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This is the Bigger Picture



School Health UK

The Better Lunchtimes Mark



St Andrews Primary School

REPORT #2

SCORE: 24/25



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**School Health UK
Crossway,
156 Great Charles Street Queensway.
Birmingham
B3 3HN**

www.schoolhealthuk.co.uk



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Disclaimer

The below is an observation of one snap shot of lunch time, the entirety of this report is based upon that observation, with the presumption that, other than any stated variables, all lunch times run in a similar manner; this must be considered whilst observing all noted comments in the entirety of this document and any associated documents and comments thereafter. Further, all suggested the recommendations and *points of note* are the ‘best case scenario’ based on what has been identified as areas for improvements and the potential thereof. Additionally, the auditing, reporting and scoring of this lunch service has been reported in the most pedantic way possible.

Glossary of Terms

SAPS – St Andrews Primary School

BLM – Better Lunchtimes Mark

MDS – Midday Supervisor

DINING SPACE – The area pupils most commonly eat lunch

BISTRO BUDDIES – Student Helpers

SHAFC – School Health and Food Committee

BLRC – Better Lunchtimes Review Committee

MUGA- Multi Use Games Area



BETTER LUNCHTIMES MARK

Scoring Guide

Remarkable (21+):

The whole of the lunchtime is exceptional. There is a clear *whole school approach* embedded and lunchtimes have been identified as a key part of the school day.

All members of the school team work together to embed a culture of positivity and health.

The dining space is well laid out, colourful and offers a warm, welcoming eating space which can be identified as such across the school day. Across the entirety of the lunchtime, the dining space is a calm environment with minimum movement and disruption.

All adults present in the dining space and related to lunchtimes are well engaged with pupils, forming positive relationships and modelling healthy behaviours. This includes midday s, catering staff, and other senior leaders.

There are aspects of a social and enjoyable *restaurant style* lunch service, with older pupils interacting well with their younger peers. Pupils enjoy helping each other and spending time in the dining space.

The standard of the school food is high, it looks, smells and tastes good and offers a wide variety of choice – both staff and pupils articulate this and enjoy the food. School meals have cleared considered and aligned with the School Food Plan and updated food school standards. Pupils who do not eat their chosen meal are encouraged to try alternatives and a procedure is in place for persistent non-eaters. A varied and colourful salad bar is well-located and well-stocked, to be used independently by pupils.

There are few packed lunch consuming pupils, but they are eating lunches that is equally as healthy as the school meals. All pupils drink out of the same vessels in the dining space to embrace the *family dining* feel and consider sugar reduction across the school day. All pupils eat from the same plates. Food choices encourage healthy eating and pupils make informed choices about what exists on the school menus, with feedback forums including a School Health and Food Committee.

The waste area is well-placed, clean and attractive. It is clearly labelled and encourages good hygiene practice. Waste is recycled and food waste is composted.

Pupils perceive school lunchtime as a positive experience and the school meal take-up reflects this.

The school playground offers a wide variety of activity for pupils and encourages opportunity to negotiate, lead and empathise with their peers. Playgrounds are aesthetically pleasing, suitably equipped, and well-marked out with both pupils and staff recognising any zoning implemented.

Physical activity and exploration are encouraged and prioritised outside, with opportunity for moderate-vigorous activity. Green areas should be used as much as possible across the whole year, with exceptions for serious adverse weather conditions.

Good (15- 20):

The lunch period is good. Pupils appear happy and engaged and staff know their roles well.

The atmosphere is pleasant with minimum levels of disruption. The timings of service are clear, and pupils arrive and depart the dining space safely and in an orderly manner.

The catering team communicate well with both staff and pupils and all members of the provision seem happy. Lunches provided at school comply largely with School Food Plan and updated school food standards and packed lunches are free from confectionery and drinks high in sugar. Where possible, waste is recycled and composted.

Pupils perceive the lunch period as mostly positive. The school meals take-up is above average.

The food looks and tastes good; pupils articulate this. Food consumed in the dining space is mostly healthy and the playground offers variety of different levels of play.

Staff numbers are appropriate and are engaged well regardless of their role at lunchtimes.



Fair (7-14):

There are some aspects of a good lunchtime present. Staff are passionate about their roles and pupils are mostly well behaved during and after the lunch period. There is typically a free-flowing movement of pupils in and out of the dining space, resulting in queueing and disruption.

The take-up of school meals is modest. The catering team get on with their job efficiently, with limited interaction with pupils.

Pupils appear to be, at times, rushed or too slow. Pupils have mixed reviews and opinions about school food and packed lunches are the most attractive option, due to the lunchtime experience and their high sugar and fat contents.

Waste is high, and pupils are free to clear their plates without interacting with staff which results in high food waste. Waste is not disposed of well.

The playground is busy and there is either too much or not enough equipment to engage and occupy pupils.

There may or may not be enough staff supervising pupils, but they may be ineffective and poorly allocated.

Communication between staff and pupils is adequate.

Poor (0-6):

A number of components in enhancing a whole school approach are missing from this lunchtime. As a result, this has not been embedded, with staff appearing to be working from separate agendas with limited interaction and feedback from pupils.

Pupils are not well engaged both inside the dining space and outside. Lunchtimes are disorganised and staff are not allocated appropriately.

School meals are not the most attractive option and food standards are not followed. Pupils' perception of the lunch period is poor, and the dining space has an unpleasant atmosphere. Pupils are rushed through service. Take-up is concerningly below average. Lunchboxes are unhealthy, and healthy messages are not clearly communicated home. The school has not clearly prioritised improving lunchtimes and does not consider it an important aspect of the school day.



School Information	
Name of School	St Andrews Primary School
Postal Address	Mansfield Rd, Sutton-in-Ashfield NG17 3DW
Email Address	Nathan Stone head@st-andrews.notts.sch.uk
Local Authority	Nottinghamshire County Council
Number of Pupils on Roll	321
Catering Provider	NCC
UIFSM Average Take-up	Pre 60% Post 72.4%
KS2 Average Take-up	Pre 40% Post 45.4%
Date of Re-Audit	19.11.19
Name of Assessor	Ruth Hill



ASSESSMENT DATE: 19.11.19
OVERALL SCORE: 24
OVERALL MARK: REMARKABLE

Overall Comments

St Andrews Primary School (SAPS) is a slightly larger sized primary school in Nottinghamshire. School food is cooked on site, out of a good sized kitchen (3 caterers) being hosted by the central catering provider Nottinghamshire County Catering.

School meal uptake has increased for both UiFSM and KS2. The figures were calculated from the last nine weeks.

There is an allocated lead MDS at lunchtime, with lunchtime staff forming good relationships with pupils and mostly understanding their responsibilities. A relationship between the catering team and the lunch team is good. There appears very much one team, with all adults present at lunchtime actively interacting with pupils.

Outside, there are a large number of spaces for pupils to engage with, with clear zones allocated for all pupils. The playgrounds promote physical activity and social interaction. Staff are clear in their roles during lunchtimes, with appropriate allocation of staffing both indoors and outdoors.

Pupils and staff both report enjoying the changes implemented at SAPS. Lunchtimes are calm and enjoyable, promoting social interaction, positive behaviour and a good lunchtime experience.

SAPS have received very positive feedback from a questionnaire sent out to parents/carers regarding the lunchtime provision.

Currently, lunchtime at St Andrews Primary School is:

REMARKABLE



THE LUNCHTIME EXPERIENCE

Score: 5/5

Criteria for a remarkable lunchtime experience:

- Timings of lunch are appropriate and allow for sufficient time for eating and physical activity
- The entirety of lunchtime is calm, positive and organised
- All staff/adults present at lunchtime are friendly and approachable and actively aim to form good relationships with pupils
- Pupils sit with their friends to eat lunch, and social interaction with various peers is encouraged
- Peers have formed good and positive relationships
- The dining space is warm and attractive, and an enjoyable space to be in
- There is minimum queueing throughout the entire lunchtime
- In the dining space, there is clear movement and flow and pupils are clear on procedures in regards to entering the space, collecting food, clearing plates, leaving the space, etc.
- Lunchtime is an essential and prioritised part of the school day
- Behaviour is good inside and outside, with positive and calm noise within the dining space
- Peer support is demonstrated in the dining space, with identifiable Bistro Buddies
- Pupils know where to sit in the dining space, with allocated seats or tables
- Packed lunch and school meal pupils are sat all together
- There is a clear procedure in place for pupils who have not eaten
- A School Health and Food Committee exists for providing feedback about food and lunchtimes, alongside other aspects across the school day
- Pupils and staff enjoy being in the dining space
- Pupils enter and exit the dining space in a calm manner
- There are clear start and end times to sittings, meaning no pupil needs to rush to finish their meal
- There is a table by table approach to movement around the dining space
- Where possible, there is a top table for rewarding good behaviour in the dining space
- Staff often eat with pupils and consume school meals in the dining space
- Outdoors there is a variety of activities to take part in, including active and calmer areas



The Lunchtime Experience – Assessor Comments

- There has been a huge improvement in the lunchtime experience at SAPS with all pupils given ample time to eat as well as a good opportunity to be physically active.
- Pupils now consume their lunch in the same dining space, with the exception of nursery that eat in the small hall where the food is served. Lunch starts at 11.50-11.55 for Foundation/KS1 pupils with class staff bringing them to the dining space and staying with an allocated table until 12 to help assist the pupils where necessary. All other years are served between 12-1.10 and are called in table by table from the playground. The MDS lead uses the radio to advise the MDS on the playground which table is next to enter the dining space.
- All pupils enter the dining space and sit at their allocated tables. There are mixed age ranges on each table with a child allocated as a table lead. The MDS lead advises each table when it is their turn to go up to the servery. The order is on a rotation system. Packed lunches are allowed to get their lunch ready when the others have left to collect their school meals but must wait to start eating until their peers have returned to the table. Once everyone on the table is seated, the table lead reads a prayer and thereafter everyone can start their lunch.
- Each table has cutlery in buckets, cups and water jugs which are replenished as required.
- All pupils, including packed lunch pupils consume water only.
- Each table has a cloth for pupils to self-clean.
- The dining space is organised and calm, creating a positive experience for all.
- The MDS lead works well, giving clear instructions to pupils and staff.
- The pupils are fully aware of the new system; they have embraced it well and speak very positively about the changes. They know where to sit, and there are clear start and end time to their sittings.
- Pupils are aware of the procedure of when they need more time to eat, with a designated overflow area.
- There are group of Bistro Buddies that help the younger pupils and also help with the clearing and wiping of tables.
- The pupils have recently named their dining space *Connect- Food, Friendships and Laughter*.
- Outside there are a variety of activities available for both KS1 and KS2, with allocated zones.
- Parents reported positively about the lunchtime provision.
- A food forum meeting is planned to continue to monitor and improve healthy eating in school.



THE DINING SPACE

Score: 4.5/5

Criteria for a remarkable dining space:

- The dining space is bright and colourful, and at an appropriate temperature
- Seating is appropriate and laid out well within the space available
- There is a well-stocked and exciting salad bar which is located well
- The waste area is located well and clean, promoting good hygiene
- Cutlery, plates, and cups are available for every pupil on every table
- Jugs of water are available on every table to provide every pupil with water at lunchtime
- There are permanent displays of lunchtime information which includes healthy eating, menus, lunchtime rules
- Displays of information are colourful and visible to pupils
- There is a clear flow of movement around the room which is clear to pupils
- Food serving areas are attractive and open to pupils throughout their sitting
- Tables are numbered or named and given a restaurant feel through table mats/flowers/etc.
- The dining space is clean, including table tops, floors, salad and waste areas
- Salad and jugs of water are replenished when necessary
- It promotes a restaurant style of dining
- There is a clear overflow table used for slower eaters and lunchtime clubs
- The dining space is named
- The dining space can be recognised as a dining space outside of the lunch period
- There are appropriate levels of noise during lunchtime in the dining space
- Items such as whistles, and shouting, are not used in the dining space



The Dining Space – Assessor Comments

- The dining space is a warm, calm and positive experience. It is well organised with staff having clear roles and pupils are aware of the procedures.
- There is plenty of time for pupils to eat their meals.
- There is a designated overflow table for those who require longer eating.
- The tables are well laid out which allows for great social interaction of the pupils.
- Each table has flowers and is numbered with a prayer on the back of the number sign.
- They each have jugs of water, cups and a bucket of cutlery. All pupils, including packed lunch pupils consume water only and can serve themselves. Each table also has a cloth for pupils to clean the table themselves after they have eaten.
- There is a flow of pupils to be served table by table with no queuing or gaps. Tables are chosen in an allocated order which is rotated to ensure the same pupils aren't always going last.
- The food is clearly displayed and the serving of food is efficient. KS1 pupils have a coloured token given to them and KS2 pupils wear a coloured wrist band to identify the choice of their menu chosen. This has helped with the efficiency of the serving and the older pupils love the bands.
- There is a well-stocked salad bar with a MDS present to assist the KS1 pupils.
- The waste area is well located and organised with pupils utilising it table by table. It is clean and promoting good hygiene. There is a MDS allocated to the waste station that monitors how much the pupils are consuming. She keeps a written record of those of concern which is fed back to class teachers and office staff on a daily basis.
- There is a relatively low amount of waste, in part due to the enjoyment of the food but also the table by table monitoring of what had been eaten and clearing of waste.

THE OUTDOOR SPACE

Score: 4.5/5

Criteria for a remarkable outdoor space:

- The outdoor space available is used appropriately
- There are clear zones for different activities, offering a range of spaces
- Moderate to vigorous activity is promoted every lunchtime
- There is a clear area for calmer and quieter activities to take place
- Staff know their roles well and are confident in fulfilling them
- First aid is dealt with outside unless serious
- Radios are used to communicate
- There are areas which are designated to be free from equipment and promote free play
- Structured ball games or equipment areas are available and are not overcrowded
- Playground encourages interaction with nature
- Playground supports creativity and problem solving
- The outdoor areas are aesthetically pleasing
- The outdoor provision is perceived as exciting
- There is the opportunity to interact with different age year groups
- Structured play is established and clear to pupils
- The playground is safe
- Pupils have plenty of time for physical activity and exploring at lunchtimes
- Activities are sometimes peer-led
- There is green space which is used well unless severe adverse weather



The Outdoor Space – Assessor Comments

- There is a large outdoor space, consisting of two playgrounds, a quiet area and a MUGA.
- There is equipment and activities available for the pupils to access, each with a designated zone.
- There is opportunity for year groups to interact with KS1 and KS2 pupils mixing throughout the zones
- The bottom playground is allocated as a holding playground for the pupils to use before they are called in for their lunch. It is then opened up to all pupils once everyone has entered the dining space.
- There is ample staff on duty with each allocated to a zone. They are clear of their roles and responsibilities.
- Staff are well engaged with the pupils.
- There is great field for pupils to access in good weather.
- The pupils were active and were playing well together.
- There was plenty of time for all pupils to be outside and playing.
- Changes to the lunchtime sitting have allowed the outdoor areas to be less busy.
- Staff outside carried radios and minor first aid was taking place outside in an allocated area. Staff were a little concerned as it now getting colder for the pupils to receive first aid outside but provision has been made for them to use a little room, just off the playground if needs be.
- The MUGA is being used for equipment zone and at times can get busy which SLT are aware of. Plans are in place to move pupils onto bottom playground when available, with some equipment being moved there.
- There was a clear system in place with a cone being placed to mark that that area of the zone is out of bounds for that day. This was used if it was deemed unsafe for the pupils to use at that time.



HEALTHY EATING AND CATERING

Score: 10/10

Criteria for a remarkable healthy eating and catering provision:

- School meals are compliant with the School Food Plan and updated school food standards
- Sugar and salt reduction have been considered and well embedded across the school day
- Most pupils are consuming a school meal, evidenced by high take-up
- The catering team are well embedded in the school
- Good relationships have been formed between the catering team and all other parties at lunchtime including MDSs and pupils
- The catering team are part of the BLRC and SHFC
- Pupils have variety and a choice at lunchtime every day
- There is a colourful, well-stocked salad bar which is accessible to pupils across the whole of the lunchtime on a daily basis
- Drinking water is available to every pupil regardless of their meal type
- Staff often eat in the dining space with pupils
- Healthy eating messages run through the whole of the school day
- A healthy eating policy is available and clear
- Where possible, the school grows and cooks from its garden, and/or sources local seasonal produce
- Caterers are involved in additional aspects of the school day, such as cooking and other education
- Packaging and food waste is monitored and reduced
- Where possible, a parent pay or banding system is in place to ensure efficient service of school meals
- School meals are hot and attractive, and are the most attractive option to pupils
- Pupils have access to hot and vegetarian options, and cooler options to provide greater variety
- UIFSM take-up is greater than 87% in line with Government recommendations
- KS2 take-up is greater than 75%
- Pupils articulate that food is enjoyable and varied
- Dessert options include healthy offerings and fruit is typically the primary dessert option, including fruit only dessert days
- Vegetables and salad are consumed with every meal
- Fruit is the only snack at breaktimes, and tuck shops align with the School Food Plan
- Midday supervisors and caterers encourage healthy eating behaviours
- Healthy eating messages are well displayed in the dining space
- Pupils are assisted with use of the salad bar and/or encouraged to utilise it
- Communications home emphasise healthy eating and consumption of school meals
- Packed lunch guidance and a School Food Policy should be clearly disseminated to parents
- There are avenues present for obtaining feedback regarding food in school
- Pupils can see the food offering and it is easily accessible
- Parents and the school's community are invited to the lunch provision with opportunities to try food
- Menus change across the year to maintain variety and new choices



Healthy Eating and Catering – Assessor Comments

- There is a huge improvement with both catering and healthy eating throughout the school. The school have clearly worked hard as team to make this happen and it is clear the positive changes they have made.
- Catering is provided by Nottinghamshire County Council. There is now a good comprehensive menu which meets the School Food Standards. The catering team has clearly worked hard in improving the provision.
- The catering team are well embedded in the school and were encouraging to the pupils.
- The food is attractive and well-presented.
- The salad bar is colourful, well stocked and replenished as required. It is in a great position to encourage all pupils to use it. One of the MDS assist the KS1 pupils in its use.
- There is a variety of choice at lunchtime and a good portion size provided.
- Fruit is now the primary offering for dessert, and it is presented well.
- Drinking water is available for all with jugs and cups on the tables.
- There is now a token (KS1) and banding system (KS2) in place which the pupils enjoy. The catering staff advised that it has improved the efficiency at the servery.
- All staff were encouraging of healthy eating behaviours.
- Lunchboxes observed were mainly healthy in quality.
- There is now a food policy in place which is easily found on the website as well as separate healthy lunchbox guidance.
- The school has now adopted a water only policy throughout the school day as well as healthy snack policy of only fruit and vegetables.
- The changes have made an impact on school meal uptake with both an increase in UiFSM and KS2 uptake.



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**ACTION
PAGES**



Action Pages

St Andrews Primary School

Essential Actions

I do not feel there are any essential actions that need to take place. The school has worked extremely hard to make all the necessary changes.

Desirable Actions

Action #1 Dining Space display

At present there was no display in the dining space, it would be helpful to display the entire menu on the board to help promote school meals to the children – particularly those who infrequently eat them.

Action #2 Use of bottom playground

As discussed in the debrief, ensure that the bottom playground is used to its full potential once all children have entered the dining hall to allow greater space on the MUGA. Maybe consider that some equipment is made available for the children to use to help encourage the children to move from the MUGA.

Ruth Hill 19.11.19