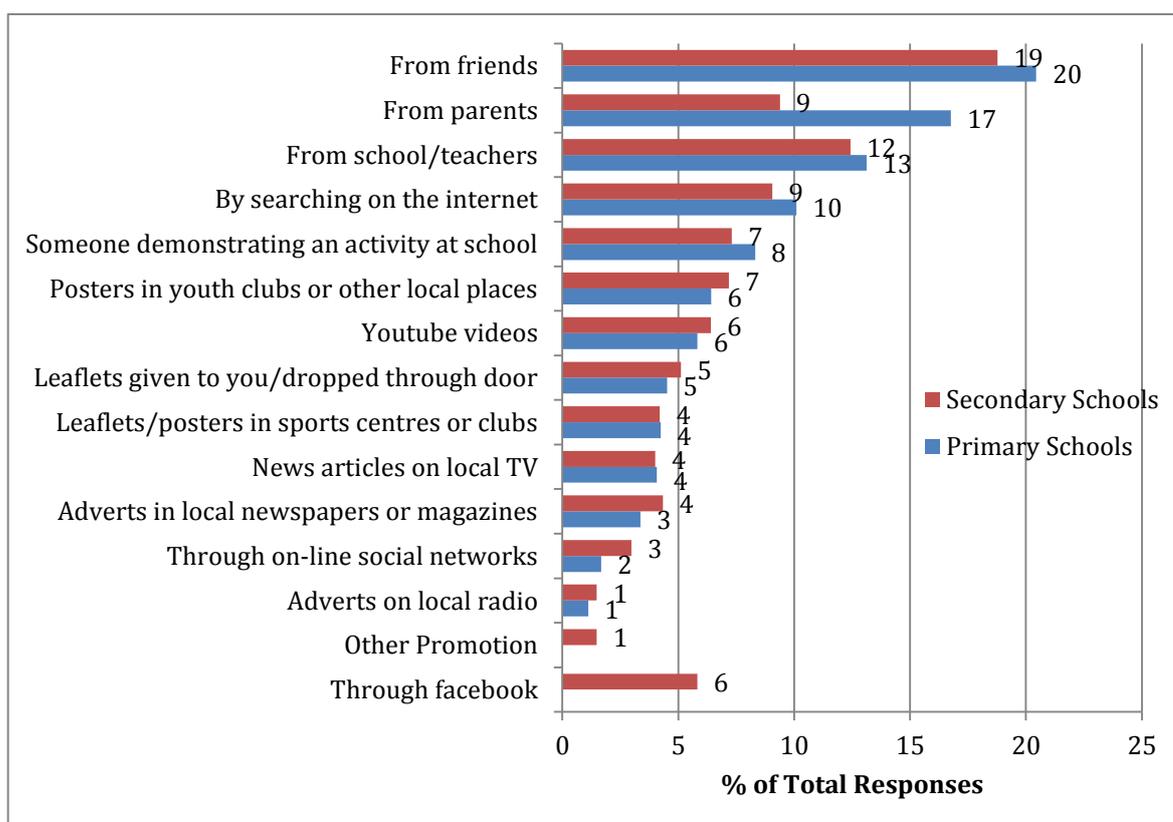
Figure 29: Stakeholder survey results showing the most effective ways providers have found to promote physical activity to young people in Islington



414. The CYP survey asked young people in Camden and Islington to select the ways in which they would like to find out about exercise opportunities. Responses are shown in figure 30 below.

- It is notable that the preferences of those surveyed match well with the methods that providers perceive as working best. The top three preferences (from friends, parents, school teachers) are considered 'word of mouth'.

Figure 30: CYP survey results showing ways in which young people would like to find out about exercise opportunities



**Supply: stakeholders – identified needs:**

Need 99 – To further capitalise on the motivations that providers have in relation to getting more young people active and improving their health and wellbeing.

Need 100 – To capitalise on the providers that specifically target girls and disabled young people.

Need 101 – To encourage and support providers to target other key cohorts, particularly those that do not currently target specific groups (emphasis on Islington).

Need 102 – For more providers to be able to meet the demand from young people more often.

Need 103 – To limit the extent to which funding for providers is a barrier to them offering

opportunities to young people and to ensure the opportunities they provide are affordable to the young people.

Need 104 – For providers to access more staff/volunteers with appropriate training and qualifications.

Need 105 – For providers to have greater access to good quality and appropriate facilities.

Need 106 – To plan for and cater for the anticipated increase in demand for the services of physical providers in Camden and Islington.

Need 107 – To integrate and coordinate the approach, available resources and physical activity services to young people.

Need 108 – To use word of mouth mechanisms (via friends, parents and teachers) to communicate physical activity opportunities to young people.

Need 109 – Providers to be able to provide services that more young people can afford.

Need 110 – Activity leaders need to be able to engage well with young people.

#### **4.5.4 Assessing and forecasting structured provision in Camden and Islington CHESS zones**

415. This section looks at the current supply of structured activities (organised sessions led by an adult) in CHESS zones and provides a forecast of what future supply might look like. Research was carried out into existing supply of structured activities in CHESS zones. Using estimated current and future population figures, it is possible to understand the extent to which supply can support young people to increase their physical activity levels both now and in the future.

##### ***Overview of model***

416. The previous Labour Government's PE and Sport Strategy for Young People (17) had an objective for all young people to undertake five hours of structured PE and physical activity per week. This was to be made up of two hours of PE a week and a further three hours of structured extra-curricular or community sport and physical activity. Working on the assumption that all 0-18 year olds in Camden and Islington receive two hours of PE per week and are able to organise/take part in two hours of unstructured activity per week, a total of three hours of structured extra-curricular or community sport per week was taken as the ideal amount each person aged 0-18 living in a CHESS zone should have available to them in order to meet CMO guidelines (seven hours per week).

417. To calculate current supply, the number of hours of structured activity provided by each asset annually within CHESS zones was counted. To this figure was added 10 hours a week of structured activity during term time for each primary school in the CHESS zone. The same was then added for secondary schools, using 16 hours a week<sup>10</sup>. The total figure was then divided by 52 to give an average weekly supply of structured activities within CHESS zones.
418. To calculate the extent of the supply required, an assumption was made that each structured activity session can accommodate 20 young people. This was based on a review of how many young people attend an average Sportivate session<sup>11</sup>.
419. To understand the number of hours of structured activity required in each CHESS zone to provide the current population of 0-18 year olds with three hours a week, the following calculations were made:
- Current 0-18 population of CHESS zone X 3 (hours required per week) = total number of hours a week needed by 0-18 year olds in CHESS zones.
  - Total number of hours a week needed by 0-18 year olds in CHESS zones / 20 (people per session) = total number of hours of sessions a week required.
  - Total number of hours of sessions a week required – current number of hours of sessions a week supplied within CHESS zones = number of additional hours a week required within CHESS zones to enable all 0-18 year olds living within the zones to access three hours of structured activity per week.
420. It should be noted that this model assesses supply against an objectively identified level of desired structured activity. It does not consider whether there is, or will be in future, the demand from the young people to take up this supply.

### *Assessing current supply*

421. While researching existing levels of supply two relevant findings were identified:
- Finding information on what structured activities are available is a considerable challenge as there is no central or single location where supply information is collated.
  - There is limited supply of structured activities that specifically targets girls and disabled young people.

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<sup>10</sup> Camden school sport survey 2011/12 found that, on average, primary schools offered 10 afterschool clubs and secondary schools offered 16. These figures have been utilised to estimate weekly afterschool provision.

<sup>11</sup> Sportivate is a government-funded programme that provides weekly sessions of sport for 14-25 year olds. It operates in both Camden and Islington.

Table 42: Number of hours of structured activity sessions a week required for 0-18 year olds in CHESS zones based on current population estimates

<b>CHESS zone</b>	<b>Current 0-18 population</b>	<b>Hours of structured activity sessions required to provide 0-18s with three hours of sessions a week</b>	<b>Estimated number of hours of structured activity sessions currently supplied per week</b>	<b>Additional hours of structured activity sessions required to provide 0-18s with three hours of sessions a week</b>
<b>Somers Town</b>	1160	174	62	112
<b>QCCA</b>	3242	486	138	348
<b>FYA/Zone</b>	4141	621	214	407
<b>Platform</b>	5431	815	336	479
<b>The Lift</b>	3299	495	130	365
<b>Surma</b>	3631	545	137	408

### *Forecasting future provision of structured activity to meet population changes*

422. Using the same model, calculations were also made to understand what supply would be required to enable the estimated 2018 population of 0-18 year olds in CHESS zones to access three hours of structured activity a week. This was done by substituting current population figures for projected ones. These calculations worked on the assumption that current levels of supply would remain.

Table 43: Number of hours of structured activity a week required based on future population predictions

<b>CHESSESS zone</b>	<b>Projected 2018 0-18 population</b>	<b>Hours of structured activity sessions required to provide 0-18s with three hours of sessions a week in 2018</b>	<b>Estimated number of hours of structured activity sessions currently supplied per week</b>	<b>Additional hours of structured activity sessions required to provide 0-18s with three hours of sessions a week in 2018</b>
<b>Somers Town</b>	1269	190	62	128
<b>QCCA</b>	3115	467	138	329
<b>FYA/Zone</b>	4246	637	214	423
<b>Platform</b>	6026	904	336	568
<b>The Lift</b>	3477	522	130	392
<b>Surma</b>	3730	560	137	423

**Supply: structured opportunities – identified needs:**

Need 111 – To increase the supply of structured opportunities in all CHESSESS zones.

Need 112 – To take into account increasing population levels when planning for the required levels of structured supply.

Need 113 – To consider how to stimulate the demand when planning to increase supply.

### Section Five

#### 5.1 Introduction

423. This section takes the identified needs from this report (section 4) and uses them to build a set of recommendations for Pro-Active Camden and Pro-Active Islington. To support the implementation of these recommendations the following has been outlined for each:

- A short explanation.
- The number of the needs that the recommendation addresses – a full list of needs can be found in appendix L.
- A proposed lead service.
- A list of services and partner organisations that the recommendation has implications for.
- A timeframe for implementation:
  - Short – next 12 months.
  - Medium – one to two years.
  - Long – two to three years.
- A number of possible solutions to aid the implementation of each recommendation.

#### *Olympic legacy*

424. Recommendations six and nine are proposed as the basis of an Olympic legacy offer within both boroughs. These recommendations have been proposed because:

- They offer a quick speed of impact.
- They are visible to the community and offer the best opportunities for promoting legacy efforts.
- They will impact upon all young people.

#### *A subjective assessment of recommendation complexity and timescales to impact*

425. Figure 31 below is a subjective assessment of when action should be taken, how complex it might be to implement the recommendations, along with a view on the

length of time it may take for that recommendation to impact upon the physical activity levels of young people.

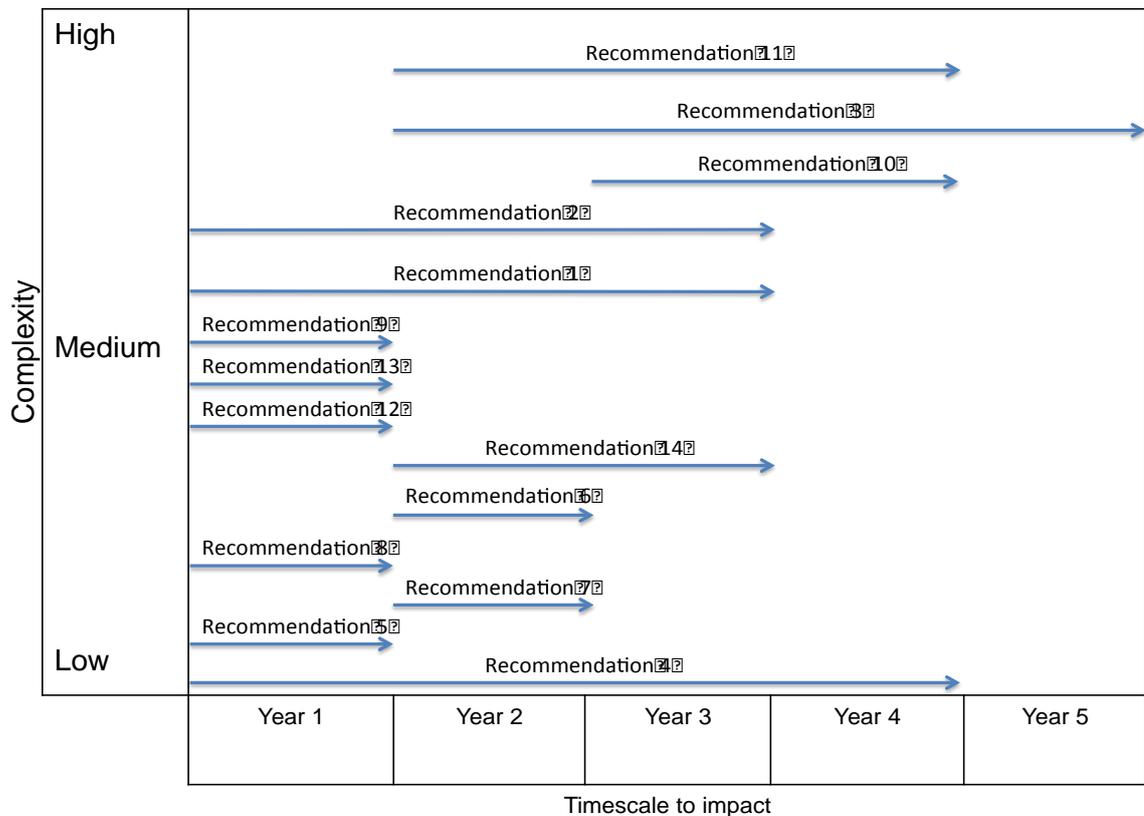
*Timescale to impact*

426. The timescales indicate two aspects. Firstly, the timescale when action on each recommendation should be initiated. Therefore recommendations 1, 2, 5, 8, 9, 12 and 13 should be initiated within year one. Secondly, a subjective assessment of how long (in years) it will take each recommendation to achieve an impact on young people’s activity levels.

*Complexity*

427. A subjective assessment of the complexity of each recommendation. Variables such as the scale of the implementation challenge, number of partners involved, resource implications and the strategic/operational nature of the recommendation were considered. Each recommendation has been ranked in order of complexity. Those towards the top of the model are the more complex to achieve, while those at the bottom are less complex.

Figure 31: The complexity and speed of impact proposed for the recommendations



## **Easing the path to a physically active lifestyle**

### **Recommendation 1: Establish a physical activity pathway to help all young people become more physically active.**

428. Too many young people are not doing enough physical activity to benefit their health. For many young people their existing experience of physical activity isn't motivating them to achieve the required levels. Furthermore, the physical activity levels of certain groups of young people (girls and disabled young people) are significantly lower than the general population.
429. There are many stakeholders, including services within the councils and their partner organisations, involved in shaping the physical activity experience that young people are exposed to. This is currently uncoordinated and seemingly left to chance outside of statutory PE provision. If young people's physical activity levels are going to improve then it will require the combined efforts of all stakeholders to implement a clear 'user journey' that helps young people (and their parent/carers) identify and take part in the physical activity opportunity that is right for their circumstances. This physical activity pathway will meet the differing needs of all young people and recognise that sport is a product that meets the needs of only some young people.
430. Bringing providers of physical activity opportunities together to be clear on the contribution they can make to the physical activity pathway will be key to its success. The research suggests that the majority of physical activity providers are primarily motivated by getting more young people active and improving their health and wellbeing. This 'common purpose' between commissioners, policymakers and providers needs to be capitalised upon.

**Addresses needs:** [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [11](#), [12](#), [13](#), [64](#), [97](#), [99](#), [101](#), [102](#), [103](#), [106](#), [107](#), [112](#).

**Lead services:** Public health and leisure<sup>12</sup>.

#### **This recommendation has implications for:**

- Health and wellbeing boards.
- Children's trusts.

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<sup>12</sup> Refers to leisure, sport and physical activity development teams within both councils.

- Camden and Islington council's commissioners and policymakers from services such as youth, play, park and open spaces, complex families and school improvement.
- Pro-Active Camden and Pro-Active Islington members.
- Clinical commissioning groups.
- School management teams.
- Children's centres.
- Camden and Islington council's services delivering physical activity opportunities to young people such as youth, play and school improvement.
- Leisure contractors.

**Timeframe:** Short term to medium term.

**Solutions:**

- a. Take the evidence and recommendations from this project to key decision making groups to embed across key policies and instigate desired action. These might include:
  - Health and wellbeing boards.
  - Clinical commissioning groups.
  - Children's trusts.
- b. Make the case for the physical activity pathway and engage decision makers from the following key partnerships and council services, including:
  - Complex families.
  - Adult social care.
  - Parks and open spaces.
  - Housing.
  - Play and youth.
  - Community safety.
  - School improvement.
- c. Review the membership and/or the terms of reference of the Pro-Active partnerships in light of engaging with services listed above and to ensure appropriate representation to develop and support the physical activity pathway.
- d. Pro-Active Camden to review its strategy and ensure it focuses on young people as well as adults, clearly setting out how it contributes to the physical activity pathway.

- e. Pro-Active Islington to use the evidence of this needs assessment to strengthen delivery of the elements of its strategy which focusses on young people and set out how they contribute to the physical activity pathway.
- f. Ensure the physical activity pathway:
  - Reflects the breadth of physical activity provision from everyday activity including active travel through to sport.
  - Establishes processes to support young people in critical transitions between children's centres, schools, colleges and community environments.
- g. Establish a local physical activity pathway delivery pilot in each borough. These should consider:
  - Initially focussing on the Gospel Oak area in Camden to make the most of the Talacre Sports Centre and the QCCA as key facilities and resources.
  - Initially focussing on the Platform CHESS area in Islington to make the most of the Sobell centre's marketing expertise and outreach work and the Platform youth centre as a key facility in the area.
  - Leadership from relevant services from within Camden and Islington councils that will help bring together relevant schools, children's centres, facilities and community providers.<sup>13</sup>
  - Formulation of local 'delivery groups' made up of representatives from organisations that deliver physical activity opportunities in the locality.
  - The initial purpose of the groups to explore how those organisations involved contribute and can support delivery of the physical activity pathway locally.
  - How to incentivise involvement/contribution from schools and community groups such as giving preferential access to funding or discounted facility access.
- h. Work with providers of physical activity opportunities from across the borough to:
  - Establish their needs for spaces/facilities.
  - Establish their workforce needs.
  - Ensure provision of activities that young people want to do most is available.
  - To secure funding for the provision of more opportunities.
  - Engage them in the local physical activity pathway delivery pilot in each borough where relevant.

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<sup>13</sup> Refers to a wide range of not-for-profit organisations that provide physical activity facilities and opportunities in the local community.

## **Recommendation 2: Encourage all young people to form a physically active lifestyle.**

431. Physical activity levels of young people reduce as they get older, particularly during early teen years. Once young people (and in particular, girls) stop taking part in physical activity they find it difficult to get back into it. They feel that a certain level of competence is required and that they lack the confidence to take that step back into it. Further effort is required to ensure all young people learn and develop fundamental movement skills early in their lives in order to instil the habit of a physical activity lifestyle.

**Addresses needs:** [8](#), [16](#), [21](#), [23](#).

**Lead service:** Public health.

### **This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, leisure services, parks and open spaces.
- Children's centres.
- Schools.
- Youth centres.
- Leisure contractors.
- Community providers of physical activity opportunities.

**Timeframe:** Medium to long term.

### **Solutions:**

- a. Influence all schools and children's centres to sign up to the healthy schools/children's centres programmes. Consider increasing the number of minutes of physical activity schools offer young people (not just through PE) to three hours.
- b. Establish plans to influence the creation and maintenance of a physically active lifestyle in children's centres and schools. Utilise:
  - Healthy schools and healthy children's centre programme.
  - Joining up the Primary School Sports Premium to secure full time primary PE teachers working across schools.
  - School nurses.

- c. Use and promote the British Heart Foundation National Centre for Physical Activity & Health's resource: *Practical Strategies For Promoting Physical Activity*. Promote with primary schools and community organisations that can influence young people's physical activity behaviour (Promote the version targeted at 11-18 year olds to secondary schools and colleges once published).
- d. Influence children's centres and schools to focus delivery of the curriculum on practising the fundamental movement skills rather than specific sports or activities. Explore the potential use of skills achievement awards to encourage young people to progress and to support identifying young people's ability level.
- e. Introduce a programme of multi-skills courses targeted at young people aged between 13 and 16 to help reintroduce fundamental movement skills to those that are dropping out of regular physical activity due to lack of confidence or skill.  
Consider:
  - A focus on learning and achievement.
  - Provision must be fun and social.
  - Encouraging 'mastery' of the basic movement skills.
  - Teenage taster and beginner sessions.
  - Progression into suitable opportunities e.g. Satellite Clubs, 'back 2...', sport clubs, gym sessions etc.
- f. Utilise an appropriate coaching workforce who are sympathetic to these needs rather than focussed on sporting performance.
- g. Develop more affordable opportunities for parents and their children (under 5s and 0-11s) to be active together. Consider using children's centres as hubs and focus provision on building confidence in moving.
- h. Establish processes to support young people in critical transitions between educational settings and between education and community physical activity provision.

### **Using data to make the right decisions**

#### **Recommendation 3: Establish a toolkit based on the National Obesity Observatory's standard evaluation framework for physical activity to monitor and evaluate young people's participation in physical activity.**

432. One of the objectives of the project was to provide a specific recommendation on measuring young people's participation in physical activity. Currently, there is no consistent method for this taking place in the boroughs or from other agencies. Detailed data on who is taking part in what and for how long can help organisations

understand participation, providing greater knowledge on how to increase it. Further detail discussing this objective is set out in appendix M.

**Addresses needs:** [1](#).

**Lead service:** Public health.

**This recommendation has implications for:**

- Camden and Islington council's commissioners and policymakers from play, youth, leisure and school improvement services.

**Timeframe:** Short to medium term.

**Solutions:**

- a. Establish agreement to use and implement the tool-kit across all services that commission physical activity projects.
- b. Make use of the tool-kit a condition for all commissioned projects.
- c. Ensure that all commissioned physical activity projects have an appropriate budget to implement the toolkit to monitor and evaluate the project.
- d. Encourage partner organisations to use the toolkit by providing resources and training. Consider how the data that is collected is used to build knowledge about sport and physical activity for young people.
- e. Provide incentives to encourage partner organisations to utilise the toolkit e.g. financial incentives or access to lower cost facilities for accurate implementation and data reporting.

**Recommendation 4: Collate and integrate data across services on young people's participation in physical activity.**

433. Accurate information regarding a user's (in this case young people) behaviour is a crucial element of any effective supply chain and is critical to being able to plan and successfully invest resources accordingly. The production of this research was made more difficult by the lack of information available about young people's physical activity habits. While many services within the councils, and their commissioned leisure contractors, collate data about when and how young people are being physically active, it has been found that this is often inconsistent and incomplete.

**Addresses needs:** [1](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Camden and Islington policymakers in services such as public health, youth, play, parks and open spaces and schools improvement.
- Leisure contractors commissioned to deliver on behalf of the councils.

**Timeframe:** Medium to long term.

**Solutions:**

- a. Identify all services collating and holding information on young people's physical activity behaviour.
- b. Initiate the project within a small geographic area to help understanding of what systems are already being utilised across services.
- c. Find an integrated system that works across facilities and mobile devices for use by outreach workers.
- d. Consider how it can be integrated with existing systems that leisure contractors may be utilising.
- e. Implement the system with the potential of rolling out to wider commissioned partners to support the implementation of the monitoring and evaluation framework set out in recommendation 2.

**Getting the right message across**

**Recommendation 5: Raise awareness of the recommended levels of physical activity for young people to be healthy.**

434. Research shows that the large majority of young people are not meeting the CMO's guidelines for physical activity. In particular, girls, disabled young people and those from a Bangladeshi background are failing to meet the guidelines. It is also apparent that as young people age, the less likely they are to meet them. Evidence also suggests that young people know physical activity is good for their health yet don't appear to be aware of the recommended levels. Parents, peers and others that work with young people have an influence on young people's physical activity behaviour. However, they too are not aware of the CMO guidelines.
435. An increasing body of evidence suggests that the amount of time young people spend in sedentary activities is at least as important, in terms of a young person's health, as the amount of time spent undertaking physical activity. National research shows that

those from lower income homes spend more time participating in sedentary activities than those with higher incomes. Raising awareness of recommended physical activity levels should include communicating the health risks to excessive sedentary activity.

**Addresses needs:** [6](#), [7](#), [8](#), [11](#), [12](#), [13](#), [14](#), [15](#), [18](#), [22](#), [28](#), [30](#).

**Lead service:** Public health.

**This recommendation has implications for:**

- Health and wellbeing boards.
- Children's trusts.
- Clinical commissioning groups.
- Pro-Active Camden and Pro-Active Islington.
- Camden and Islington council's commissioners and policymakers from play, youth, leisure services and parks and open spaces.

**Timeframe:** Short, medium and long term.

**Solutions:**

- a. Any efforts to raise awareness need to be focussed on informing the following groups of the amount of physical activity recommended by the CMO (and its health benefits) for young people:
  - Parents/carers.
  - Policymakers.
  - GPs.
  - Teachers.
  - Early years practitioners.
  - All other people working directly with young people.
- b. Train all people working with young people on key messages about the levels of physical activity that young people should achieve.
- c. Utilise existing campaigns such as Change for Life and Nike's Designed to Move. Link into existing communication plans and actions of Pro-Active Camden and Pro-Active Islington.
- d. A coordinated campaign focussed on encouraging young people to be active should also be established though messages should focus on motivators such as activities being fun, social and done with friends and family.

- e. The use of peer role models, mini-health champions, local community champions and ‘celebrities’ (including elite athletes and personalities who can demonstrate active behaviour) should be considered to spread the word among young people about the importance of being active.
- f. In line with solution ‘e’ (above), relevant Camden Council services should evaluate the impact of the young ambassadors and mini-health champions projects as possible models for creating peer ‘physical activity champions’ to influence activity levels. These programmes should consider:
  - Including both ‘sporty’ and ‘non-sporty but active’ young people.
  - Establish key messages to help spread the word consistently.
  - Link young ‘physical activity champions’ into existing young people panels such as the youth council.
- g. Pro-Active Islington to consider the findings of Camden’s evaluation of young ambassadors and mini-health champions projects and establish their own projects if effective. Integrate with youth health trainer programme and health champion scheme.

**Recommendation 6: Improve the promotion and communication of physical activity provision across the boroughs.**

- 436. Young people lacked awareness of the physical activity opportunities that were available to them. There is currently no coherent, single source of information where young people can go to find out which activities were happening where and when.
- 437. Young people prefer to hear about opportunities for physical activity through word of mouth. Related to the promotion of opportunities are the motivations and barriers which affect young people when taking part in physical activity. In particular, perceived time pressures, safety and the fun/social and learning/achievement elements of physical activity are relevant to how it should be promoted. Young people need to be aware of the breadth of physical activity options available to them, i.e. not just sport. Finally, different barriers and motivations were found for different cohorts of young people, suggesting a need for targeted promotion.

**Addresses needs:** [12](#), [13](#), [15](#), [19](#), [25](#), [29](#), [30](#), [35](#), [38](#), [51](#), [58](#), [63](#), [74](#), [81](#), [82](#), [83](#), [86](#), [96](#), [98](#), [108](#), [113](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Camden and Islington council's services planning, delivering or promoting physical activity opportunities to young people such as public health, play, youth and parks and open spaces.
- Pro-Active Camden and Pro-Active Islington members.
- Communication departments of councils.
- Marketing departments of leisure contractors.
- Community providers of physical activity opportunities.
- Children's centres and schools.

**Timeframe:** Short to medium term.

**Solutions:**

- a. Focus promotion and communication of opportunities and facilities on the following messages for parents/carers and young people:
  - How to fit it into your day.
  - Why it is important for the health of young people.
  - How to get involved safely.
  - Finding affordable opportunities.
  - Showing the breadth of ways to be physically active including through active travel and informal play (i.e. not just sport).
- b. Communication and promotion should capitalise on the particular motivations some young people have for being active including:
  - Having fun and socialising.
  - Enhancing their body image.
  - Learning and achievement.
- c. The evidence suggests that there should be an increased focus on promoting facilities and opportunities in a manner which appeals to secondary aged girls, disabled young people and young people from a Bangladeshi background.
- d. Establish a single source of consolidated information that is easily accessible, extensive in its content and covering as wide a range of opportunities as possible from across the public, voluntary and private sectors. This information source needs to include opportunities that are most in demand and cover the following areas in detail:
  - The date, time, cost and venue details.
  - Who the session is targeted at.

- Explanation of activity.
  - Contact details.
- e. Utilise the local physical activity pathway delivery pilots (proposed in recommendation 1) in each borough to:
- Bring together key council services, leisure contractors and community providers to cooperate on improving promotion of all opportunities to be active in the area.
  - Establish how best to improve promoting the most popular activities that young people would like to do.
  - Share the expertise of leisure contractors with other community providers (where competition is not an issue).
  - Test and evaluate word of mouth approaches (that can be scaled up) to promote opportunities.
  - Explore how parents/carers can be supported to inform young people about local opportunities to be physically active.
  - Explore using young physical activity champions within schools.
  - The groups should include youth workers, engagement officers, teachers, early years practitioners and local coaches to help them know what is taking place locally.
- f. Attach a ring-fenced promotional budget to all physical activity commissions.
- g. Implement positive signs in and around community physical activity facilities that encourage and inform people about how they could be active in that space.

### **Places to be active**

#### **Recommendation 7: Improve the quality, range and appropriateness of facilities and other places for physical activity.**

438. As both boroughs are densely populated, space for young people to be active is at a premium. Evidence from the areas explored through CHESSE scans suggests that those parts of the boroughs lack a range of high quality, age-appropriate facilities<sup>14</sup> for young people to be active in. Some of the CHESSE zones also had limited facilities available to certain groups. These included facilities targeted at teenagers generally

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<sup>14</sup> \*(e.g. leisure centres, community venues, green and open spaces).

and indoor spaces available for girls. Many of the outdoor facilities reviewed by young people in the CHESS zones were deemed in need of improvement.

439. Young people and parents/carers have indicated a number of factors with regards to the improvement of the facility stock that would help get more young people active. The factors included having a choice of facilities, perception that the facility is safe, playground equipment being high quality and varied and facilities being local.

**Addresses needs:** [46](#), [47](#), [52](#), [54](#), [55](#), [56](#), [60](#), [65](#), [67](#), [68](#), [72](#), [73](#), [76](#), [79](#), [85](#), [87](#), [90](#), [91](#), [92](#), [105](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Camden and Islington councils' services that plan, design and fund physical activity facilities such as public health, play, youth, parks and open spaces, planning, housing, regeneration, school improvement and transport.
- Facility owning community providers of physical activity opportunities.
- Pro-Active Camden and Pro-Active Islington members.
- School management teams.

**Timeframe:** Short to medium term.

**Solutions:**

- a. Influence existing facility refurbishment strategies to improve and maintain the quality of appropriate facilities for different cohorts of young people. Take into account improvement actions and evidence from CHESS (further detail can be found in individual CHESS reports). Also consider:
  - Undertaking footfall/user research at children's playgrounds to understand who uses them and how.
  - The creation of more indoor space for physical activity for young people. Explore the feasibility of overhead covering of multi-use games areas to increase usage during poor weather and winter months.
  - Improving the variety and choice of equipment at children's playgrounds. Design of playgrounds for under 5s and under 11s need to have greater emphasis on physical activity utilising factors set out in paragraph 355 and feedback from focus groups with parents listed in paragraph 354.

- Making multi-use games areas suitable for more activities including marking them out for a range of different sports/activities.
  - Using the characteristics of assets that are popular to inform improvements.
  - Collaborating with the local community on developments.
  - The needs of different cohorts of young people when planning what age group(s) the facility will be aimed at and how it will be designed.
  - Locating any new facilities in residential areas and on popular thoroughfares for children and parents e.g. near schools or children's centres.
- b. Seek contribution for the development and refurbishment of facilities for physical activity through planning Section 106 and the Community Investment Levy.
- c. Link Active Spaces playground developments to findings from the CHEAD reports and consider placing an Active Space in each of the following CHEAD zones:
- Camden – Surma Centre, Somers Town and QCCA.
  - Islington – Platform and Lift.
- d. Influence the development of lanes exclusively for cyclists in areas around schools and other key community facilities to encourage more young people to cycle to school.

**Recommendation 8: Ensure young people have more access to all community assets.**

440. In the areas explored through CHEAD, the young people identified a number of issues that prevented or could prevent their use of physical activity facilities such as children's playgrounds and multi-use games areas. These issues included facilities being poorly lit, locked, situated within gated communities and signs which create a negative perception of the facility e.g. signs warning against drug use.

441. The evidence also suggests the need to improve access for young people to school facilities outside of the school day and to facilities that are hired out to other users at key times of the day. Furthermore, young people indicate reluctance to travel to access facilities outside of their local area.

**Addresses needs:** [17](#), [42](#), [44](#), [53](#), [59](#), [71](#), [75](#), [84](#), [89](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Camden and Islington services such as youth, play, parks and open spaces and school improvement.

- School governors and management teams.
- Leisure contractors and other community organisations that control access to local facilities.

**Timeframe:** Short to medium term.

**Solutions:**

- Address the specific access issues found at facilities within CHESS zones and set out in specific CHESS reports.
- Influence schools to open up facilities for young people to use outside school hours. Explore how funding programmes such as Sport England’s Satellite Club, Active Spaces and Sportivate can be utilised to incentivise schools.
- Maximise the availability and use of appropriate facility space for young people across CHESS zones. This should include:
  - Extending the hours available (of sites that can be booked for private use) for organisations offering young people physical activity opportunities.
  - Working with leisure contractors and community providers to make more indoor space available for opportunities to young people in the winter months.
  - Ensure that there is sufficient access to the activities in most demand from young people.
- Work with community providers to establish their needs for spaces/facilities to be able to increase their supply of physical activity opportunities to young people. Consider:
  - The needs of youth clubs, sports clubs, schools, SEN schools and other community providers.
  - The pricing of the space to make it more accessible to more groups.

**A suitable workforce**

**Recommendation 9: Develop the workforce so that it is better able to engage with and respond to the physical activity needs of all young people.**

442. Coaches, teachers, leaders, youth workers and play workers all play an important role in supporting young people to fully engage in physical activity. These people directly delivering physical activity opportunities to young people play a crucial role in shaping the young person’s perceptions of their competence and confidence in being physically active. They are also able to positively impact on the young person’s views of their

experience, and engagement, in being physically active. The organisations that employ these people recognise their importance and suggest they require better access to more people with the right skills and qualifications if they are going to grow provision. This is particularly the case for organisations working directly with disabled young people. The research also found that some young people value coaches and leaders with the empathy and social skills to engage with them over and above technical proficiency in delivering a specific activity.

**Addresses needs:** [21](#), [23](#), [24](#), [37](#), [49](#), [104](#), [110](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, leisure services, public health, parks and open spaces.
- Children's centres.
- Schools.
- Youth centres.
- Leisure contractors.
- Community providers of physical activity opportunities.

**Timeframe:** Medium to long term.

**Solutions:**

- a. Undertake a workforce skills assessment and establish a workforce development plan that:
  - Includes both paid and unpaid roles.
  - Is focussed on the broad range of people that can support young people to be physically active including activity leaders, coaches, teachers, early years practitioners and youth workers.
  - Identifies both technical and social skills required to effectively work with young people of all ages.
  - Improves training for volunteers in clubs and community organisations.
  - Links to existing workforce development plans for those working with young people.

- b. Implement measures to improve the standard of coaching provision, including:
  - Minimum standards based on Sports Coach UK recommendations including the need for a young person specific qualification/module.
  - Regular monitoring and evaluation of performance.
  - Placing an emphasis on creating an appropriate coaching workforce who are sympathetic to these needs rather than focussed on sporting performance.
- c. Establish young sport leader programmes across schools and youth centres. A focus should be on teenage girls (healthy lifestyles leadership) and disabled young people.
- d. Recruit more people to support the delivery of physical activity opportunities and implement training to provide clear guidance around expectations and strategies, including:
  - Both paid and unpaid roles.
  - Youth workers.
  - More female coaches.
  - More activity leaders.
  - More coaches/leaders with the skills to work with disabled people.
  - Recruiting more leaders able to lead the delivery of the most popular activities that young people would like to do.
- e. Establish (and grow) apprenticeships for young people to help them enter the sport and physical activity workforce.

### **Opportunities for all**

#### **Recommendation 10: Make more activities more affordable**

443. The views of young people and parents suggest that a number of young people cannot afford the cost of existing physical activity facilities and provision available to them. While there is evidence of some free and low cost activities within the CHESS zones, it would appear that the scale of this is limited. Some young people and families require specific support to help them afford the cost of available activities. This is particularly the case for disabled young people and families with multiple siblings. Some facilities or activities are unaffordable to disabled young people due to transportation costs.

**Addresses needs:** [26](#), [27](#), [34](#), [36](#), [66](#), [80](#), [95](#), [109](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Camden and Islington services providing physical activity facilities and provision such as youth, play and parks and open spaces.
- School management teams.
- Leisure contractors.
- Clubs and community providers.

**Timeframe:** Short term.

**Solutions:**

- a. Expand the use of discount cards (COO-L/Free Izz cards) for targeted groups to give greater discounts to broaden access. Possible target groups include:
  - Teenage girls.
  - Disabled young people.
  - Those in complex families.
  - NEETS (utilised as an incentive).
  - Those on free school meals and low incomes.
- b. Expand access to free/very low cost physical activity opportunities in key facilities in the CHESS zones.
- c. Work with leisure contractors and the community sector to:
  - Establish 'family friendly' affordable pricing and offer discounts for parents/carers with multiple children.
  - Develop affordable opportunities for parents and children (under 5s and 0-11s) to be active together. Consider using children's centres as hubs.
  - Utilise promotional techniques such as 'bring a friend' promotions to encourage more young people to take part in opportunities.
- d. Explore the feasibility of reducing the lower age of the Give It a Go programme in Camden. This should be specifically focussed on reaching inactive teenagers and exploring the feasibility of establishing a family offer.

**Recommendation 11: Create more, and a greater choice of, physical activity opportunities.**

444. Greater supply of structured activities would help more young people meet CMO guidelines on physical activity. Working on the basis that young people need to undertake an hour's physical activity per day, current levels of structured activity were found to be too low to meet this demand.

445. Many outdoor facilities are considered to be under-used with young people often stating that structured provision would encourage their use. It was also found that there was less provision targeted at teenagers. Analysis of the activities demanded by young people suggests that provision should be targeted at different groups, that young people enjoy variation and are keen to try new activities.

**Addresses needs:** [41](#), [45](#), [50](#), [55](#), [61](#), [62](#), [69](#), [70](#), [77](#), [78](#), [79](#), [86](#), [92](#), [93](#), [94](#), [111](#), [112](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, public health, parks and open spaces.
- Leisure contractors.
- Community providers of physical activity opportunities.
- Children's centres.
- Schools.
- Youth centres.

**Timeframe:** Short term.

**Solutions:**

- a. Support the local physical activity pathway delivery pilot in each borough to establish a clear picture of supply through a full audit. Including:
  - Leisure contractors.
  - Schools.
  - Youth clubs.
  - Sports clubs.
  - Colleges.
  - Community groups and charities.
- b. Establish a coordinated approach to the use of young people-focussed investment in sport (such as Sportivate, Satellite Club funding and Primary School Sport Premium):
  - Secure match funding.
  - Invest in activities that young people want to do.

- Involve youth workers in planning and implementation.
  - Explore whether using the local physical activity pathway delivery pilot in each borough is a suitable mechanism for coordinating this funding.
- c. Expand delivery on estates, in areas of social housing and other priority locations (some locations are identified in the full CHESS reports). Consider:
- Use of multi-use games areas.
  - Most appropriate providers.
  - Variety of provision.
  - Multi-activity provision.
  - Age appropriateness.
  - Making provision fun and social.
  - The activities that are in demand from young people.
- d. Increase provision in educational settings/facilities. Consider:
- Schools/colleges and children centres.
  - 'Attaching' multi-skills/sport coaches/leaders to designated children's centres or primary schools.
  - Funding for specialist PE teachers at key primary schools.
  - Linking voluntary sport clubs to schools.
- e. Target any new provision to ensure it doesn't just provide a further opportunity for the sporty cohort of young people. Consider commissioning appropriate suppliers from within the communities such as Access to Sport, Street Games and Arsenal FC.
- f. Influence providers to make available a greater variety of activities in local areas. Consider:
- Utilising evidence of demand for activities.
  - Creating greater weekend provision for families and young people across the boroughs particularly through leisure contractors.
- g. Work with schools and GPs to identify high-risk inactive young people. Expand specialist provision and interventions available such as Change for Life clubs and Exercise on Referral.
- h. Identify events and festivals (those with and without a physical activity focus) and identify how they can be used to provide opportunities to take part in and promote physical activity.
- i. Explore how to instigate greater cycling within the borough. Consider:
- Use of parks and open spaces for cycling events.
  - Using cycle leaders to cycle with young people to school along busier routes.

- j. Create and test a model for providing small 'seed-corn' budgets to groups of young people to get their peers/friends more active. Consider:
- Implementing through key youth centres.
  - Match funding from other funding streams.

**Recommendation 12: Ensure provision is high quality, appropriate and tailored to the differing needs of young people.**

446. Young people have a variety of needs when it comes to physical activity opportunities and these should be reflected by the provision that is available. Consideration must be given to catering to a range of skill levels, providing a chance for competition for some, but not others and for learning and achievement, but again, not for all. The need to provide social and fun physical activity also came out strongly from research. Safety is a key concern for young people as is the need for families to be able to take part in physical activity together.

**Addresses needs:** [19](#), [20](#), [29](#), [31](#), [33](#), [40](#), [43](#), [46](#), [48](#), [49](#), [65](#), [68](#), [85](#), [91](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, public health, parks and open spaces.
- Leisure contractors.
- Community providers of physical activity opportunities.
- Children's centres.
- Schools.
- Youth centres.

**Timeframe:** Medium to long-term.

**Solutions:**

- a. Work with existing providers of physical activity opportunities to young people (possibly through the local physical activity pathway delivery pilot in each borough) to review and identify how existing provision meets the needs of different cohorts of young people across the borough. Consider:

- Target age.
  - Target groups.
  - Facilities used.
  - Whether emphasis is social or for beginners.
  - Whether young people (and parents/carers) view the provision as safe.
- b. Influence leisure contractors to develop programming in conjunction with:
- Young people from the local area.
  - Other community providers.
  - Youth workers.
- c. Camden Council to commission its own version of the Saturday Night Project (SNP) that provides a regular, large scale and safe opportunity for teenagers to socialise and be active. Build young person involvement into the design process.
- d. Islington Council to build on the success of the SNP. Consider:
- Introducing another event in the borough or develop smaller derivatives of the SNP (e.g. dance competitions) at regular intervals.
  - Build young person involvement into the design process.
  - Consider the use of outdoor urban spaces and parks – make the events feel unique.
- e. Expand the amount of existing and new provision that is focused on ‘enjoyment through socialising’ or ‘hanging out with mates’ as the primary focus. Co-produce this provision with young people.
- f. When developing physical activity programmes, identify whether the social aspect is a primary driver. If it is, consciously develop the programme/project to meet this need rather than focussing on the delivery of the physical activity.
- g. Identify opportunities for physical activity provision to be linked to other areas of interest to young people such as arts, music and fashion through existing events and providers.
- h. Involve young people in the commissioning and decision making processes regarding provision of physical activity.
- i. Put in place policies to ensure all funding is awarded to partners that can evidence consultation and engagement with parents and young people. Identify and share effective practice of involving young people in consultation and decision-making. Make this available to providers.
- j. Explore creating ‘social spaces’ for young people that encourage them to congregate informally and be active.

## **Reducing inequalities**

### **Recommendation 13: Increase levels of physical activity among girls.**

447. The physical activity levels of girls are significantly lower than boys and this activity gap increases with age. Girls also prioritise being active less than boys, as well as having a lower preference for taking part in physical activities as opposed to other activities. Research shows a significant reduction in physical activity levels at the early secondary school ages. At this age, girls experience particular barriers to being active that are related to confidence, body image and self-consciousness. There is a need to take action to address these issues, which may centre on the types of activities provided, the way they are promoted and the types of facilities they take place at.

**Addresses needs:** [9](#), [23](#), [24](#), [32](#), [39](#), [57](#), [83](#), [88](#), [100](#).

**Lead service:** Public health.

#### **This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, leisure services, public health, parks and open spaces.
- Children's centres.
- Schools.
- Youth centres.
- Leisure contractors.
- Community providers of physical activity opportunities.

**Timeframe:** Short, medium and long-term.

#### **Solutions:**

- a. Undertake a specific, targeted campaign to raise physical activity levels amongst girls that:
  - Is mindful of presenting physical activity in an appropriate way – fun, easy and social.
  - Articulates the available supply.
  - Is sensitive to the barriers for girls such as self-consciousness and lack of confidence.

- Focuses on secondary school age.
  - Considers links with national campaigns that can help support this target group such as Changing the Game for Girls.
- b. Utilise the evidence from this project to inform the Pro-Active Camden and Pro-Active Islington action on provision for girls. Particularly:
- Regarding the type of activities girls would most like to do.
  - Using indoor space.
  - The motivators and barriers for girls.
- c. Increase age-appropriate provision for girls. Consider:
- The findings about the most popular activities that girls would like to try.
  - Using indoor space to address barriers around self-perception.
  - The use of dance and other performing arts.
  - Achievement/recognition-focussed opportunities e.g. working towards an award.
- d. Capitalise on the significant number of providers that are already specifically targeting girls to expand the provision of 'girls-only' sessions.
- e. Commissioners and budget holders to refocus resources on the development of new physical activity opportunities for girls. Explore opportunities to access external funding to provide additional resource.
- f. Any new interventions should include supporting girls to establish the confidence in the fundamental movement skills to help them stay active for life.
- g. Establish a programme for identifying and utilising positive female role models that demonstrate the right active lifestyle behaviour. This should include taking action to recruit and train more female coaches and activity leaders.

**Recommendation 14: Increase levels of physical activity among disabled people.**

448. Research found that disabled young people have lower levels of physical activity than non-disabled young people. It was found that they encountered more barriers to physical activity than their non-disabled peers, including difficulty accessing facilities, transport, a lack of opportunities and staff/leaders who can cater for their specific needs. It was also found that there was a lack of information available on opportunities for young disabled people to be active.

**Addresses needs:** [10](#), [11](#), [34](#), [37](#), [39](#), [51](#), [100](#).

**Lead service:** Leisure.

**This recommendation has implications for:**

- Pro-Active Camden and Pro-Active Islington members.
- Camden and Islington council's services commissioning and delivering physical activity opportunities to young people such as play, youth, leisure services, public health, parks and open spaces.
- Children's centres.
- SEN schools.
- Youth centres.
- Leisure contractors.
- Community providers of physical activity opportunities.

**Timeframe:** Short, medium and long-term.

**Solutions:**

- a. Budget holders to refocus resources to provide greater emphasis on the development of new provision for disabled young people. Explore opportunities to access external funding to provide additional resource.
- b. Facilitate discussions between SEN schools and organisations for disabled people with providers (including leisure contractors). This should:
  - Identify what physical activity provision is already available.
  - Include action to increase age appropriate provision for disabled young people.
  - Address concerns with existing supply such as pool temperature and skills of those working with disabled people.
  - Be incorporated into Inclusive and Active 2 plan.
- c. Utilise the evidence from this needs assessment to inform the Pro-Active Camden and Pro-Active Islington action on provision for disabled young people. The particular barriers that disabled young people face around lack of support, access to facilities and available activities should be addressed.
- d. Camden Council to ensure Sport England funded disability project positively impacts disabled young people as well as adults.
- e. Utilise disability specialist organisations (e.g. Panathlon, Disability Sports Coach, EFDS) to provide specialist training on working with young people with different needs to:
  - Coaches/activity leaders.
  - Leisure attendants.
  - Lifeguards.
  - Early years practitioners.

- SEN school teachers.

## Section Six

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