

# Monitoring the Implementation of *Hungry for Success:* *A Whole School Approach to School Meals in Scotland*

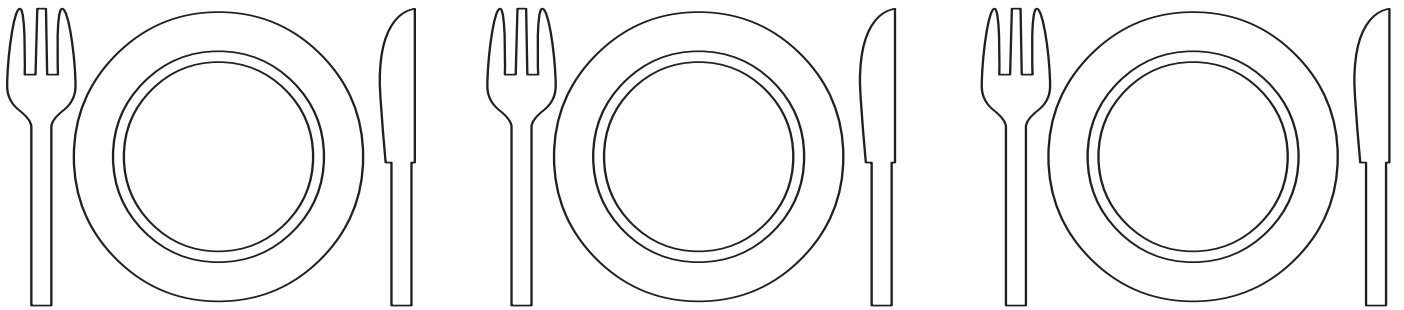


**REPORT ON PROGRESS**

October 2005

# **Monitoring the Implementation of *Hungry for Success:***

*A Whole School Approach to  
School Meals in Scotland*



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## **1. Introduction**

1.1 HM Inspectorate of Education (HMIE) began monitoring the implementation of the recommendations of *Hungry for Success: A Whole School Approach to School Meals in Scotland* in September 2004. Specialist Nutrition Associate Assessors (NAAs) are working with HMIE to inspect a sample of schools in the general inspection programme. By the end of June 2005, 33 primary schools and six special schools in 27 different local authority areas had been inspected. The schools inspected varied in size, geographical location, and percentage of pupils entitled to free school meals. Twelve of the schools were inspected prior to the December 2004 target date for implementation of the *Hungry for Success* recommendations in primary and special schools. The target date for implementation in secondary schools is December 2006.

1.2 In addition to collecting evidence from school inspections, the NAAs have also met with representatives of most local authorities (LAs).

1.3 This report describes progress up to June 2005 in implementing the key recommendations and underlying principles set out in the *Hungry for Success* report. A further report on progress will be produced in 2007, which will include progress with implementation in secondary schools.

## **2. Scottish Nutrient Standards for School Lunches**

2.1 LAs have been developing menus that meet the Scottish Nutrient Standards for School Lunches. Initially, several based their menu plans around the food group guidelines outlined in *Hungry for Success*. This approach enabled them to develop well-balanced menus while awaiting the *H4S* nutrient analysis software commissioned by the Scottish Executive. Most LAs are now using this software to develop menus that meet the Nutrient Standards, although some continue to use other nutrient analysis packages or the 'food group' guidelines.

2.2 Menus and related analyses received to date from LAs show that the targets set within the Nutrient Standards for both iron and sodium have provided the greatest challenge to achieve. Nevertheless, as new menus become embedded and a wider range of food products designed to support the implementation of *Hungry for Success* becomes available, LAs are making good progress towards achieving the Standards. LAs have used varied approaches to menu development. Most have provided schools with standard sets of menus on a fixed cycle. A few have provided folders of support materials which catering staff in schools can use to devise menus. It is anticipated that increased use of *H4S* software will provide more accurate information on how well the Nutrient Standards are being met and will also assist LAs to develop menus which are more flexible and appealing to a wider audience.

2.3 In most schools inspected, the quality of food provided was good. Headteachers often commented that it had improved in recent months. Salad bars and fruit were presented attractively and the foods looked appetising. Pupils thought that food was much healthier and less greasy. In a few schools, however, improvements were needed in the cooking and presentation of certain foods. Further work was needed to ensure that pupils were encouraged to make wise choices from the available menus, and this is covered later in the report. Some issues arose in schools to which meals were transported rather than being

cooked on the premises. These included concerns about the temperature of food and the quality of some items. Where good relationships existed between the headteacher and the catering service, such issues were less problematic.

2.4 The quantity of food that pupils received was appropriate in most cases, but in a few cases it was not. Portion sizes had changed as a result of *Hungry for Success*. A few schools and LAs were introducing variations in portion size. Where pupils reported that they were still hungry after their school meal, this was due mainly to their not selecting and eating their full entitlement. Where schools offered second helpings, most used sensible ways of distributing them. In a few schools, the uptake of second helpings was not monitored well and pupils could receive excessive portions and unbalanced meals. Additional items such as home baking, crisps and drinks were available to be purchased in a few schools. This had led to some pupils not choosing fruit or vegetables with their meal, knowing that they could purchase these less healthy snack items. Schools should work to discourage such practice and ensure that all staff are working together to promote healthy choices.

2.5 Bread was available in almost all schools inspected. It was generally of good quality and available in both wholemeal and white varieties. Where bread was readily available, well presented and actively promoted, its uptake was encouragingly high. However, uptake was too low in some schools, and a few schools restricted the amount of bread that pupils were allowed to eat.

2.6 In almost all schools, additional table salt had been removed from dining rooms. Salt was still available in a few schools inspected, although sometimes only on request. Some schools provided sachets of sauces to accompany certain menu items. In a few, however, tomato and brown sauces were available daily and, on occasion, pupils' use of sauces was not being monitored, resulting in excessive use.

2.7 The amount of food waste was dependent on several factors. In most schools the introduction of new menus had resulted in an initial increase in food waste. As pupils became more familiar with new menus, schools were beginning to see the amount of food waste decrease. Food choices on specific days and weather conditions were also found to be factors affecting increased waste.

### Special Diets and Allergies

2.8 In most schools inspected, appropriate arrangements were in place to ensure that the needs of pupils who required medically prescribed diets were well met, if they chose to have a school lunch. In a few schools, all staff, including supply staff, were kept well informed about pupils with specific dietary requirements. However, too few schools had access to clear written policies and procedures for dealing with special dietary needs or allergic reactions to food. Provision for pupils with nut allergies was not always well considered. Several schools had ready access to specialist advice on, for example, diabetes, nut allergies and use of epipens. However, training for catering staff on dealing with special diets was not common.

2.9 In almost all schools inspected, pupils from ethnic backgrounds had access to a wide variety of appropriate menu choices. In a few schools, pupils' ethnic dietary requirements were not fully understood by staff.

## Children and Young People with Special Needs<sup>1</sup>

2.10 *Hungry for Success* guidance, with only a few specific exceptions, is relevant to all special schools. Almost all special schools inspected had made good progress in implementing this guidance, making adaptations as appropriate, to take account of the special needs of their pupils. In mainstream provision, pupils with special needs were, in most cases, fully integrated into the dining room arrangements for all pupils.

### Training

2.11 Staff training related to the implementation of *Hungry for Success* had taken a variety of forms. Many catering and teaching staff had attended information sessions provided by their LAs on the *Hungry for Success* initiative. Some staff had received specific nutrition training to assist them with their new roles and tasks. Practical sessions to develop or improve the cooking skills of catering staff had also been provided to assist with the introduction of new menus. Many LAs were keen to offer more training with key staff once the Royal Environmental Health Institute of Scotland Elementary Food and Health course becomes available.

## Underlying Principles and Key Recommendations of *Hungry for Success*

### 3. Principle 1: Positive School/Whole Child Ethos

3.1 The *Hungry for Success* guidance has a key focus on ensuring that all pupils have access to appropriate food choices within a health promoting environment. It is an integral part of the over-arching aims of the health promoting school.

3.2 Pupils need to have a good knowledge and understanding of food and nutrition to be able to make informed choices within the dining room, as well as in other aspects of their daily lives. Ensuring that there are clear links between learning and teaching on food and nutrition in the curriculum and food provision in schools is, therefore, a key factor in successful implementation of *Hungry for Success*.

3.3 Most schools inspected had adopted a health education programme which included aspects of nutrition at P1 to P7. This was helping to support the increasing good practice being found in school dining rooms. Several schools had identified this aspect as a main priority within their plans for improvement. A few LAs had made this a requirement for all their schools. Many schools had developed specific policies for health education and health promotion, and some for food in school, to help ensure the promotion of consistent messages. Where this was happening, schools were making good progress in adopting a whole school approach to the implementation of *Hungry for Success*. This was particularly evident in schools working towards achieving health promoting school status. In schools where there was a comprehensive and well-developed health education programme, backed up by effective cross-curricular links, pupils were knowledgeable about nutrition and could discuss basic principles of healthy eating.

3.4 Examples of effective curricular links to *Hungry for Success* included:

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<sup>1</sup> This term will disappear by the end of 2005 with the introduction of the Additional Support for Learning Act.

- specific health promotion activities such as tooth brushing, hand washing schemes, and health fairs;
- food providing a focus for topics, artwork, school assemblies and ‘golden time’ activities;
- pupils preparing healthy packed lunches during school residential experiences;
- schemes to involve pupils in growing fruit and vegetables; and
- links between healthy eating and other aspects of health such as exercise and fitness.

3.5 In some schools, groups of pupils had learned from observing catering staff preparing school lunches. Parents had also been involved in curricular evenings at which staff explained the focus on food and healthy eating. Schools were using a good range of resources to support nutrition education. A few, however, were using the ‘food pyramid’ as a means of teaching about food choices rather than the more widely accepted ‘Eating for Health’ model, which was developed by the Health Education Board for Scotland as a guide to the content of a balanced meal or diet.

3.6 Teachers often used food as a reward for good work or behaviour in class. Good examples of this practice included pupils being given exotic fruits or sitting at a special table, with table cloths and flowers, to have their lunch. Pupils responded well to such rewards and enjoyed the social experiences. However, a few teachers were making inappropriate use of sweets as rewards, providing inconsistent messages to pupils about healthy eating.

#### **4. Principle 2: Partnership Working**

4.1 Partnership working is crucial to ensure successful implementation of the recommendations of *Hungry for Success*. This applies to partnerships at Scottish Executive, LA and school levels.

4.2 The Scottish Executive had developed clear partnerships among Health, Social Justice, Pupil Support and Inclusion and HMIE, and with the Association of Public Service Excellence, the Convention of Scottish Local Authorities and LAs, the Scottish Health Promoting Schools Unit, NHS Health Scotland and local community groups.

4.3 At LA level, partnerships included, for example, productive links among education, catering, health and finance departments. In many LAs, specific groups had been established to develop an overall strategy, policy and action plan specific to *Hungry for Success*. Such groups were proving to be effective in developing a consistent, unified approach to implementation within LAs. They were being used well to share good practice within LAs, distribute funding and monitor progress. A few LAs had developed a whole school food policy for approval by their councillors.

4.4 Some schools inspected were developing good partnerships with catering staff, parents, health professionals and local community groups, as recommended by *Hungry for Success*. Overall, however, there was potential in most schools to increase the effectiveness of partnership working.

4.5 Partnerships with School Boards and parents included:

- involving parents in School Nutrition Action Groups (SNAGs) and health groups;
- including matters relating to school meals and food in schools at School Board meetings;

- seeking parents' views on school meals and tuckshops;
- using parent helpers to prepare fruit for the school tuckshop or for P1 and P2 pupils;
- seeking parental support for initiatives to promote school meals and healthy packed lunches; and
- issuing weekly menus and asking parents to assist their children in making choices.

4.6 Most schools inspected were providing increasing information for parents on school meals.

- School handbooks included helpful information on school meals, payment procedures and free school meals, provision of milk and fruit. Some enhanced this information with sample menus and photographs of catering staff.
- School newsletters highlighted specific promotions within the school, such as healthy tuckshops and drinking of water.
- Schools had invited parents to sample the meals provided and discuss any specific dietary requirements. They also encouraged parents to support the school's promotion of healthy eating through careful choice of snacks which their children brought to school.
- Several LAs had provided very attractive leaflets, newsletters and other items to help promote their implementation of *Hungry for Success*.

4.7 Partnerships with health professionals and local community groups included the following.

- One school inspected was working with a local food co-operative to sell fruit to parents at a reduced cost.
- In another school, pupils visited the local food co-operative where they were able to count, weigh and purchase fruit to sell in the school tuckshop.
- One school was working with a local baker to produce a range of healthy sandwiches.
- Schools' health promotion activities such as health fairs included valuable input from dietitians, oral health promoters, school nurses, health visitors 'Active Schools' staff, catering staff, health development officers and *Hungry for Success* co-ordinators.
- Schools invited health professionals and catering staff to participate in curricular work with classes and to contribute to information evenings for parents.

4.8 Some schools inspected were not effective in communicating with parents about initiatives relating to school meals and general health promotion. In a few schools, menus for school lunches were not shared with parents or contained inaccurate information. Schools should continue to work to ensure effective communication with parents on all aspects of food in school.

## **5 Principle 3: Pupil Consultation**

5.1 Consultation with key stakeholders has been vital throughout the implementation of *Hungry for Success*, including regular consultation with pupils during the development and introduction of changes.

5.2 Consultation with pupils has taken place in various ways. In most schools inspected, pupil councils, SNAGs or health promoting schools groups acted as forums for the discussion

of food issues. Matters discussed were often related to the dining room environment, the quality and quantity of food, menu planning and development, queuing and rota arrangements, packed lunches, tuckshops, and permission for pupils to leave school at lunchtime.

5.3 Examples of what consultation with pupils had achieved included:

- consideration of their views in identifying development plan priorities, such as enhancing the dining room environment and introducing incentives for pupils to make healthy choices;
- introducing music to the dining room;
- rectifying problems with shortage of cutlery available within the dining room; and
- surveying pupils to consider a range of items for the school tuckshop;

5.4 Some LAs had offered grants to pupil councils to spend on *Hungry for Success* initiatives that they felt important to take forward in their schools. Funds had been used, for example, to purchase chill cabinets, ‘smoothie’ makers and water bottles; to provide posters to advertise school meals; for redecoration of dining rooms; to supply free fruit for pupils at some stages; and to support projects to grow fruit and vegetables.

5.5 Most LAs had also undertaken pupil consultation to look at LA-wide issues such as menu development and to monitor pupils’ response to *Hungry for Success*. In some LAs, staff had met groups of pupils to gather views and opinions. Other LAs asked pupils to complete questionnaires, some of which were Internet-based, or sought their views by means of suggestion boxes or comment forms. In a few schools inspected, pupils were not asked to give their views about issues regarding food in their school.

## **6. Principle 4: Eliminating Stigma**

6.1 The Scottish Executive publication *School Meals in Scotland*, January 2005, identified that the number of pupils entitled to free school meals is higher than the number who actually use this benefit. The reasons for this are complex, but it is recognised that inappropriate administration of the delivery of free school meals can contribute to stigma which may be attached to taking them. *Hungry for Success* recommended that schools should adopt strategies to maximise the anonymity of free school meals and promote their uptake.

6.2 A few schools had developed systems to ensure complete anonymity. For example, they communicated directly with parents and carers about whether or not their children were to have school meals. Parents would then send payment for meals, where appropriate, directly to the school. Schools provided pupils with an envelope to take home and return to the school, thus removing from the classroom or dining room identification of pupils taking free school meals. In addition, such arrangements sometimes incorporated a pre-ordering system and allowed for weekly or monthly payments. An added benefit was that money handling was removed from the dining room, thus assisting in reducing queues.

6.3 In most schools inspected, other systems contributed to reducing potential stigma, but they did not necessarily remove it. For example, pupils were able to pay for school meals before school started or at the school office rather than in their classrooms. Schools then held

lists, within the dining room, of all pupils having school meals. Many schools used ticket systems to administer school meals. In a few schools, tickets were given only to children on free school meals – clearly not good practice.

6.4 In the majority of schools inspected, pupils were not aware of those who were entitled to free school meals. In a few schools, unsatisfactory practices persisted where pupils were still asked to identify themselves in class if they were having a free school meal or to stand in a separate queue.

## **7. Principle 5: Managing the Process**

7.1 The social experience of school meals is one which heavily influences a school's success in attracting pupils to the dining room. The commitment of senior managers in schools to the promotion of *Hungry for Success* is crucial to successful implementation of the report's recommendations.

7.2 In most schools inspected, the length of time allocated for lunch was sufficient to enable all pupils to be served and enjoy their meals, and still have some time for outside activity. A few schools had adjusted the timings of lunch, including ancillary and catering staff hours, to enable pupils to have a more pleasant experience. In a few schools, the lunch period was not long enough to ensure that all pupils could be served and had time to eat their meals before the end of the lunchtime. Children in these schools reported that they were rushed to finish their meals.

7.3 In most schools inspected, effective queuing and rota systems were used to prevent long queues from forming and to ensure that pupils had equal opportunities to be served first. In many cases, P1 to P3 pupils, were served lunch first on a daily basis, with pupils at the other stages taking turns to be first into the dining room. In most cases, pupils went out to play whilst waiting to be called in for their place in the rota. In schools which were not using these systems, often long queues were observed and these were disliked by pupils. In a few cases, pupils reported having to queue outside in bad weather or losing their place because of insufficient supervision. In some schools, pupils taking packed lunches were not included in these rotas and were viewed as being given priority. Pupils interviewed reported that such arrangements could influence their decision to take a packed lunch rather than choose a school meal.

7.4 Supervision in the dining room was carried out mainly by ancillary and teaching staff. Sometimes catering staff were also involved in supervision. In a few LAs, specific staff had been employed to supervise and assist pupils make appropriate choices in the dining room. Where supervision was not adequate or the overall arrangements were not well managed, this sometimes led to disruptive behaviour.

7.5 In most schools inspected, pupils chose where they wished to sit within the dining room. In some schools, however, pupils were directed to seats by supervisory staff. Pupils suggested that this often resulted in their being separated from friends.

7.6 In some schools inspected, pre-ordering systems had been adopted to ensure that pupils could have their first choice of meal without excessive waste. In a few schools which

had not adopted these systems, popular choices often ran out quickly and pupils did not always get their first choice. This discouraged pupils from choosing to have a school meal.

7.7 Self-evaluation of school meals and overall provision of food in school was not evident in most schools inspected. Where some self-evaluation of *Hungry for Success* was in place it included:

- *Hungry for Success* appearing in the school development or improvement plan;
- using a SNAG or pupil council to survey pupils' views;
- informal discussions between catering staff and headteachers; and
- staff in schools monitoring portion control, quality and uptake of meals.

A few LAs had prepared specific self-evaluation tools for *Hungry for Success* to be used by their schools.

## **8. Principles 6 and 7: Influencing Choice and Incentives to Improve Uptake of School Lunches**

8.1 The physical environment of the dining room, which includes layout, furniture and all aspects of its ambience, is a very important feature. In several schools inspected, high quality displays of pupils' artwork had been used to promote school lunches and healthy choices. Many schools enhanced dining rooms with photographic displays of pupils' activities. One LA had initiated an arts development scheme as part of its dining room decoration programme. Pupils interviewed expressed their appreciation of brightly coloured, clean and well-maintained dining rooms. In some schools, however, dining rooms were too small and, where they were multi-functional, this often placed constraints on their design, layout and arrangements for lunchtime use.

8.2 Most schools inspected used several service points to assist speedy movement of pupils through serving areas, for example different counters for hot and cold dishes. Sometimes, limited space made it difficult for staff to present food well. Bright signs, colourful salad bars and attractive staff uniforms were all used in many schools to add to the social experience of lunch. Pupils commented that they liked these approaches. Occasionally, serving counters were too high for younger pupils and they were unable to see the food on offer. In a few schools, there were concerns about serving counters being too hot and lacking a shelf on which pupils could place their trays while selecting food.

8.3 Most LAs had improved furniture and other dining equipment in some schools. Many LAs had purchased appropriately-sized, colourful tables and chairs which the pupils found appealing. A few schools had purchased picnic tables for use in the summer and others chose to purchase table cloths and plastic flowers to make the dining room more attractive. Most schools use moulded trays for serving meals, in preference to crockery. These trays were generally liked by pupils, provided that they were colourful and clean. Catering staff, however, often commented that it was more difficult to present food attractively on moulded trays. A few schools were using inappropriate disposable plastic cutlery, which was difficult for pupils to use when eating some foods. Some had tried to limit the use of disposable items to take account of environmental issues.

8.4 It is important that menus are displayed in several formats and areas throughout the school, as well as being issued regularly to parents. Good examples of menu display seen in schools inspected included menus displayed in school foyers and classrooms as well as in dining rooms, and pupils being able to study menus while queuing as well as at the servery. Most menu displays showed clearly the available choices, but price information as well as pupils' entitlement was less evident. Where point of sale information was poor, this often led to pupils taking longer to be served at the counter, and selecting more or fewer items than their entitlement. Most schools inspected provided appropriate support, through the formats of the menu display, visual aids and help from staff, to ensure that all pupils experiencing difficulty with reading were able to make their choices.

8.5 *Hungry for Success* recommended that schools should work to actively promote uptake of school meals and influence pupils' choice of food by promoting and encouraging incentive schemes. LAs and schools had adopted many different strategies to promote school meal uptake and healthy choices. Examples included the following.

- Catering staff planned specific menus for a day to focus on different themes such as a Burns Supper, Christmas, Easter, as well as theme days which focused on the food of different countries.
- Some LAs had chosen to give their catering service a brand, often using slogans, logos and mascots to promote pupils' interest. In the best practice, LAs involved pupils by running competitions to design these.
- A few LAs had developed labelling codes to assist pupils and their parents choose well-balanced meals.
- Some schools and LAs operated reward schemes for healthy choices. Prizes ranged from stickers and small items of stationery to vouchers for sports and leisure activities. In some cases, LAs also awarded prizes, such as DVD players, to schools. In some schools, pupils choosing to bring packed lunches from home were also encouraged to take part in these schemes by, for example, including fruit and vegetables as part of their lunch.
- Several schools had organised specific tasting days for pupils to try new dishes before these were put on the menu or to assist in menu development.
- Increasingly, staff were encouraging pupils to taste new or unknown dishes. In a few LAs, additional staff had been deployed to assist pupils in making appropriate choices.
- Many LAs had placed a strong emphasis on developing the visual appeal of the food on offer, particularly around salad and fruit bars. This had resulted in increased uptake of these foods, although often younger pupils needed more assistance in selecting food from these bars.
- A few LAs had resisted increasing the cost of school meals, and some had reduced prices to help encourage uptake.
- A few LAs had worked with agencies, such as the Seafish Industry Authority, to develop new menu items.
- Commendably, in the majority of dining rooms, foods with a high sugar, fat or salt content were no longer promoted.

8.6 A few headteachers of the schools inspected commented that they had noted increases in uptake of school meals and changes in pupils' eating habits as a result of these incentives. Almost all pupils interviewed during the inspections appreciated these various schemes. They said that they liked school meals and valued the social experience. Pupils felt that school meals should be competitively priced and should provide good value for money.

8.7 In most schools, pupils were encouraged to sit and socialise with friends and they behaved well in the dining room. Many schools had displays of expected conduct in the dining room, including reference to good table manners. In the majority of schools, pupils were expected to take responsibility for clearing their tables. Older pupils were sometimes given the additional responsibility of acting as buddies for younger ones. They assisted them to make meal choices, to carry trays, and to cut and eat their food.

8.8 Almost all pupils interviewed thought that the dining room provided a pleasant environment, although occasionally they found it to be too busy or noisy. Several schools inspected had enhanced the dining experience by playing background music during lunchtime, sometimes in response to a suggestion from the pupil council. Most pupils enjoyed this, especially when they could choose the music. Some schools had given a name to the dining room, for example 'Basement Bistro', with the aim of creating a better atmosphere and more appealing environment. In a few schools, pupils' enjoyment of the experience was reduced because of the way in which lunchtime was managed. Examples of this included pupils expected to each lunch in silence and to sit in assigned seats.

8.9 In many schools inspected, catering staff were fully integrated members of the school team. This approach was endorsed by having their photographs in school handbooks and in the school foyer, and by involving them in SNAGs and school events. In schools where communication and partnership between school senior managers and catering staff had weaknesses, the overall school meals service was not always fully effective.

8.10 Good relationships between catering staff and pupils were seen in most schools inspected. Catering staff played a key part in actively encouraging healthy choices and helping pupils in the dining room. In most schools inspected, pupils were very positive about the support from catering staff. They particularly enjoyed having their birthdays celebrated. Where there were weaknesses in relationships, pupils often had problems making choices and did not always receive their full entitlement of food.

8.11 School staff can have a positive impact on school food initiatives in many ways. Where staff were actively involved and well informed of matters relating to food in schools, implementation of *Hungry for Success* was progressing well. Effective schools helped to promote a holistic approach to food by providing information in staff handbooks, at staff meetings, and on development days, and by involving them in SNAGs. In several schools, staff chose to eat with pupils in the dining room. However, this occasionally caused problems where staff were seen to be given special treatment, for example being allowed to use foods, such as salt or sauce, that pupils were discouraged from using. In the best practice, staff choosing to eat school meals showed commitment to ensuring that they provided good role models for pupils by making appropriate menu choices.

## **9. Other Relevant Factors**

### **Fruit in Schools**

9.1 In almost all schools inspected, the provision of free fruit for pupils in P1 and P2 had been very well received by both pupils and teaching staff. Many LAs had evaluated the scheme positively. A few schools, however, had concerns about the quality of fruit provided. Some LAs and schools had chosen to extend this scheme by providing fruit more frequently

than the required three days per week or extending the provision to pupils at other stages. The fruit being offered varied from whole fruit, pre-prepared pieces, dried fruit and fruit juice. In many schools, seasonal and local produce was being included. Many schools had chosen to incorporate the fruit scheme into their daily routines by, for example, relating it to classwork, using it to enhance specific topics, or including it as a regular part of circle time or story time. Some LAs had developed specific resources to assist teaching staff with effective implementation of the fruit scheme. In a few schools, fruit was now the only snack provided at break times and parents had been requested not to provide their children with other snacks from home.

### Milk in Schools

9.2 In some schools, milk was provided for pupils at break time. Often the milk was free to pupils eligible for free school meals, other pupils paid a nominal weekly charge, or milk was available to buy from the school tuckshop. In some schools, drinking milk had been incorporated with the eating of free fruit provided for P1 and P2. Milk was available for many pupils at lunchtime, either as part of a meal or as a separate purchase. Most schools provided semi-skimmed milk and some also offered flavoured varieties.

### Tuckshops

9.3 Almost all schools inspected were making increased efforts to sell healthy items in their tuckshops. Most schools operated a daily tuckshop, mostly at break time, but a few were also available before the start of the school day. Some schools had chosen to introduce healthy items on one or two days a week, with the intention of increasing this provision over time as its popularity increased. Others had changed to selling only healthy items. Many schools were taking effective steps to promote their tuckshops through, for example, use of posters produced by pupils and colourful trolleys. In a few schools, parents had assisted in developing a market stall. Incentive schemes for healthy options purchased at the tuckshop had been introduced in some schools, often linked to school meals incentive schemes.

9.4 Products sold in tuckshops included fruit, yogurt, cheese, bottled water, fruit juice, milk, dried fruit, rice cakes, crisps, cereal bars, bread and butter/spread, toast and home baking. In some tuckshops, replacement water bottles could be purchased to be used within the classroom. Where profits were made, they were normally re-invested into the school or used to enhance the tuckshop provision. In some schools, catering staff provided a tuckshop at break times, and offered items such as milk, fruit juice, plain biscuits, sandwiches and fruit. In a few schools inspected, tuckshops were still selling products high in fat, salt and sugar. This is not consistent with the whole school approach that *Hungry for Success* promotes.

9.5 Many tuckshops were run by pupils, as part of enterprise projects or the work of pupil councils. Where pupil councils took the lead, many had used local suppliers. They had also enlisted support and guidance from dieticians or health development officers on recommended products.

### Vending Machines

9.6 There were no vending machines in any of the primary or special schools inspected to date.

## Water

9.7 Most pupils had good access to water at break times and throughout the school day within school, including in the dining room. A range of approaches to giving pupils ready access to water was found in the schools inspected. These included water fountains, chilled water coolers and bottles of water provided by LAs/schools. Some LAs had issued all pupils with reusable water bottles, sometimes varying in size according to the age of pupils. Where bottles were used, in many cases pupils were asked to bring in full water bottles from home at the start of the school day to save time, and these were filled during the day when required.

9.8 Most schools now allow all pupils to have water on their desks throughout the school day. Pupils interviewed thought that they were drinking more water than previously. Examples of good practice included schools actively promoting the drinking of water throughout the school day through discussions at assemblies and information in school newsletters or specific leaflets. Some school staff also played a key part in promoting water consumption by acting as good role models for pupils. Although most pupils have access to water, its use was not being promoted effectively in a majority of schools inspected. Many pupils either forgot to bring in their bottles or lost them. In some cases, staff were unaware of which taps in a school supplied drinking water.

## Breakfast Clubs

9.9 A few schools inspected had a breakfast club. Some schools were considering introducing one because of concerns that pupils were coming to school without eating breakfast, or were making poor choices of foods to eat on their way to school. A key aim of these breakfast clubs was to make provision for pupils most in need. Pupils spoke positively of the experience and staff reported improvements in attendance, punctuality and achievement of some pupils attending breakfast clubs. Most clubs offered cereal, toast and a fruit juice or milk and some provided additional items such as yogurt and fresh fruit. Breakfast clubs offering cereals with a high sugar content were advised to change this provision to promote healthier choices.

## Packed Lunches

9.10 In many schools inspected, a high proportion of pupils brought packed lunches from home. Several schools raised issues about such packed lunches. These issues included concerns about the lack of cool storage areas as well as about the foods included. In several schools, staff had introduced positive initiatives to encourage parents to provide balanced selections of food in packed lunches which reflected the recommended Nutrient Standards. For example, they encouraged parents to replace fizzy drinks and confectionery with healthier items such as fruit and vegetables. Where pupils having a packed lunch were given priority at lunchtime by, for example, being given fast entry into the dining room, the number of pupils choosing this option often increased. Sometimes pupils were inclined to take packed lunches rather than a school meal so that they could sit with friends who also had packed lunches.

## After-school Clubs

9.11 A few schools inspected had incorporated activities to promote healthy eating within after school or supported study clubs. This had included practical activities such as making fruit smoothies and fruit kebabs, which were positively received by pupils and parents.

## 10. Conclusion

10.1 Contacts made by NAAs with LAs and the inspections of the implementation of *Hungry for Success* in schools have shown that good progress overall is being made to implement the recommendations to improve school meals and other aspects of food in schools. Most of the more recent inspections identified an increased focus in schools on this aspect of health promotion. Examples of good practice have been identified within the earlier sections of this report, as well as aspects which need further attention. Most LAs visited to date are working well to implement *Hungry for Success* in their schools. Understandably, high priority has been given to introducing the Scottish Nutrient Standards for School Meals, but work is also being done to take forward the recommendations related to the seven principles which underpin the recommendations. There were variations, however, in how effectively schools within LAs had implemented *Hungry for Success*.

### 10.2 Where did we find examples of good progress?

- The work done by LAs to adopt the Scottish Nutrient Standards for School Lunches, develop appropriate menus and improve the quality of food provided in primary and special schools.
- Productive partnership working at LA and school level.
- Steps being taken to improve links between learning and teaching about healthy eating in the curriculum and food provision in schools.
- Many schools developing specific policies for health education and health promotion, and some for food in school, to help ensure the promotion of consistent messages.
- Increasing consultation with pupils.
- The impact of effective leadership and active involvement of staff on successful implementation of *Hungry for Success* in schools.
- Steps taken to improve the accommodation and facilities in school dining rooms.
- Examples of successful action to address other factors relating to food in schools, such as fruit schemes, tuckshops and breakfast clubs.

### 10.3 What further action and improvement is required?

- Continuing work to extend the good practice identified within this report and establish consistently high quality provision of school lunches across all LAs and schools.

- Continuing work to further improve school meal uptake and ensure that pupils make healthy choices.
- Further development of partnerships with parents on matters relating to food in schools.
- Further work to maximise anonymity for recipients of free school meals.
- Introduction of rigorous self-evaluation of action to improve food in schools.

10.4 In addition to providing oral feedback to schools inspected, NAAs have offered oral feedback on the findings of school inspections to the relevant LAs. As part of HMIE follow-through procedures, they are also providing more detailed support, where appropriate, to help schools and LAs address areas where further development is required. Where inspection reports contain main points for action relating to *Hungry for Success*, progress made by schools and LAs in addressing these points for action will, in due course, also be monitored as part of HMIE follow-through procedures.

10.5 As well as refining arrangements for *Hungry for Success* in primary and special schools, LAs need to work towards implementing *Hungry for Success* in secondary schools by the target date of December 2006. Some LAs are already making good progress with this task. HMIE will begin monitoring progress to implement *Hungry for Success* in secondary schools in early 2006, starting with a pilot inspection. By the autumn of 2006, inspections of *Hungry for Success* will become an integral part of inspection procedures in a sample of secondary schools. In addition, approaches to monitoring food provision in pre-school establishments are being considered.

10.6 *Hungry for Success* noted the importance of self-evaluation by schools and LAs to complement monitoring by the Scottish Executive. A set of bench marks is being prepared for schools and, more particularly, LAs to use as a self-evaluation tool. It is hoped that this will help schools and LAs to confirm good practice and identify areas for improvement.

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