How **good** is our **school?**

Hungry for Success
Benchmarks for Self-evaluation

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Hungry for Success
Benchmarks for Self-evaluation

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Aim of this publication

This document is intended to build on the advice given in the publication *How good is our school?* (HM Inspectorate of Education 2002), which can be accessed through the HMIE website – www.hmie.gov.uk. It is intended to be of use to staff[1] in local authorities and schools who are involved in implementing the recommendations of *Hungry for Success.*

This guide can be used to support you in evaluating your effectiveness in implementing *Hungry for Success*. It has been prepared using evidence from our inspections of *Hungry for Success* in primary and special schools. Almost all of the themes and illustrations can, however, also be used for self-evaluation in secondary schools. The guide provides a cluster of quality indicators that focus on key features which relate to the recommendations and principles of *Hungry for Success*. While quality indicator 7.4 – Leadership – has not been included within this cluster, it is recognised that the commitment of headteachers and other senior managers in schools is crucial to successful implementation of the report's recommendations. You may wish therefore to include consideration of the effectiveness of leadership when undertaking self-evaluation.

In evaluating the effectiveness of the implementation of *Hungry for Success*, it is important to consider, in particular, the outcomes and impact of action taken to improve school meals and other aspects of food in schools. Have changes in lunchtime menus, presentation of food and arrangements in the dining room resulted in more pupils taking school meals? Are pupils choosing and eating healthier options? It is recognised that the full impact of the implementation of the range of recommendations within *Hungry for Success* will take some time to become established. However, local authorities and schools should maintain a focus on evaluating the impact of their actions on overall improvements in the quality of food in schools and health promotion more generally.

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1 Throughout this document, the term 'staff' should be taken to include catering, teaching and support staff.

Hungry for Success: **Benchmarks for Self-evaluation**

No.	Quality Indicator (QI)	Themes, in relation to *Hungry for Success*	*Hungry for Success* **Recommendations**
	Key aspects not covered within the QIs	Does the menu meet the requirements of the Nutrient Standards? Whole school approach Quality of food Quantity of food Availability of food Salt Bread Wastage	Recommendations 3, 15, 16, 19
1.1	Structure of the curriculum	Curriculum and resources School policies P1/2 fruit scheme	Recommendation 5
4.1	Pastoral care	Special diet policy and procedure Training Promotions for healthy eating or uptake of meals	Recommendations 2, 19, 22
6.1	Accommodation and facilities	Appropriateness of dining room Point-of-sale information Seating arrangements Queue management Length of lunch period Water Breakfast club Tuckshop Vending	Recommendations 4, 11, 12, 13, 16, 17, 18
5.1	Climate and relationships	Relationships between pupils and staff Atmosphere in school, including in dining room Lunch time supervision Consultation with pupils	Recommendations 8, 14, 17, 18
5.3	Equality and fairness	Provision for pupils with additional support needs Provision for pupils from ethnic backgrounds Free school meals and stigma reduction	Recommendations 2, 9, 10

No.	Quality Indicator (QI)	Themes, in relation to *Hungry for Success*	*Hungry for Success* **Recommendations**
5.4	Partnership with parents,[2] the School Board and the community	Communications with parents and the School Board Other partnerships Arrangements to consult with parents and the School Board	Recommendations 7, 16
7.2	Self-evaluation	Processes of self-evaluation Whole school approach to school meals	Recommendation 15

NOTE

Some of the recommendations of *Hungry for Success* (recommendations 1, 6, 20, 21, 23, 24) have not been included above. These recommendations were not directed primarily at schools.

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2 Throughout this document, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Key aspects not covered within the quality indicators

Covering *Hungry for Success* Recommendations: 3, 15, 16, 19

Recommendation 3: The Scottish Nutrient Standards for School Lunches should be adopted and education authorities and schools should have them in place in all special schools and primary schools by December 2004 and in all secondary schools by December 2006.

Recommendation 15: Senior management within schools should strongly support and endorse their school meal provision as part of the whole-child approach.

Recommendation 16: Caterers should consider appropriate means of labelling food and methods of conveying information on content to pupils and parents. Through existing school communication channels, menus should be forwarded to parents at least once per term. Schools and caterers should consider presentation, marketing and pricing structures to incentivise healthier choices.

Recommendation 19: Education authorities should consider the introduction of incentive schemes to promote healthier choices and increase take-up of school meals.

These aspects are concerned with the following themes:

- whether the menu meets the requirements of the Nutrient Standards
- whole school approach
- quality of food
- quantity of food
- availability of food
- bread
- salt
- wastage

Very good progress includes

- The school meals menus meet the Scottish Nutrient Standards for school lunches. Appropriate procedures are in place to monitor food consumption to ensure that the school lunches eaten by pupils meet the Nutrient Standards.

- The school is successful in implementing a whole school approach to all aspects of food in school. Senior managers show high levels of commitment to implementing *Hungry for Success*.

- The presentation and quality of food is very good and portion sizes are suitable. Pupils can almost always get their first choice of meal.

- A wide variety of appetising bread is available and this is actively promoted.

- No salt is available in the dining room.

- Useful sales split information is recorded regularly to assist in reducing waste.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- The menu does not provide well balanced meal choices. It does not take sufficient account of the Nutrient Standards. There is insufficient monitoring of food consumption to ensure that the school lunches eaten by pupils meet the Nutrient Standards.

- The school has made little progress in implementing a whole school approach to all aspects of food in school. Senior managers show limited commitment to implementing *Hungry for Success*.

- Pupils report that food is often of poor quality and that popular dishes regularly run out before the end of service. Presentation is poor and inappropriate portion sizes are being served. Where pupils are allowed second helpings, this is not well managed.

- Bread is unavailable or not actively promoted within the dining room. Where provided, it is often unappetising.

- Table salt is readily available in the dining room or pupils are able to use sauces excessively.

- Wastage is excessive and is not being monitored.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 1.1 Structure of the curriculum

Covering *Hungry for Success* Recommendation: 5

Recommendation 5: All schools should review their current practice in establishing links between learning and teaching on healthy eating in the curriculum and food provision in school.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- curriculum and resources
- school policies
- P1/2 fruit scheme

Very good progress includes

- Aspects of nutrition education permeate the curriculum at all stages. Pupils are knowledgeable about basic nutrition concepts and healthy eating messages. There are clear cross-curricular links to school projects incorporating appropriate messages about food and nutrition, and teachers are using suitable resources including the 'eating for health plate' model. Where pupils are given rewards, appropriate items, such as fruit, stationery, sports equipment, are used which are consistent with health promotion messages.

- Health promotion is well integrated into all aspects of the school's work. A health education policy includes helpful and appropriate guidance on health promotion and healthy eating. Implementation of the recommendations of *Hungry for Success* is, or has been, a feature of plans for improvement and very good progress has been made towards implementation.

- Free fruit for all primary 1 and 2 pupils is distributed a minimum of three times a week and is eaten in class. The use of fruit is regularly linked with curriculum activities, making use of appropriate resources.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

• There is insufficient emphasis on nutrition within the curriculum or weaknesses in teaching at some stages. Pupils have limited knowledge about basic nutrition concepts and healthy eating messages. Inappropriate resources for teaching nutrition are being used. Pupils are rewarded with food items with a high fat or sugar content on a regular basis which is not consistent with health promotion messages.

• The school has limited health promotion or health education policies. *Hungry for Success* is not featured in the school improvement plan and the school has made insufficient progress towards implementing the recommendations.

• While fruit is provided to all primary 1 and 2 pupils three times per week, its place in healthy eating is not reinforced by curriculum activities.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 4.1 Pastoral care

Covering *Hungry for Success* Recommendations: 2, 19, 22

Recommendation 2: Each education authority should develop a policy for delivering, in partnership with parents and carers, medically prescribed diets and appropriate provision for pupils with special educational needs.[3]

Recommendation 19: Education authorities should consider the introduction of incentive schemes to promote healthier choices and increase take-up of school meals.

Recommendation 22: All school catering and dining room supervisory staff should undertake appropriate training, for example the REHIS Food and Health training course as part of their programme of development. Interested parents, carers and teachers should also be encouraged to undertake training in food and health.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- special diet policy and procedure
- training
- promotions for healthy eating or uptake of meals

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3 Following the implementation of the Additional Support for Learning Act in 2005, the term 'special educational needs' is no longer used. It has been replaced by 'additional support needs'.

Very good progress includes

- Appropriate guidance for dealing with pupils' special dietary requirements and food allergies has been provided for staff. Pupils requiring special diets have access to an appropriate variety of meal choice. Key staff know the pupils who require a special diet and have a sound understanding of the nature of their requirements.

- Relevant staff have received appropriate training in relation to *Hungry for Success* and have been offered training to deal with any special diets or allergies.

- The school actively promotes the uptake of healthy choices and school meals. There is an appropriate incentive scheme and/or pricing structure for meal choices. Systems are in place within the dining room to help and support pupils to make informed food choices and, where appropriate, assist them with eating their meals.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- Staff are not sufficiently aware of pupils in the school who require a special diet or suffer from a food allergy. The school has insufficient written guidance for dealing with pupils with these requirements.

- Not all relevant staff have received appropriate training in relation to *Hungry for Success* or special diets and allergies.

- The school does not actively promote or provide incentives for the uptake of healthy options and school meals. Pupils are not well supported to make appropriate food choices, or, where necessary, with eating their meal.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 6.1 Accommodation and facilities

Covering *Hungry for Success* Recommendations: 4, 11, 12, 13, 16, 17, 18

Recommendation 4: School meals facilities should not advertise nor promote food and drink with high fat or high sugar content.

Recommendation 11: All schools should examine their seating and queuing arrangements to ensure that the social experience of school meals is maximised.

Recommendation 12: To address queuing difficulties and in any review of the length of the lunch break, the following factors should be considered:

- **multiple service points**

- **more cash points in cash cafeterias**

- **staggered arrivals of diners/separate sittings**

- **pre-ordering facility**

- **separate counter for collecting pre-ordered meals**

- **delivery of pre-ordered meals to lunchtime clubs**

- **examining the potential for additional outlets elsewhere in the school**

- **the needs of disabled pupils.**

Recommendation 13: When education authorities and schools are examining the structure of the school day, the lunchtime experience should be part of that consideration.

Recommendation 16: Caterers should consider appropriate means of labelling food and methods of conveying information on content to pupils and parents. Through existing school communication channels, menus should be forwarded to parents at least once per term. Schools and caterers should consider presentation, marketing and pricing structures to incentivise healthier choices.

Recommendation 17: Improvements to the dining room to enhance its atmosphere and ambience and encourage its use as a social area should be considered as a priority by local authorities and should be taken into account in their wider school estate planning. It is desirable, wherever possible, that a separate dining area should be provided.

Recommendation 18: Furniture design, layout and usage, along with other factors such as décor and background music should be considered by all schools, with significant pupil input and programmes for change drawn up.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- appropriateness of dining room

- point-of-sale information

- seating arrangements

- queue management

- length of lunch period

- water

- breakfast club

- tuckshop

- vending

Very good progress includes

- Food is served on crockery or moulded trays which are clean and of good quality. The dining room is clean and an appropriate size for the school roll.

- There are displays around the school, including within the dining room, promoting healthy eating. Point-of-sale information is concise and well positioned. It is displayed both in the dining room and throughout the school so that pupils have good opportunities to know what is on offer daily, and to make informed choices. Items such as fruit and salads are in prominent positions on the servery. Foods containing high fat, sugar or salt content are not actively promoted in the dining room.

- The lunch period is long enough to allow pupils enough time to eat their lunch without being rushed. Effective management of queues minimises the time that pupils have to wait to be served. Pupils can choose where they wish to sit, whether they have a school meal or packed lunch.

- Pupils have access to chilled water throughout the school day, as well as in the dining room, and its consumption is actively promoted.

- Where the school operates additional services such as a breakfast club or tuckshop, these support the consistent messages being promoted about healthy eating throughout the school.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- Food is served on moulded plastic trays or crockery which are in a bad state of repair. The dining room is not fit for purpose, for example is too small for the number of pupils in the school, is in need of redecoration, or has unsuitable, damaged or dirty tables and chairs.

- Point-of-sale information and menu display is limited both in the dining room and throughout the school. The information is not always clearly understood by pupils. For example, ambiguous names are used for menu items, there is no price list, or pupils are not clear about their entitlement, especially those on free school meals. Marketing or promotional material for products with a high fat, sugar or salt content is displayed in school. Fruit and salads are not displayed prominently on the servery.

- The length of the lunch period results in many pupils being rushed to finish their meal. Queues or rotas are not managed well, resulting in some pupils always being served last, or having to wait for long periods of time. Pupils cannot choose where they wish to sit.

- Pupils' access to water throughout the school day is restricted and its consumption is not promoted.

- Where the school operates additional services such as a breakfast club or tuckshop, these do not support the whole school approach to food in schools.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 5.1 Climate and relationships

Covering *Hungry for Success* Recommendations: 8, 14, 17, 18

Recommendation 8: Schools should consult with pupils on a regular basis on provision of school meals.

Recommendation 14: In line with the agreement set out in *A Teaching Profession for the 21st Century*, education authorities should consider deploying classroom assistants and dining room assistants to undertake a supervisory role in dining rooms.

Recommendation 17: Improvements to the dining room to enhance its atmosphere and ambience and encourage its use as a social area should be considered as a priority by local authorities and should be taken into account in their wider school estate planning. It is desirable, wherever possible, that a separate dining area should be provided.

Recommendation 18: Furniture design, layout and usage, along with other factors such as décor and background music, should be considered by all schools, with significant pupil input and programmes for change drawn up.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- relationships between pupils and staff

- atmosphere in the school, including the dining room

- lunch time supervision and support

- consultation with pupils

Very good progress includes

- There are well-established relationships between school and catering staff, who are thought of as an integral part of the school team. Positive relationships are also evident between catering staff and pupils.

- Lunch time has been well planned to provide an enjoyable social experience for all pupils. The dining room has a very pleasant atmosphere, and may include the use of music to enhance ambience.

- There is an appropriate level of effective supervision in the dining room. It includes helpful support for pupils when making choices.

- Pupils are consulted regularly about food in school, through forums such as the pupil council or School Nutrition Action Group (SNAG).

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- The catering team has limited contacts with the rest of the school team and there is a lack of communication between them and senior managers in the school. Pupils do not have a positive view of the catering staff.

- The atmosphere within the dining room is over-structured and does not allow pupils to socialise with their peers, thus inhibiting their enjoyment of the lunch break.

- Supervision in the dining room is not sufficiently effective, resulting in instances of poor behaviour. Pupils are not actively encouraged to try new or unfamiliar foods or dishes and to make healthy choices.

- Pupils are not consulted regularly on the food in school and have no clear mechanism to make complaints or suggestions.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 5.3 Equality and fairness

Covering *Hungry for Success* recommendations: 2, 9, 10

Recommendation 2: Each education authority should develop a policy for delivering, in partnership with parents and carers, medically prescribed diets and appropriate provision for pupils with special educational needs.

Recommendation 9: Processes maximising anonymity for free meal recipients should be explored as a priority in all schools. Primary schools should review their ticket allocation practices to ensure anonymity for free school meals is maximised and education authorities should adopt early introduction of a school meal application for multiple-use cards, in particular in secondary schools.

Recommendation 10: As part of the introduction of card systems, education authorities should ensure there are sufficient validators in easily accessed areas within the school, not only in the dining room, and that they are easy to use.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- provision for pupils with additional support needs
- provision for pupils from ethnic backgrounds
- free school meals and stigma reduction

Very good progress includes

- Pupils with additional support needs are fully integrated into the dining room and receive appropriate support where necessary.

- Pupils with ethnic/religious dietary requirements are well catered for and have access to choice and variety within the menu for school lunches.

- The school has an effective system for ensuring anonymity of pupils receiving free school meals.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- Pupils with additional support needs are treated differently in the dining room and they do not have the opportunity to socialise with their peers at lunch time.

- Pupils from ethnic/religious backgrounds are not catered for appropriately and receive limited menu choices as a result of this.

- The system for obtaining school meals identifies and potentially stigmatises pupils who receive free school meals.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 5.4 Partnerships with parents, the School Board and the community

Covering *Hungry for Success* Recommendations: 7, 16

Recommendation 7: Education authorities should promote partnership approaches and schools should develop mechanisms to deliver partnership working.

Recommendation 16: Caterers should consider appropriate means of labelling food and methods of conveying information on content to pupils and parents. Through existing school communication channels, menus should be forwarded to parents at least once per term. Schools and caterers should consider presentation, marketing and pricing structures to incentivise healthier choices.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- communications with parents and School Board

- other partnerships

- arrangements to consult with parents and School Board

Very good progress includes

- The school regularly promotes healthy eating to parents and pupils using, for example, school newsletters, handbooks and induction packs. Parents are invited to sample school meals. A clear and concise menu for school lunches is regularly sent home to parents.

- Catering staff are consulted regularly on menu development. The school has well-developed and productive partnerships with relevant outside agencies.

- Parents are consulted periodically on school food issues. The School Board and/or parent teacher association (PTA) takes an interest in matters relating to school food provision.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- Limited information about food provided, including menus for school lunches, is sent home to parents. The school takes limited steps to promote healthy eating with parents and pupils.

- The school has not developed partnerships with relevant outside agencies to assist in the promotion of healthy eating.

- Parents and the School Board and/or PTA are not given the opportunity to be consulted on or discuss school food issues.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

QI 7.2 Self-evaluation

Covering *Hungry for Success* Recommendation: 15

Recommendation 15: Senior management within schools should strongly support and endorse their school meal provision as part of the whole-child approach.

In relation to *Hungry for Success*, this quality indicator is concerned with the following themes:

- processes of self-evaluation

- impact of self-evaluation

Very good progress includes

- The school is using rigorous approaches to regularly evaluate school meals and general policy on food in schools. These approaches include, for example, consultation with pupils through a School Nutrition Action Group (SNAG) or the pupil council, and use of a comprehensive self-evaluation tool, which may be provided by the local authority.

- Effective use of information from self-evaluation has resulted in improvements in healthy eating by pupils.

Quality of provision broadly equivalent to that illustrated above would be evaluated as very good.

Weak progress includes

- The school does not give sufficient attention to including aspects relating to school meals and food in schools as part of its self-evaluation procedures.

- Evidence from self-evaluation has not been used effectively to improve healthy eating by pupils.

Quality of provision broadly equivalent to that illustrated above would be evaluated as weak.

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