

# From Good to Great....

## Next steps for food and nutrition in Scottish Schools

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# Aims for presentation

- Give an update of inspection findings during 2016-17
- Introduce proposals for development of a self-evaluation framework for school food
- To provide an update on key policies in Education



# Key Findings from Inspections from April 2016 to March 17

- Analysis of 70 schools – 50 primary, 16 secondary and 1 DSP in 29 local authorities
- Half of secondary schools selling items that don't meet food and drink standards either within or outwith lunch.
- Non-compliant drinks in secondary schools a concern in almost a third of inspections.



# Key Findings continued



## Nutritional Analysis Manual

A guide to demonstrating compliance with the nutritional requirements for food and drink in schools (Scotland) regulations 2008

Revised December 2016

Transforming lives through learning

- Continues to be a large variation in quality of nutritional analysis received
- All standards met in only 24% of primary schools and 19% of secondary.
- Lack of fruit in breakfast services common
- Lack of awareness of regulations by staff running services outwith lunch

# Key findings continued

- Quality of meals good or better in almost all schools
- Relationships between staff and children positive in the majority of schools
- FSM payments systems – duty being met in almost all schools
- Almost all primary schools promote uptake of meals well
- More could be done to promote uptake in more than half of secondary schools
- Need to improve menu and pricing display in almost half secondary schools



# Busy making Changes.....



flavoured milk

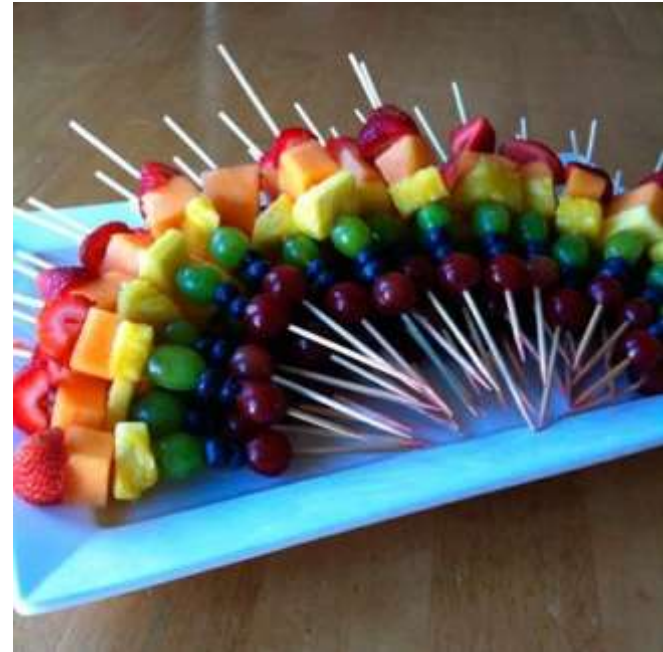
desserts and home baking

hot rolls with processed meat

fruit juice

- Increase in efforts to promote and present fruit
- Changes to products sold in tuck shops
- Introducing all bread as wholemeal for sandwiches











# Introduction of picking plate – but beware!



Very high levels of waste observed but not being monitored/evaluated  
Overall fairly low energy and carbohydrate contribution when compared to other meals



## Can simple nudges be effective in promoting better food choices in the school canteen?

Dr Hannah Ensaff



## Nudge strategies

Freshly prepared daily specials – vegetarian	Sandwiches containing salad	Fruit pots	Whole fruit
<i>Disposable pots/trays</i>	<i>Stickers on packaging</i>		<i>Pyramid display stand</i>
<i>Prefilled pots/trays</i>	<i>End of shelf label</i>		<i>Prominent position</i>
<i>Poster displayed in holder</i>		<i>Window sticker in display unit</i>	
<i>Increased numbers on display</i>			

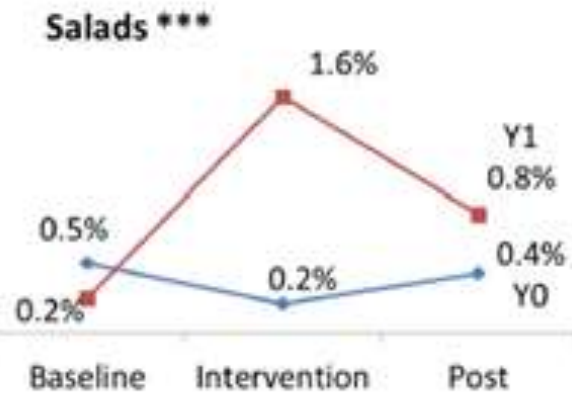
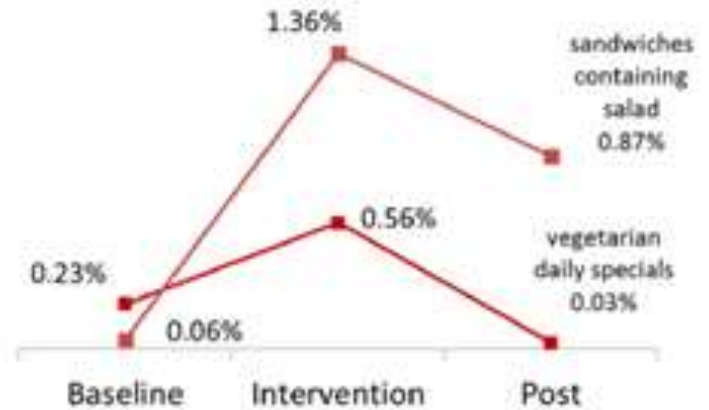
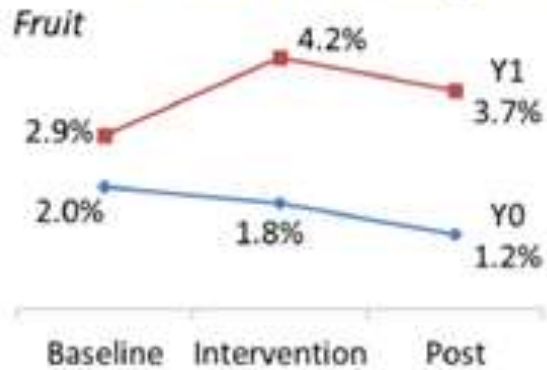
*Intervention did not involve any changes to the food on offer to students, and the changes were not publicised overtly to students*

Intervention for 6 weeks in Summer term

- Baseline: 29 weeks
- Intervention: 6 weeks - students made choices within the adjusted choice architecture
- Post-intervention: 3 weeks – choice architecture reinstated to its baseline state for the remainder of the summer term



## Overall Results [no. of items selected as a percentage of the relevant category]



**all promoted food items**  
 baseline 1.4%; intervention 3.0%;  
 post-intervention 2.2%

**all FVS [fruit/veg/salad] food items**  
 baseline 1.5%; intervention 3.8%;  
 post-intervention 2.6%

# Development of Self-Evaluation Framework for School Food

- Proposed development of a framework which will compliment the suite of self-evaluation frameworks already in use across different sectors
- Purpose and focus is to improve practice
- Aims to increase transparency
- Want to involve key stakeholders in its development from the outset to ensure it is relevant, useable, appropriate and fit for purpose



## 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

### Themes:

- Wellbeing
- Fulfillment of statutory duties
- Inclusion and equality

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

### Level 5 illustration:

#### Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

#### Fulfillment of statutory duties

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

#### Inclusion and equality

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges, such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

### Features of highly-effective practice:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
- ✓ All stakeholders provide a climate where children and young people feel safe and secure.
- ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
- ✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- ✓ Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- ✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- ✓ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- ✓ All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
- ✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- ✓ Children and young people are knowledgeable about equality and inclusion. They feel able to challenge discrimination, intolerance and intolerance when they come across it.
- ✓ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of respect linking benefits of outdoor learning and green space with wellbeing.

### Challenge questions:

- ✓ How well do all staff know and understand OFSTED, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
- ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
- ✓ How well do we know and take account of local and national documents and guidance?
- ✓ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
- ✓ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
- ✓ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
- ✓ How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?
- ✓ Can we be sure that all staff guidance is fully relevant and up-to-date?
- ✓ How well do we communicate with parents, partners and learning across these key themes?
- ✓ How well do we know the steps we have taken to have improved outcomes for children?
- ✓ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
- ✓ Have we successfully established an inclusive learning environment? How do we know?
- ✓ To what extent does our school celebrate diversity?
- ✓ How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?
- ✓ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?



# Review of School Food Regulations

- Technical Working Group – NHS Health Scotland, Food Standards Scotland, Education Scotland convened in January 2017.
- Met 6 times so far – aiming to report recommendations to the Deputy First Minister by the end of the year.
- Extensive consultation on proposals will take place in early 2018.

England, Wales and Northern Ireland all revising their standards for schools in response to changes in dietary guidelines.

# Other Policy Updates

- Introduction of expansion of hours (from 600 to 1040) of Early Learning and Childcare from 2020 and alongside is **universal free school lunches for 3 and 4 year olds**
- Have powers to provide earlier than this
- Setting the Table guidance



# Pupil Equity Fund

**2,374**

The number of schools that will benefit from pupil equity fund

**£354,000**

The largest sum given to any school

**£120 m**

The total size of pupil equity fund

**£1,200**

The amount a school receives per pupil claiming free meals

**£278,400**

The largest sum given to a primary

# Interventions for equity

*The key priorities are:*

*The primary levers for change are:*

*Interventions should focus on:*

1. Early intervention and prevention

2. Social and emotional wellbeing

3. Promoting healthy lifestyles

4. Targeted approaches to literacy and numeracy

5. Promoting a high quality learning experience

6. Differentiated support

7. Using evidence and data

8. Employability and skills development

9. Engaging beyond the school

10. Partnership working

11. Professional learning and leadership

12. Research and evaluation to monitor impact

Improve health and wellbeing

Families and Communities

Learning and Teaching

Improve attainment in literacy and numeracy

Leadership

Improve employability skills and school leaver destinations

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