In Perspective

Food and Fitness

PLANT A PHOBIL IFANC - GWEITHREDU'R HAWLIAU CHILDREN AND YOUNG PEOPLE - RIGHTS TO ACTION

Welsh Network of Healthy School Schemes

Cynlluniau Ysgolion Fach - Hwylswth Cymru

Llywodraeth Cynulliad Cymru

Welsh Assembly Government
### Introduction

### Case studies

#### Infant Schools
- **Ceredigion**
  - Ysgol Gymunedol y Plant Bach, Aberteifi: Healthy Community Barbecue
- **Swansea**
  - Brynhyfryd Infants School: Healthy Packed Lunches

#### Junior Schools
- **Merthyr Tydfil**
  - Cyfarthfa Junior School: Developing a Healthy Playground

#### Primary Schools
- **Blaenau Gwent**
  - Pontygof Primary School: ‘Come and Try’ Fitness Week
- **Bridgend**
  - Ogmore Vale Primary School: ‘Heart of the Community’ Project
- **Caerphilly**
  - Ty Newydd Primary School: Healthy School Week
- **Carmarthenshire**
  - Ysgol Gynradd Llechyfedach: ‘TOP Start programme’
- **Conwy**
  - Ysgol Cynfran Llysfaen: Staff Fitness
- **Denbighshire**
  - Ysgol Cefn Meiriadog: Healthy School Meals Pilot Project
- **Gwynedd**
  - Ysgol y Gorlan: 30 40 50 club
- **Monmouthshire**
  - Shirenewton Primary School: Active Rainy Day Play
- **Neath Port Talbot**
  - Gnoll Community Primary School: ‘Primestart’ Project
- **Pembrokeshire**
  - Lamphey Primary School: Healthy Eating Policy
- **Powys**
  - Ysgol Gymraeg Ynysgedwyn: Encouraging a Healthy Lifestyle
<table>
<thead>
<tr>
<th>Location</th>
<th>School Details</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vale of Glamorgan</td>
<td>St Bride's Major Primary School ‘Food for Thought’ Breakfast</td>
<td>56</td>
</tr>
<tr>
<td>Wrexham</td>
<td>3 schools in an area ‘Draig’ Challenges Caia Park</td>
<td>59</td>
</tr>
<tr>
<td>Ynys Mon</td>
<td>Ysgol Gymnund Garreglefn Gardening for Vegetables</td>
<td>62</td>
</tr>
<tr>
<td><strong>Special School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhondda</td>
<td>Ty Coch Special School Fruit Tuckshop</td>
<td>66</td>
</tr>
<tr>
<td><strong>Secondary Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiff</td>
<td>Michaelston Community College Food Matters/Bwyd o Bwys</td>
<td>70</td>
</tr>
<tr>
<td>Flintshire</td>
<td>Castell Alun High School Food and Fitness Week ‘Health 4 Us’</td>
<td>73</td>
</tr>
<tr>
<td>Newport</td>
<td>St Julian’s School Developing a Whole School Policy on Healthy Eating</td>
<td>76</td>
</tr>
<tr>
<td>Torfaen</td>
<td>Llantarnam Comprehensive School School Nutrition Action Group</td>
<td>79</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
<td>82</td>
</tr>
<tr>
<td><strong>Organisations and initiatives referred to in the case studies</strong></td>
<td></td>
<td>83</td>
</tr>
</tbody>
</table>
In Perspective: Food and Fitness

Introduction

Background

A health promoting school is one which actively promotes and protects the physical, mental and social health and wellbeing of its community through positive action by such means as policy, strategic planning and staff development with regard to its curriculum, ethos, physical environment and community relations.

The Welsh Network of Healthy School Schemes (WNHSS) was launched in September 1999 to encourage the development of local healthy school schemes within a national framework. The Welsh Assembly Government has provided funding to help health and education services work in partnership to set up and run local healthy school schemes in all areas of Wales. Guidance is given through shared national aims, a variety of publications and national network events. These local schemes in turn support the development of health promoting schools in their areas and maintain a system of monitoring, accreditation and local networking. Schools are advised that in the first three phases of the scheme they should promote and develop three actions. At least two of these should act to embed health education/promotion in the school and no more than one should be a special event to gain profile.

The WNHSS has built on the experiences of the twelve Welsh pilot schools that were part of the European Network of Health Promoting Schools from 1995 – 1997. This was a joint initiative between the World Health Organization Regional Office for Europe, the Commission of the European Communities and the Council of Europe. The actions that were undertaken by the pilot schools in Wales were documented in the publications ‘In Perspective’ for Primary and Secondary Schools.1

There are now over 1200 schools within the WNHSS and it was felt that it would be appropriate to update ‘In Perspective’ in line with some of the new initiatives being undertaken by schools. The Welsh Assembly Government has prioritised actions on food and fitness for young people in schools.2,3 This publication reflects that focus and looks at actions on nutrition and physical activity undertaken by one school from each of the twenty two local schemes.

Acknowledgements

Our thanks for the input into these case studies from:
Schools – Headteachers, staff and pupils from all of the twenty two schools
Local Healthy School Scheme Co-ordinators
Local projects that have supported schools and provided information for this publication
Context
Nutrition in children appears to affect health in later life. Healthy eating habits developed early can reduce the risk of cardiovascular disease, certain cancers, diabetes and osteoporosis. It can also reduce the risk of immediate health problems such as dental caries, overweight and obesity.

Regular physical activity in children and young people for an hour a day of at least a moderate intensity should help them achieve healthy growth and development. This should also reduce the risk of obesity, cardiovascular disease, some cancers, type 2 diabetes and mental health problems in adult life.

Health Behaviour in School-aged Children (HBSC) survey 2001/02
Concerns relating to poor nutrition and lack of physical activity in young people are borne out in Wales and other parts of Europe, by the findings of the HBSC survey. This is a cross-national research study conducted in collaboration with the World Health Organization Regional Office for Europe. In each of the 35 countries involved, data are collected using self-administered questionnaires, from approximately 1500 young people at each of three age ranges: 11, 13 and 15 years.

Key findings – Nutrition

Breakfast
In Wales, about 2/3 of 11 year olds say that they eat breakfast every school day. These figures then decline, until by the age of 15 years, 58% of boys and only 39% of girls, report regular school day breakfast eating. These proportions rank Wales 26th (of 35 countries) overall.

Fruit
The proportion of 11 year olds eating fruit every day, 31% of girls and 23% of boys, ranks Wales 30th (of 35 countries) overall. These figures also decline with age until at 15 years, 24% of girls and only 19% of boys, report daily fruit eating.

Vegetables
The figures for 11 year olds reporting to eat vegetables every day are also low, 19% of boys and 22% of girls, this ranks Wales 31st out of the 35 HBSC countries. The figures increase very slightly until at 15 years, 22% of boys and 26% of girls, report daily vegetable eating.

Soft drinks
The figures relating to the daily consumption of soft drinks amongst 11 year olds, 32% of girls and 33% of boys, sees Wales ranked 10th out of the 35 countries. This proportion is higher at 15 years with 35% of girls and 41% of boys reporting daily consumption.
Key Findings – Physical Activity

The percentage of young people in Wales taking the recommended physical activity (of more than one hour on most days) at 11 years is 37% for girls and 46% for boys. This drops to only 18% of girls and 39% of boys at 15 years. This ranks Wales 18th out of 29 HBSC countries.

This compares unfavourably with the sedentary behaviour of many young people. At 15 years 27% of girls and 34% of boys will watch television for 4 or more hours a day, ranking Wales 8th out of 35 HBSC countries.

The survey also indicated that 22% of 15 year old boys and 17% of 15 year old girls are overweight or obese.

These figures show that in Wales, as across many countries of Europe, the eating and physical activity habits of young people are generally a concern. The Welsh Assembly Government has acted upon these concerns and called for action through a number of different initiatives:

**National Service Framework for Children, Young People and Maternity Services in Wales**

This tasks health and education bodies to act on certain issues:
- All settings where meals are provided for children and young people are provided for children and young people have policies in place to promote healthy food options (including in vending machines) as well as reducing the promotion and availability of snacks that are high in fat, salt and sugar and drinks that are high in sugar.
- All settings that deliver services to children and young people have drinking water readily available in an appropriate place and at no charge.
- Children and Young People’s Framework Partnership Plans include… mechanisms to promote physical activity, particularly by providing services and an environment that supports active play and physical activity.

**Food and Fitness – Promoting Healthy Eating and Physical Activity for Children and Young People in Wales. 5 year Implementation Plan**

This outlines a programme of work aimed at securing the well-being of children and young people in Wales.
It sets out the following recommendations:

- Extend the Welsh Network of Healthy School Schemes with all maintained schools involved by March 2010.
- Improve the food and drink consumed through the school day. This recommendation should be read in conjunction with the report of the Food in Schools Working Group – Appetite for Life.  
- Provide high quality PE, health related exercise and practical cookery skills.
- Provide an environment that will encourage children and young people to access opportunities for physical activity and healthier foods.
- Develop skills to enable children and young people to take part in physical activity and prepare healthier foods.
- Develop and deliver training on food and fitness for those working with children and young people.
- Ensure that actions are evidence-based, or innovative with evaluation, and that findings are shared.

**Food and Fitness in the Curriculum**

**Personal and Social Education**
PSE is a statutory element within the basic curriculum for all pupils aged 5 – 16 years. Exercise and nutrition are included within the guidance. It also recommends that these topics are taught by a cross-curricular approach.

However there are specific requirements for work on food and fitness in the following subjects:

**Science**
Specific mention of these topics is found in ‘Life and Living Processes.’

**Design Technology**
Healthy eating is an important aspect of Food Technology.

**Physical Education**
At each Key Stage there is a section on ‘Health Related Exercise.’
School: Ysgol Gymunedol y Plant Bach, Aberteifi

**Scheme/LEA:** Ceredigion

**Current phase on scheme:** 3

**Description of school:** infant school with 155 pupils from a Communities First area

**Action:** Healthy Community Barbecue

**Why did you choose to do this?**
- When the school joined the Healthy School Scheme an audit was held and it was decided to concentrate on food and fitness actions.
- It was felt to be important that the families were involved in the healthy eating initiatives because of the age of the children in the school.

**What actually happened?**
- The barbecue held in the summer of 2003 was the culmination of a variety of actions on food and fitness.
- A fruit tuck shop was set up after tasting sessions and surveys to assess the types of fruit that would sell. This is still running successfully.
- Pupils illustrated a leaflet explaining how important it is to eat fruit. This went to all homes and is given to new arrivals to the school.
- A competition was run to design a healthy meal. The local catering manager chose the winning meal which was cooked at lunchtime for all to eat.
- A session was run for parents on healthy lunchboxes.
- Water fountains were changed to cooler units and all children were given plastic bottles which are kept in classrooms to be filled as needed.
- All children get free milk to drink during the day as it is an infant school.
- Teachers received training or extra-curricular sports and a fitness club was established in the school.
- There was a big push throughout the curriculum on healthy eating leading up to the barbecue.
  - The children made healthy dishes such as fruit salads.
  - Home corners were turned in to cafes.
  - Tablecloths and mats were printed with fruit and vegetable motifs
  - Children designed posters reminding everyone to wash their hands before eating. These were displayed around the school.
- The barbecue was run on a Saturday during the summer term. A group of staff and pupils arrived at school early in the morning to prepare the healthy food.
- Local produce was used where possible. There were meat and vegetarian options, a variety of salads and fresh fruit salad for pudding. Fruit punch was made using fruit juices and fresh fruit for everyone to drink.
All the pupils, staff and parents then went for a sponsored walk to the local Wildlife Park. This raised over £1000.
On their return the food was served and a number of games were played. A lunchtime supervisor ran a football tournament.

Which aspects went particularly well?
- All the actions in school were appropriate to the age of the pupils and were positively received.
- The barbecue was a real success. It was enjoyed by everyone and consolidated all the other learning.

What problems were encountered and how were these overcome?
- There really weren't any major problems with any events.
- The turn out of parents for the healthy lunchbox talk was poor (three parents), however this improved to fifteen the following time it was run.

How do you know how successful it was?
- The majority of families in the school attended the day.
- Parents spoke very enthusiastically about the day. They enjoyed the fact that it was on a Saturday so all could attend. The social aspect was something that they really appreciated.
- It was such a success it has been run again since. A balloon race was added and the winning balloon got to France. It is hoped that links will be made with the school near to where it was found.

Future plans
- Another barbecue will be held next summer after building works have been completed.
- A New Opportunities Fund Breakfast Club has been in place for a while. This is going to be replaced by one run as part of the Welsh Assembly Government Primary School Free Breakfast Initiative.
- The school has also committed to be part of ‘School Meals are Cool Meals’ which is being run in conjunction with the local Healthy School Scheme and the School Meals Service. The aim is two fold:
  - to increase the numbers of pupils having school meals by inviting parents to try a school lunch.
  - to improve the quality of packed lunches by asking parents to a workshop on healthy lunchboxes.
It will be evaluated to gauge the success of the initiative.
- In the new Reception teaching area being built, additional sinks will be installed so that children will be able to clean their teeth in class. The Community Nurse will give
input on dental health.

**Different approaches to the action in other schools in Wales**

• The Food Standards Agency has produced a resource called ‘Uncle Arthur’s BBQ’ which would complement this action. This is available through the National Grid for Learning.
School: Brynhyfryd Infant School

Scheme/LEA: Swansea
Current phase on scheme: 2
Description of school: Urban infant school with 260 pupils
Action: Healthy Packed Lunches

Why did you choose to do this?
• It was decided that nutrition would be a good focus as the school joined the Healthy School Scheme.
• The school was concerned about the food that children were bringing in for packed lunches and wanted to do something about it. They wanted to take a positive and active approach with the pupils rather than a heavy handed one that dictated to parents what they should be sending in for their child's lunch.
• The staff wanted an impetus to improve their own lunches.

What actually happened?
• It was decided to have a concentrated approach over a week at the start of the summer term to give impact. It was action packed.
• A display was put up in the entrance hall for the Monday morning showing a selection of healthy foods such as bread, seeds and fruit.
• The school asked the Swansea Library Resources Service to produce posters on a positive healthy eating theme. These were put up all around the site. They also made stickers on the same theme that could be given to children for trying different foods or producing good work. These were given out and were seen as a good way to get messages home.
• There were lots of opportunities to prepare, cook and taste food.
  • Bread making – the co-ordinator took in her machine and made multi-grain bread with all the classes.
  • A local supermarket bought in a selection of healthy savoury snacks that could take the place of crisps.
  • Vegetable soup was made, with the pupils helping to prepare the vegetables.
  • All classes had a selection of seeds e.g. sunflower seeds, in their rooms. The children could taste them whenever they wanted. [There could be an issue relating to allergies with sesame seeds. Information on food safety and allergies is available from the Food Standards Agency].
  • Everyone had the chance to taste a wide selection of fruit. They also chose which ones to put into their own fruit smoothies.
  • All pupils prepared vegetable crudité such as radishes, broccoli, carrots and celery to have with tuna, mackerel and cream cheese dips.
• All classes were involved in cross-curricular work based on healthy eating. e.g. the Nursery based their week around the story ‘The Lighthouse Keeper’s Lunch’. The children
were able to write and draw around the topic. There were competitions to design healthy lunchboxes, sandwiches and badges to encourage healthy eating. The prizes were lunchboxes.

- Staff were encouraged to bring in healthy packed lunches. Pupils took home a leaflet with ideas for a healthy lunchbox.
- The activities were so popular that the week extended to a number of weeks so that all children could have a go at all of the activities. A large eye-catching display of all the children’s work was put up in the entrance hall for the rest of the term.
- Since the high profile launch many aspects have continued.
  - Children are still given stickers and plenty of praise for bringing in healthy lunches
  - Staff are still bringing in healthier lunches.
  - Seeds and vegetables provided by the school have been added to the fruit that was traditionally bought in for snack.
  - All cookery in school is now based on healthy recipes such as those made with fruit.

Which aspects went particularly well?

- There was a real buzz around the school for the initial input. This was accompanied by the smell of fresh baked bread!
- It was exciting to see children taste and enjoy a range of food that a lot of them had never even seen before. It seemed to work well leaving seeds in the classrooms for children to try when they wanted to; it took the pressure off having to eat at a particular time.
- The displays in the entrance hall had a big impact on parents and other visitors to the school. Children liked to look at them as well.
- The positive messages about healthy eating did get home without the school telling them what should be in a child’s lunchbox.
What problems were encountered and how were these overcome?

- The co-ordinator was given additional time to plan and execute the launch. This was made easier because all members of staff were supportive and did all the activities except the bread making with their own class. The only outside involvement was by the local supermarket; there were no issues relating to co-ordination. The co-ordinator was off timetable. This was easy to organise because she is the Special Needs teacher and all Special Needs children stayed with their own classes for the week.
- The cost of all the food, prizes and stickers mounted up. The Headteacher realised the importance of these and funded it all from school funds.

How do you know how successful it was?

- Children evaluated their own feelings from the week. They were recorded and some put up on the display in the entrance hall.

  ‘I enjoyed eating new foods like broccoli and radishes. I didn’t know that I liked [them].’

  ‘I will try to eat it [healthy food] every day. It makes me fit and strong.’

- Staff members expressed their views too. The most telling being:

  ‘Without a doubt there are better packed lunches than there were.’

- Parents gave a lot of positive feedback. Many of them mentioned that the children were asking them to buy food like seeds, different fruit, vegetables and brown bread that they had never done before.

How does this link with other food and fitness actions?

- Only healthy tuck to be eaten in school and only milk and water to be drunk.
- The school encourages the development of co-ordination and gross motor skills in curriculum time.
- The children can play with balls and other equipment at playtimes.

Future plans

- To continue the praising of healthy lunchboxes and the giving out of stickers
- To have another high profile input if necessary in the future.
- To introduce water on desks as one of the healthy school actions in the next phase.

Different approaches to the action in other schools in Wales

- An infant school worked with children to plan a week’s menu of affordable, easy to buy packed lunches. These were based on the Food Standards Agency suggestions. The menus were taken home with an explanatory note about the focus on healthy eating for the following week. Parents helped the children take their chosen healthy lunches to school. Catering staff and lunchtime supervisors monitored them. Children
who achieved a week of healthy lunches were given a cooler bag. Everyone who participated had stickers and bookmarks.

- In two schools the School Councils have designed a ‘Charter for Healthy Packed Lunches’. The hope is that a message from children will be better received than one from the staff.
- The same premise has led another school to set up a merit and certificate system for healthy packed lunches that has been operated by pupils. They also designed leaflets to be sent home with ideas for healthy lunchboxes.
- Some schools have invited in outside agencies to talk to parents about healthy packed lunches. These often include practical and fun sessions as well as some food tasting.
School: Cyfarthfa Junior School

Scheme/LEA: Merthyr Tydfil

Current phase on scheme: 3

Description of school: Urban junior school with 170 pupils

Action: Developing a Healthy Playground

Why did you choose to do this?

- This has been a long term project. There was a need to make playtimes more stimulating and to improve the general playground environment to ensure that children were involved in safe and active play.
- A link had been formed with the school and the Physical Education and School Sport (PESS) co-ordinator for Merthyr Tydfil. This drove forward the development of the Playground Activity Leaders.

What actually happened?

- Improvements have been made to the playground over the last two years:
  - An amphitheatre was made by building broad steps into a banked area and having these paved over. The children enjoy sitting and playing on the steps and in the summer they can have their packed lunches in this area.
  - Permanent tables with connected chairs were put up near the amphitheatre. In the summer these have parasols added for protection against the sun.
  - A bark area near the seating had to be covered with tarmac for safety.
  - The playground was marked out for a variety of sports and play opportunities.

- The PESS organiser and the school PE co-ordinator worked with the School Council to come up with ideas to improve the quality of play at playtimes. Funding from PESS and the school budget was given to the School Council to spend on play equipment and a storage shed. The equipment bought included a variety of bats and balls, space hoppers, skis and skipping ropes.
- The PESS co-ordinator suggested that some pupils might like to encourage other children to use the equipment in the yard to be more active. She had picked up ideas from different places and she worked with the school to develop the Playground Activity Leaders (PALS). She also created a handbook describing their role.
- At the beginning of the Autumn term in 2004 the Associate PE Advisor for Education and School Improvement Service (ESIS) ran a course for twenty Year 6 pupils to become PALS. She developed this from her own research and included sessions on communication and organisational skills. She worked closely with the PESS co-ordinator, who supported the pupils after the training. [She is able to offer the training to school within the authorities that ESIS serves: Bridgend, Caerphilly, RCT and Merthyr Tydfil].
- The PALS work in the following way:
  - They work in groups of five and are on duty one or two lunch breaks a week.
Two PALS will be in the shed sorting out equipment and the rest will be on the yard.  
• Those in the shed look after and distribute equipment to those who want it. All children have a card and when they want to borrow anything they bring their card to the storage shed and exchange it for play equipment. The PALS put the equipment away at the end of lunchtime.  
• The other PALS patrol the yard encouraging children to play. They have also added a Friendship Stop near to the shed, which is marked on the yard, so will play with any children who are waiting at the stop.  
• Groups of PALS will go to Year 3 and 4 classes to show the pupils the ‘Game of the Week’. Information on this game is then put on a display board in school.  
• They use a red and yellow card scheme to encourage good behaviour.  
• The school PE co-ordinator is the teacher they go to with any concerns.  
• During the summer term the Year 5 pupils that wanted to become PALS shadowed those already doing the job. They were able to take over in September 2005. The new group have refined the loan system by involving Junior PALS. These are representatives from each class that help collect the equipment in from their own classmates before the end of the lunchtime. There is less of a scramble for the PALS to sort equipment back into the storage shed.  
• This new group of PALS have been responsible for choosing the markings for the playground. These have included a map and compass points as well as sports markings. These enable them to teach sports such as rounders as well as imaginative games. They have also chosen new equipment for the yard.  
• They have given a number of presentations on the scheme to other schools, both in and outside the LEA, and to groups of advisors.

Which aspects went particularly well?  
• The PALS are enthusiastic and have been very self-motivated. They have needed very little support from the staff. Teachers believe that they have made a difference in the yard. The increase in self-worth of the PALS is noticeable as they prepare to go to secondary school. This has been added to by the presentations they have given to a variety of audiences.  
• All the initiatives have made a big difference in the level of activity during playtimes.

What problems were encountered and how were these overcome?  
• There has been some damage to equipment but this seems to be from overuse rather than poor treatment.  
• The organisation to get equipment in and out of the storage shed has been refined over the time it has been running. It is now well controlled and PALS only miss about 5 minutes of lesson time putting equipment away.  
• Keeping the shed tidy has been an issue but the PALS will go in their own time to tidy it.

How do you know how successful it was?  
• The feedback from the pupils in the school has been very positive. This is borne out
by the numbers of them hiring out equipment; five or more from each class/day. The PALS have found that it is the Year 3 and 4 pupils that are interested in being taught games; Year 5 and 6 are too independent to want that.

- The lunchtime supervisors are now positive about the scheme. Pupils are engaged in activities which make for a calmer time. This can be measured by the number of times that they call on teaching staff to intervene. It has dropped considerably.

How does this link with other food and fitness actions?
- A sponsored bike ride has been held.
- Staff fitness is being looked at as part of a staff health initiative.
- A gardening club has been set up. The children grew salad crops and herbs. The school cook used the herbs in soups and breads for lunches.
- Pupils can only bring in fruit and cereal bars as snacks.
- There are water coolers in the school and children can drink water when required.
- The school has a breakfast club which attracts an average of 30 pupils.

Future plans
- To continue with the PALS initiative and to allow the pupils the freedom to adapt the scheme as needed.

For a presentation prepared by the PALS see the school website: www.cyfarthfa-jun.merthyr.sch.uk

Different approaches to the action in other schools in Wales
- Many schools have added playground markings to increase activity and interest levels of pupils. 'The Health Promoting Playground' resource gives ideas for a variety of markings and associated games which have been shown to increase levels of moderate and vigorous physical activity.10
- There are many schools that aim to make their playgrounds happier and healthier for pupils by zoning and adding a variety of play equipment.
- One school left mounds of earth caused by work on the grounds so that pupils can dig and play with plastic tools and vehicles.
- There is a short outdoor climbing wall at one small rural school which provided another way of encouraging active play. The children at the school also have the opportunity to use some fallen trees as a natural low-level climbing frame.
School: Pontygof Primary School

Scheme/LEA: Blaenau Gwent

Current phase on scheme: 2

Description of school: Urban primary school with 170 pupils serving a Communities First area

Action: ‘Come and Try’ Fitness Week

Why did you choose to do this?

• An outdoor sports facility funded by a grant from the New Opportunities Fund was completed and the school wanted to have an official opening.
• The school was keen to promote the fitness of its pupils as part of the healthy school initiative.
• A key aim was to involve parents so that the fitness message would be taken home.

What actually happened?

• The PE/Healthy Schools co-ordinator organised the whole week in May 2005 linking in with contacts in Dragon Sport, the associated secondary school PE department and local sports clubs. A timetable was drawn up so that all classes would have the chance to try a variety of different sports.
• Local dignitaries were invited to open the sports ground. This attracted a lot of interest from parents and the local community.
• Pupils wrote letters home inviting their parents to come in and join in the activities with their class. The co-ordinator advised pupils and parents on appropriate clothes to be worn.
• The input each class received was dependent on their age. All the Early Years pupils had fun sessions based on different sports skills and the older children received coaching in the following games:
  • basketball
  • athletics
  • cricket
  • football
  These took place in the sports facility unless the weather was poor when activities were transferred to the hall.
• During the sessions and when the children were in their own classrooms, they received information and activities that emphasised the importance of keeping fit and having a healthy lifestyle.

Which aspects went particularly well?

• The level of participation was high and the whole school community enjoyed the experience; there was a real buzz.
• The co-ordinator was released from his teaching timetable for much of the week; his class was covered internally so that he was able to concentrate on making sure...
everything went smoothly. It also meant he was able to assist the sports leaders, put parents at their ease and evaluate each session.

• Parental involvement was a great success. There was a lot of interest; it was a positive way for parents to be involved in the school and everyone had real fun. They were very competitive!

• The standard of coaching was very good. It was important that all those involved were used to working with children.

• The pupils and parents were excited to have tried sports that they had not experienced before. It enhanced the work from the PE curriculum and reinforced the P.S.E. aspects on health related fitness.

• There was a spin-off relating to transition. The pupils had the chance to work with, and get to know, some of the teachers that would be teaching them at secondary school.

What problems were encountered and how were these overcome?

• All the coaches were men. This was a concern in relation to the choice of sports covered and the lack of female role models. Next year the co-ordinator will make sure that women are represented.

How do you know how successful it was?

• The week was evaluated. Children and staff were all given a questionnaire to gauge their views on the whole week. Comments by parents were recorded on evaluation sheets after each session.

  • Pupils:
    ‘I would do it every term. I loved it.’
    ‘I tried things I hadn’t done before.’

  • Parents
    ‘I liked the variety of all the different tasks.’
    ‘It was really good fun.’

  • Teachers
    ‘There was a great turn out.’
    ‘It was well organised and great fun.’

• The numbers of parents attending were also noted. Most sessions attracted an average of ten parents; the one on ball skills with nursery children was attended by twenty four.

How does this link with other food and fitness actions?

• The school trialled an inclusive sports day.

• A 30 40 50 Club is run before school for junior children. Staff members are also invited to attend but few have taken up the option.

• There is a fruit tuck shop run by pupils.

• Once a week there is a healthy snack day.
• All junior pupils have water on desks.

Future plans
• It is hoped to run the week again with minor modifications:
  • different sports on offer
  • a mixture of male and female coaches
  • more involvement of the pupils in setting up and chronicling the events.

Different approaches to the action in other schools in Wales
• Year 13 students in a secondary school achieved their ‘Basic Training Certificate in Coaching’ in a variety of disciplines: dance, gymnastics and athletics. They were able to coach pupils from associated primary schools.
• Parents in one school were invited to a ‘Come and Try Dragon Sport Activities’ as a way of recruiting parents to run after-school clubs.
• In an attempt to involve the local community, a school asked the Community Council to help, and managed to get people to talk about physical activities they had been involved in such as climbing in the Himalayas and running in the Sahara. These fitted in around pupil based activity sessions.
• An infant school ran a ‘Get Fit – Active Lifestyle Raffle’. A fun day of activities was organised for pupils and parents. The raffle took place with over 100 prizes donated by local businesses. These all related to physical activity and ranged from a body board to balls and skipping ropes. The money raised went to buy play equipment to be used at break times.
School: Ogmore Vale Primary School

Scheme/LEA: Bridgend

Current phase on scheme: 2

Description of school: New primary school of 428 pupils from a wide catchment area

Action: ‘Heart of the Community’ Project

Why did you choose to do this?

- The school was new in 2004. It was an amalgamation of four schools. As soon as it opened it became part of the Healthy School Scheme and was keen to be health promoting.
- Staff from the ‘Heart of the Community’ project offered to support the school by providing groups of children with a range of activities relating to food, fitness and non-smoking.
- The Heart of the Community Project was introduced to the school through the Healthy School Scheme. It was perfect timing for the project to be involved with the school.
- The Project has benefited from working in a school with a large population it has enabled it to pilot a range of activities that focus on heart health messages.

What actually happened?

- The project started work in the school in February 2005. Members of the School Council were able to provide designs for how they would like the garden to look. In the end it was decided to have a number of raised beds as the school playing fields were unsuitable for growing purposes. They were built close to the school. Local businesses donated the wood to build the beds and some of the four tons of top soil to go in them. Project staff worked with Year 6 pupils to turn them into a garden.
- The project staff also ran fun sessions using a giant board game and card game to put across healthy lifestyle messages.
- It was decided in discussions with the school that from October 2005 the Heart of the Community Project would focus their work with Year 6 pupils; particularly those lacking in confidence and with low academic skills. They were chosen in groups of eight to be members of the Science Club. They attended a practical session called ‘Sow it, Grow it, Enjoy it.’ This lasted for a minimum of one hour a week for about eight weeks. The programme included gardening, cooking, physical activity and input on smoking issues.
- In each programme there was always opportunity to work in the garden; more time being spent during the growing season. The sessions covered included:
  - the value of fruit and vegetables – identifying, tasting and reinforcing the 5-a-day message.
  - making fruit smoothies / fruit and vegetable kebabs
  - ‘The Balance of Good Health’ – fun activities to help pupils to understand the need
for a varied diet
• making vegetable soup and bread
• healthy snacks/ healthy lunchboxes – activities which include designing a healthy lunchbox
• making pitta pockets and sandwich wraps
• smokefree activities
• garden based session and programme evaluation

• Other children from different year groups have had the opportunity to participate in gardening activities and to have sessions with the giant healthy lifestyle games.
• Extra produce from the garden, including beans, tomatoes, leeks and onions were made available during the summer holidays to a ‘5 a-day’ event run by a local food co-operative
• A Year 6 bike ride was organised in the summer along the cycle path near the school. This was followed up by a local business providing bike maintenance/ safety sessions for the pupils.
• The project team were involved in special events in the school to spread the heart health messages to parents. e.g. a ‘Feeling Fruity’ stall at the Christmas Fair for everyone to guess different fruit and vegetables.

Which aspects went particularly well?
• The garden has been a huge success. The school are pleased that Heart of the Community staff and Year 6 pupils take the major responsibility for tending the garden, however all children have had the chance to taste food and learn where it comes from. There is an area where logs have been placed to encourage wildlife. The children have been fascinated by the bugs that have been attracted to the area.
• All children who have been in the Science Club have really enjoyed their involvement. Their learning enhances their Science knowledge but also work in Design Technology and English.
• It seems from the evaluations and quizzes received that the pupils are grasping the messages being given; e.g. on portion size and the ‘5 a-day’ message.
• The project staff feel that the school has been very generous in allowing them time, particularly dedicating lesson time to the programme and the use of facilities.

What problems were encountered and how were these overcome?
• The project has run very smoothly.
• It was difficult to get the funding for setting up the raised beds; a lot of companies had to be approached before they were successful. The School Council are keen for each class to have their own bed so this will continue to be an issue.
How do you know how successful it was?
• The Heart of the Community Project is evaluating all stages of the project. They have parental permission to keep a storyboard of photographs of the process, to get the Science Club members to evaluate their input and for them to contribute to a gardening diary – weekly comments and pictures etc.

• The evaluations of the pupils have been very positive.

‘I tasted three ‘new stuff’; radishes, tomatoes and peas in a pod. I really enjoyed myself and I can’t wait for next week.’

‘Today we had fun making wraps and picked vegetables from the garden.’

‘Today we had a fab time. I am so sad not to do it anymore.’

• The teachers at school have said that they are keen for the project to continue.

How does this link with other food and fitness actions?
• The School Council run a very successful fruit tuck shop and sell about 70 pieces of fruit a day.
• All children can have water on their desks.
• The school lunches provide a salad bar which serves 50 a day. The school meals are very healthy and the cook became Bridgend ‘Cook of the Year.’
• The school held a ‘Wheelathon’ to raise money.
• There is a ‘Funky Feet Club’ run on two lunchtimes a week to help develop children’s gross motor skills.

Future plans
• Continue working with Heart of the Community project
• Develop more raised beds
• Groundwork Trust will plant trees around the school grounds.
• In ‘National Heart Week’ the Project, with support from the local Sports Development Team, will hold a ‘Healthy Heart Olympics’. It will encourage the participation and enjoyment of all. It is hoped that parents will support and the local Food Co-operative will participate by providing fruit tasting.
• The school hopes to be able to upgrade the cycle track and to build cycle sheds in school. This would enable children to take more daily exercise and have a safe route to school.

*The Heart of the Community Project works in partnership with Bridgend Local Health Board, Bro Morgannwg NHS trust and the National Public Health Service. It is a local project funded by the Welsh Assembly Government Inequalities in Health Fund. The aim of the project is to reduce the incidence of coronary heart disease in the area. The staff have also worked with Ogmore Comprehensive School. They run a Healthy Lifestyles Programme for Year 10 students. Each form group receives input over a half term during their weekly P.S.E. lesson. This covers food, fitness and
Primary Schools

non-smoking and is supported by the local Sports Development Team. They will be bringing in the giant games to use with Year 7 students to revisit the messages received in year 6.

The Project uses its healthy lifestyle activities to engage children from primary schools in the Ogmore and Garw Valleys.
School: Ty Newydd Primary

Scheme/LEA: Caerphilly

Current phase on scheme: 2

Description of school: Urban primary school with 280 pupils from a mixed catchment

Action: Healthy School Week

Why did you choose to do this?
- The school was keen to promote the fact that it had joined the Healthy School Scheme and to ensure that the whole community were aware of this.
- It was decided to focus on food and fitness although other aspects of health were also covered such as smoking.
- A whole week was put aside for this so that it would make a real impact. Everything that was done during the week focused on health.

What actually happened?
- The initiative took place during the second week of the summer term.
- The Healthy School Co-ordinator planned for a number of visitors to come into school to give talks and to lead activities for each class.
  - The Athletics Development Officer ran several sessions in the hall and playground.
  - A Dietitian talked about the importance of eating fruit and vegetables.
  - A local Hygienist gave a demonstration on food hygiene and washing hands.
  - Healthy Food Trainers from Caerphilly County Borough Council encouraged the children to enjoy the healthy choices available on the menu.
  - A bread company ran a ‘Healthy Sandwich’ workshop.
- The co-ordinator introduced some activities that were undertaken by all classes.
  - British Heart Foundation ‘Jump Rope for Heart’ – a sponsored skip. This was lead by two teachers who had been on a course before the week.
  - The ‘Ty Newydd mile’. A course was marked out for all classes to follow by walking or running.
  - A planned playground games session was available for all. It covered a variety of games that children could then play in their break times.
- All teachers planned the rest of the week with their classes to cover different areas of the curriculum, e.g.
  - Literacy: Instructional text on how to make a healthy sandwich/wash hands correctly
  - Maths: Mental Maths using milk cartons/tallying and charts on lunches eaten, exercise in a minute
  - Science: labelling body parts/the effect of exercise on the body
Primary Schools

- R.E. How to treat friends and peers
- D.T. Making fruit kebabs or a healthy breakfast.
- The team at Caerphilly Catering played a vital role in this initiative:
  - They provide healthy meals throughout the year; however they were able to add a few extra healthy options for the week such as assorted additional salads incorporating brown rice and pasta, and wholemeal bread
  - They currently employ 2 Healthy Food Co-ordinators who develop healthy recipes and menus, and 2 Healthy Food Trainers who work in partnership with the Healthy School Scheme to promote healthy eating within Caerphilly County Borough.
  - Activities aimed at children, parents and teachers were used during the week from their interactive website: www.myschoollunch.co.uk/caerphilly
  - An exhibition was mounted of all the cross-curricular work produced during the week. It was put in a large room next to a hall. Parents were invited in to see the work, have a fruit juice and watch a dance display.

Which aspects went particularly well?
- It all went well!
- All teachers could see the potential of using health as a theme for their curriculum. By planning their own input it gave everyone ownership of the week. However they also had input and support from outside agencies. There is now a bank of ideas to cover aspects of the curriculum in all years using a topic of great importance to the children.
- The presenters were pleased to be involved in such an event.
- The pupils loved it. They found it great fun and seemed to learn a great deal.
- Parents enjoyed coming to the exhibition and were aware of the excitement the week generated in their children.

What problems were encountered and how were these overcome?
- There were no major problems.
- It was time consuming to organise but with all teachers planning their own curriculum input it did spread this load. The co-ordinator was able to enjoy most of the week with her own class rather than having to be released to sort out the whole event.
- It was felt that it would be good to have linked with the Leisure Centre for the week. That would need to be planned a long time in advance.

How do you know how successful it was?
- Comments were collected throughout the week.
- One teacher commented:
  ‘The atmosphere around the school was genuinely fabulous.’

- Pupils noted that:
  ‘I think that sport is really great fun because it keeps you fit and you can enjoy it at the same time.’
  ‘I liked the Ty Newydd mile. I was surprised at how far a mile was but I didn’t give
up.’
‘I liked eating breakfast in school.’

• A presenter remarked:
‘There was a real buzz. Everyone was so focused’

• The number of parents that came to the exhibition showed the interest that had been generated by the week. There were over one hundred in all; they were very positive about the initiative.

• The pupils who write the school newspaper ‘T2’ chose to devote much of one issue to the week.

• Pupils and staff have referred back to the week long after it finished. There has been a notable increase in children choosing healthy food at lunchtimes and buying more fruit at break times.

How does this link with other food and fitness actions?

• The school set up a fruit tuck shop earlier in the year; this is still going well.

• The team at Caerphilly Catering encourages healthy eating throughout the year. Part of this is to give out stickers to all children that eat the fruit or vegetable of the week. Sometimes children are surprised to find that they have eaten the fruits or vegetables as they are incorporated in to sauces! Healthy Food Trainers have also had input to encourage children to try the healthy options.

• There is a 30 40 50 Club to encourage running along with other sports clubs.

• The School Council is responsible for getting more games for the yard.

Future Plans

• Another week has been planned for the summer term to build on the success of this one. It will focus on different aspects of health.

• The school plan to trial the 30 40 50 initiative within the P.E. curriculum.
Different approaches to the action in other schools in Wales

- Primary schools in one area have used students from associated secondary schools to deliver sessions on food and nutrition.
- During a Health Week a primary school designed a ‘Passport to Health Card’. The children did a variety of activities such as skipping and running the length of a playground. They were asked to record the number of times they did this in a specified time throughout the week. It was then their individual challenge over subsequent weeks to improve their scores by 25%.
Why did you choose to do this?
- The Reception class teacher is experienced and is always keen to try any new ideas for use with this age range.
- The Reception Teacher was given the chance to have 2 days training on the use of the TOP Start pack.
- The school are in the Healthy School Scheme and developing children’s fitness is of great importance.

What actually happened?
- The Reception teacher attended training at the Welsh Institute of Sport in Cardiff during the summer term 2005.
- The training was very practical and based around the pack that the school was to be given. This included a large durable bag full of brightly coloured equipment appropriate for use with young children e.g. balloon balls, hoops and cones. There were also cards giving suggestions for the use of the equipment.
- The course introduced stimulating activities based around four areas essential for physical development at this age.
  - MOBILITY
    Basic motor skills: Moving around in different ways
  - AWARENESS OF SPACE
    Spatial awareness: Knowing where you are and what shapes your body can make
  - PHYSICAL CONTROL
    Co-ordination and control: Physical control and balance
  - MANIPULATIVE SKILLS
    Aiming/predicting/Estimating: Using different sizes of equipment to roll, throw and aim.
- The teacher has followed the training and guidance given and used the equipment in a non-directive way. The children can choose what they want from the bag to fulfil various tasks such as: ‘Something to stand on’ or ‘Something to balance on your head’.

Ysgol Gynradd Llechyfedach

Scheme/LEA: Carmarthenshire
Current phase on scheme: 2
Description of school: Rural primary school with 113 pupils
Action: TOP Start* Programme
This differs from the approach the teacher would have taken in the past where she would have only given the children equipment that would have been appropriate for the task.

- The equipment is appropriate for use in the hall and outside in the playground.
- It supports the Early Learning Goals for Physical Development so fits in with the scheme for PE in school.
- The pack is ideal for the classroom assistant to use with a small group of children outside.

**Which aspects went particularly well?**

- The pack is very good for use with the youngest children. Everything in the bag is suitable. In the past the teacher had to go through the general PE store to choose appropriate equipment. The rest of the school respect the fact this is specialist equipment for Early Years children.
- The children are very excited when they know they will be using the bag. The equipment is brightly coloured and exciting to use. They enjoy packing and unpacking the bag. They have responded well to the non-directive approach and enjoy experimenting.
- The pack encourages a cross-curricular approach; social skills are promoted and there are lots of opportunities for language development such as discussing appropriate choices of equipment and sorting using different criteria.
- The experiential approach fits in very well with that taken by the teacher in other subjects. The teacher has used it to for language development.
- It will be a good resource to support the new Foundation Phase.

**What problems were encountered and how were these overcome?**

- The bag is very heavy. The pupils would like to carry it but they can only take things out and put them back in.
- The teacher likes to add some more structured work such as catching and throwing skills to enhance the children's experience.

**How do you know how successful it was?**

- The children always react positively when they see the bag.
- The children are more confident to choose and make decisions. This is an approach that is being fostered in other areas of school life too.
- The ideas from the training and in the resource cards have been well thought out and do work with this age range. This would be even more important in cases where it is being used by staff with less experience.

**How does this link with other food and fitness actions?**

- 'The Class Moves!' is used to break up lessons. The children love the songs and actions.
- Dragon Sport clubs are offered to older pupils.
- The children can use play equipment during break times for more active play.
- All children have access to water during the day.
- Apples and oranges are for sale at break times.
• Children are praised if they bring in healthy packed lunches.

Future plans
• The pack will continue to be used. It is very durable so should last well.

Different approaches to the action in other schools in Wales
• Year 12 and 13 students have been trained to use the TOP materials with young children in associated primary schools.

* The TOP Start programme, supported by training and a pack of equipment, has been developed by the Youth Sport Trust, a registered charity set up to support providers in delivering quality physical experiences. In Wales, they worked with the Sports Council for Wales to set up the scheme.
School: Ysgol Cynfran Llysfaen

Scheme/LEA: Conwy

Current phase on scheme: 3

Description of school: Semi-rural primary school with 170 pupils

Action: Staff Fitness

Why did you choose to do this?

• The school wanted to look at the health and wellbeing of the staff as an action for the Healthy Schools Scheme, and improving fitness was part of this.

What actually happened?

• All of the staff in the school were involved – nine teachers (full and part time) and twelve non-teaching staff including learning support assistants, dinner supervisors, the cook, the secretary and the caretaker.

• Staff members were asked to come up with suggestions for ideas that would improve both their mental and physical health. This generated a large list; a lot of which has been turned into actions.

• These are the activities that have been introduced aimed at improving staff fitness.
  • Salsa lessons are offered once a week after school in the hall. The majority of staff really enjoy this.
  • A twmpath was organised for all staff and parents.
  • Walks have been a great success.
  • Staff members always take part in the ‘Walk to School’ initiative alongside the pupils. They have also cycled to school.
  • A ‘Muga Pitch’ (Multi Use Games Area) was opened opposite the school. To mark its opening, a staff team played against a team which included a local politician.
  • There are different length routes marked out in the school grounds. This was done for the 30 40 50 initiative. Teachers join pupils at break times to go for a walk. Pedometers are available!
  • A butterfly garden has been developed on the school site with all members of the school community joining together to develop, dig and plant it.
  • The mental health of all has been helped by the staff room being updated and improved in line with everyone’s requests. This included a large table, more cupboards and a dishwasher. The staff have had various evenings out which have included meals, jewellery parties and painting pottery.
Which aspects went particularly well?
• The senior management team are very supportive and all staff have been involved.
• Activities have been received with enthusiasm and many have enjoyed improving their fitness levels. Many activities have been good fun.
• It has helped people focus on their health.

What problems were encountered and how were these overcome?
• There have been no major problems. There is a will to make things work.
• The salsa teacher has been ill, so the dance sessions are on hold at the moment.

How do you know how successful it has been?
• The actions have been evaluated informally. If an activity is not popular, it is not run again.
• Many activities involve all staff in the school. The others attract a majority of them. As there has been a good variety of activities on offer, different people are joining in each one.

How does this link with other food and fitness actions?

Staff
• There have been initiatives to help staff eat more healthily. A water cooler has been bought specifically for the staff room and many teachers fill bottles to have on their desks as the pupils do. All eat fruit at break time and on Friday a table is laid with a tablecloth and all members of staff try to meet up and have a lunch together.

Pupils
• A member of the canteen staff runs a healthy tuck shop which offers a wide variety of food including dried fruits, exotic fruits and fresh juices. There are two water coolers one for the Juniors and one for the Infants. All pupils can drink water during the day.
• There are a lot of fitness actions available for pupils. Clubs are run on different sports, disco, country dancing and cross-country. Walking and cycling to school are popular. They have themed ‘Walking to School’ days where pupils and staff all dress up. These have included ‘Harry Potter’ and ‘Christmas’ (lots of Santas and one turkey).

Future plans
• To continue this focus.
• They are considering having a meeting once a month while strolling along the ‘prom’.
• They would like to have a team building day at an outdoor pursuits centre.

Different approaches to the action in other schools in Wales
• In one school the retired school nurse came back in to run a weight loss group for staff and parents. Each person attending paid £1. The person with the highest weight loss after a period of time received the money.
Primary Schools

- A school ran stress management and yoga and dance sessions for staff during a closure day.
- In another, staff are encouraged to walk or run the 30 40 50 club course during lunchtimes.
- Social events during the year can have an exercise component such as walking, canoeing or cycling. One school managed to negotiate a good deal for all staff members to join a local gym.
School: Ysgol Cefn Meriadog

**Scheme/LEA:** Denbighshire

**Current phase on scheme:** 4

**Description of school:** Rural primary school with 83 pupils

**Action:** Healthy school meals – a pilot project to look at an alternative to transported meals in partnership with the Health Education Trust (HET)

**Why did you choose to do this?**
- The school volunteered to be part of this pilot project which looked at supporting a number of small schools.
- The initial interest came from some members of staff who were concerned about the nutritional content and quality of the food transported in for school lunches.
- Parents were consulted and the decision was taken to participate in the pilot.

**What actually happened?**
- The director of HET worked closely with members of Denbighshire County Council and catering services throughout the project. All pupils, parents, governors and staff were involved in discussions. Representatives of these groups were invited to join a ‘Healthy School Meals’ committee to develop a ‘whole school approach’ to the project.
- Views on appropriate food choices were canvassed from the whole school community. Suggestions received included: soup, baked potatoes, ‘toasties’, sandwiches, salads, fruit and yoghurts.
- Funding was jointly provided by Denbighshire LEA and the HET to equip a small kitchen to provide an on-site service. A microwave cooker was bought.
- The person who was employed to bring in and serve the transported meals was given extra hours to cook the new meals. She was supported and trained by the county caterers to ensure she had the necessary skills.
- The pilot began after October half-term 2003 and initially ran for six months.
- There were issues relating to the kitchen space. This meant that the menu actually provided was:
  - soup, sandwiches (a variety of fillings on bread, pitta, baguettes), a variety of chopped vegetables and salad (the children can choose a selection of those that they like)
  - fresh fruit, cheese and biscuits or yoghurt, milk or water.
- When the pilot finished it was evaluated. Concerns were raised about the lack of variety of food. It was decided that meals would be provided on site for 3 days a week and for the other 2 days, food would be transported in. This is still the situation.
- The school was also able to insist that the hot food bought in would not include reformed foods and would always include a selection of fresh vegetables.
• As a direct result of the interest in healthier eating the school set up Cefn Organic Gardening Club (COGINIO). Funding was received from Awards for All – Wales for this community initiative. The children pick the food in season and it is incorporated into the lunches where possible; as salads or soup.

Which aspects went particularly well?
• Involving parents through consultation.
• Children’s acceptance of the changes and their willingness to try the new foods with the encouragement of all staff involved.
   ‘My child would never eat brown bread – now he asks me to buy it!’
   ‘I have to make soup every weekend now!’
• Those children that bought in packed lunches were also made more aware of healthy alternatives for their own lunches.
• A healthy Christmas buffet was organised with the help of parents. It included crudités, dips and fruit kebabs.
• The school linked this healthy eating project to all areas of the curriculum when it was first being trialled. Many of these activities are now delivered through planned work in P.S.E., Science, Maths, Language, I.C.T. and D & T.
• ‘Coginio’ club has been very popular and it strengthens the healthy eating message.

What problems were encountered and how were these overcome?
• Funding was available for a jacket potato oven and a hotplate but the school was unable to purchase these due to the size of the kitchen and problems with ventilation.
• The kitchen is suitable for limited food preparation but some soup mixes and prepared salads have to be bought in.
• The limited choice of food during the trial was a concern for both parents and pupils. By negotiation with all parties a compromise was reached and hot food is transported in for a part of the week.

How do you know how successful it has been?
• Children are eating healthier food and enjoying it. The number of children eating lunch has increased from the original pre-pilot figures and has settled at over 50%.
• The views of pupils and parents were evaluated at the end of the 6 month trial. The majority were keen to support the scheme but wanted more hot choices.
How does this link with other food and fitness actions?
• There is a fruit tuck shop for which parents pay £1.00 a week. Letters are often sent home to remind parents about healthy snacks.
• There is a water cooler in school. The only drinks pupils can have are milk and water; although transported meals occasionally include pure fruit juices.
• All pupils were involved in a BHF ‘Jump Rope for Heart’.
• Pupils go on planned walks around the perimeter of the school. This has been measured by staff (3 laps = 1 km). Year 6 walk with the younger pupils.

Future plans
• To continue providing the two meal options within the week.
• The school is awaiting the appointment of a new headteacher and will make more plans when s/he is in place.
• The school would like to source food locally.

Different approaches to the action in other schools in Wales
• One school worked with their English Additional Language parents and the LEA Catering Services to iron out concerns about school lunches. Muslim parents were concerned that their children had to eat vegetarian options because of the meat being non-Halal. The caterers were able to source Halal meat. The parent group ran a Halal barbecue for all members of the school community.
• Some authorities with large numbers of schools receiving transported meals are looking at policies to improve provision.
• Several local authorities are working to procure fresh, local produce for use in school meals. See case studies from Pembrokeshire, Carmarthenshire, Monmouthshire and Rhondda Cynon Taff in Food for Thought – A new approach to public sector food procurement.11
School: Ysgol y Gorlan

Scheme/LEA: Gwynedd

Current phase on scheme: 4

Description of school: Rural primary school with 120 children

Action: 30 40 50 Club*

Why did you choose to do this?

• Gwynedd Dragon Sport Co-ordinator offered the school the chance of taking up this initiative.
• The school were keen to get involved to complement the other fitness activities on offer.

What actually happened?

• In February 2005 the Dragon Sport Co-ordinator came to school to measure a track around the school. A grant covered the cost of having it painted on the yard. Five times around the track is one mile.
• The school had a grand opening of the track. An ex-pupil who is a professional athlete cut the ribbon. ‘Draig’ came too! Parents, staff members and children were invited to run or walk for a mile. There was a very good turn out and everyone had a good time.
• The 30 40 50 Club was started.
• Runners can start anytime after 8.30 but they need to make sure that they have enough time to finish the course by 9.00. They have to be wearing trainers but do not have to change their clothes. They are encouraged to have a drink of water on completion of the mile.
• Children can run up to 3 times a week. Parents and teachers are invited to run the course with the children.
• When children have reached 20 miles the school gives them a T-shirt to encourage them to keep going. At 30, 40 and 50 miles they get certificates to take home. These are given out in Assembly.
Which aspects went particularly well?

- The markings of the track on the yard have been really effective. They can be seen by all visitors to the school. They have smaller distances (50, 100 and 200 metres) marked out in colour. These can be used in PE lessons and during play times.
- The initiative attracts a variety of pupils. It is not just those children who enjoy competitive sports. The level of fitness amongst the pupils is higher and this has an impact in all areas of PE in the school. Some of those who belong to the club have gone on to run in Cross Country competitions.
- It is not an onerous club to run. The pupils that help do most of the work. It just needs the teacher to be present and to sign children’s cards.

What problems were encountered and how were these overcome?

- There have not been any problems in running the club. The concerns relate to keeping children going particularly when they have only done a few miles. This is why the T-shirt was given at 20 miles. It might be that something is given at 10 miles to help this too.
- Parents came for the opening of the track and ran then but seldom join in with the club in the mornings. The PE Co-ordinator thinks it would be good to have a longer course marked out between the local leisure centre and the school for members of the local community to use. He would be happy to run a club on a Saturday morning.

How do you know how successful it was?

- The average number of pupils that turn up on a regular basis is about 20; this can reach 30 in the better weather.
- The booklets record how far the children have run. During the first year the club started half way through the year so only 2 pupils managed 50 miles but the majority reached 40. In the first full year, some have reached 50 by the end of the first term and many are on course to achieve the distance within the year.
- Pupils have been asked for their views. They are generally positive.

‘It makes me fitter and better at football. I am really proud when I get my certificates.’

‘I prefer to help than to run!’
How does this link with other food and fitness actions?

- The school runs a variety of Dragon Sport clubs.
- The PE teacher is also the local PESS development centre manager so sport is high profile in the school.
- A Sports Day is run for all schools in the local cluster with the emphasis on fun activities.
- The school had a School Nutrition Action Group when it started on the healthy school scheme. This initiated changes to food provision in the school which are still on going:
  - there is a water cooler in school so that all children can drink water whenever they want.
  - a fruit tuck shop was set up and is still going strong.
  - work has been done to improve the quality of school meals. There is one set meal every day which is very healthy and popular with the children.
  - there is a Golden Table at lunchtimes to encourage good behaviour.

Future plans

- Continuing the 30 40 50 Club.
- Looking at the possibility of running a club for the community.
- Increasing the play area in the school and to add play equipment.
- Use the existing buddy scheme: ‘Bydis Buarth’ to assist infants in playing games at break times.

Different approaches to the action in other schools in Wales

- When one school started the scheme they held a ‘Roger Bannister Day’ when the whole school ran a mile. The juniors have continued with 30 40 50 and the infants work towards 1, 5 and 10 miles.
- A permanent track is marked out ‘on the mountain’ which parents can run with children out of school hours.
- Key Stage 1 children can run/walk once around a course and receive teddy bear stickers when they achieve that.
- A school community decided to run/walk the equivalent of the London Marathon over the summer term. 95% of staff and pupils completed this.
- In another school during building works, the track was reduced in size. The children were encouraged to ‘Climb Snowdon’ and cover the appropriate number of metres. They found that this was a very manageable target for all children. They felt that they could challenge them to ‘climb’ a number of mountains culminating in Mount Everest!
- One Infant school encourages staff and pupils to attempt the mileage and have a chart up in the foyer. Stars and stickers are used as encouragement at 5, 10 and 20 miles. All are encouraged to do the circuit at break with Nursery and Reception children on bikes and tractors.
In another school, staff are encouraged to walk or run the 30 40 50 club course during lunchtimes.

Some schools encourage community involvement, in one school the Local Police Liaison Officer joined in.

* 30 40 50 is an initiative run by the Athletics Association of Wales to encourage children to run, jog or walk 30, 40, or 50 miles over a period of time on a course marked out on or near school grounds.
School: Shirenewton Primary School

Scheme/LEA: Monmouthshire
Current phase on scheme: 3
Description of school: Rural primary school with 210 pupils
Action: Active Rainy Day Play

Why did you choose to do this?
• There had been a significant number of staff and children affected by colds and sickness bugs in early 2002.
• This coincided with a spate of particularly bad weather which meant the children were in all day.
• It was noted by the teachers that the school seemed stuffy and over warm and the air in the classrooms stale.
• The idea of rainy day play was introduced to give the children the opportunity to get fresh air and run around and allow the school to be ventilated. It seemed a much healthier alternative.

What actually happened?
• Parents were contacted and asked to provide children with wet weather gear so that they could play out at breaks and lunchtime in all but torrential rain. This meant:
  ‘wellies’
  raincoats
  protective trousers.
A number of reminders had to be sent home.
• Guidelines were developed by all members of staff. They covered various points:
  • The aim is to provide all children with access to fresh air. If they have protective clothes they can go on the playground otherwise they are to remain in sheltered areas.
  • If it is very wet play time is reduced to 10 minutes at playtime and 25 minutes at lunchtime.
  • When it is too wet, children stay inside but staff are encouraged to provide adequate ventilation and take children out for a few minutes if the rain eases.
  • If the lunchtime supervisors or staff on duty are unsure what to do they can check with the Headteacher or next available senior member of staff.
• Some protective gear, waterproof trousers and jacket, were purchased for staff to share if wanted when on duty.
• A store of spares bought in the sales or given by parents was collected for children.
• The cloakrooms were modified to allow extra hanging space for the children’s equipment. They are positioned next to the entrance doors so any wet
surfaces are contained and easily dealt with.

**Which aspects went particularly well?**

- It was and still is a great success. The children really have fun; they enjoy being out in the rain, dancing and jumping in every available puddle!
- It is seen as a positive move by all members of the school community. The teachers are keen for their pupils to get some exercise and fresh air. The lunchtime supervisors feel it is of benefit as the children get restless staying in during the long lunchtime break.
- There seem to be benefits in terms of fitness and concentration. It is now accepted daily routine.
- The children understand that they need to dress appropriately, so are taking responsibility for their own health and well being.
- There are links with P.S.E. as the children are aware of the health benefits in terms of reducing the spread of germs, being active and having fresh air.
- It incorporates the same principles as ‘The Class Moves!’ It gives children a chance to have a break from lessons so that they can return to tasks refreshed.

**What problems were encountered and how were these overcome?**

- Children initially forgot equipment so a store of spares was built up. Some children were resistant, but when they saw how much fun their peers were having, they joined in.
- At the start of the initiative there was some difference of opinion as to when the children could and could not go out to play. By discussing each decision, staff have reached a consensus.

**How do you know how successful it was?**

- The School Council completed a survey after the first year and found that the initiative was well received.
- All aspects of school development are discussed on a regular basis with all staff, pupils, parents and governors.
- The overwhelming statement is one of positive praise for this idea. When showing new parents around the school and this is explained they think it is a really good idea.
- There is a perception that there are fewer illnesses amongst children since the introduction of Rainy Day Play.

**How does this link with other food and fitness actions?**

- This action was one of the first undertaken for the Healthy Schools programme. It now forms part of other fitness actions such as the use of ‘The Class Moves!’ the PE curriculum and extra curricular fitness clubs.
- The school also has a commitment to healthy eating and runs a fruit tuck shop and ensures that children have water bottles on desks.

**Future plans**

- To continue the initiative.
Different approaches to the action in other schools in Wales

- One school has looked at suitable indoor activities that children can be involved with during wet playtimes e.g. aerobics sessions, discos and games using soft balls.
School: Gnoll Community Primary School

Scheme/LEA: Neath Port Talbot

Current phase on scheme: 2

Description of school: Urban primary school with 300 pupils serving a Communities First area

Action: Primestart*

Why did you choose to do this?
- The school is near to the Neath Rugby Club. It was approached to be part of the project with other schools in the same cluster.
- It fits in well with the school's approach as part of the Healthy School Scheme.

What actually happened?
- The programme was run for all Year 5 and 6 pupils and lasts for 90 minutes a week over a four week period.
- Two 90 minutes sessions are taken by Neath Rugby’s Community Development Officer and Head Coach to teach children tag rugby skills. One session is used to teach the children the importance of a healthy diet and lifestyle and this has been taught in conjunction with players and Neath Port Talbot Directorate of Catering Services. The other session is used by Bro Morgannwg NHS Trust to encourage the importance of health and personal hygiene.
- The programme concludes with the children taking part in a tag rugby tournament against other local schools at Neath Rugby ground. This is a round-robin competition so no teams are knocked out. The pupils are asked to bring in a healthy packed lunch and there is a quiz to see how much the children recall from the input over the four weeks. Each child taking part in the day is presented with a certificate and a kit bag which includes information on the important of a healthy lifestyle.
- The children have entered a competition to draw posters of the 4 elements of the Primestart initiative: healthy eating, activity, the importance of hydration and good hygiene. The pictures by the two winners from the school have gone into a family calendar. They received rugby related prizes. The profit from the calendar will be used by Primestart to purchase sports equipment to be donated to each school taking part in the first year of the initiative. In addition every school which took part in the initiative were also encouraged to sell calendars and kept £1 from each sale for the school to use as required.
Which aspects went particularly well?

- The children got a great deal out of it. They really enjoyed themselves.
- In PE the classes were looking at games so it fitted in very well. It also reinforced and added to the work covered in P.S.E. and Science.
- The healthy lifestyle messages seemed to have more impact because it was part of the sports project.
- The children loved the tournament, going to Neath’s ground and meeting some of the players. One child insisted ‘It had been the best day of his life!’ They appreciated the shoe bags that they were given.
- Having expert coaching was good for the children but it also acted as a training session for the teacher who felt that her skill level had improved.

What problems were encountered and how were these overcome?

- Rain meant that some of the rugby sessions had to be run in a limited space.
- The school did not have sufficient tag belts but the project is going to fund more of these.
- Four weeks seemed to go too quickly!

How do you know how successful it was?

- The teachers talked to pupils informally and they were full of praise
- The school staff are asked to fill out an evaluation form to gauge their views on the whole initiative.

‘The children were greatly motivated and thoroughly enjoyed the activities’

‘The associated healthy eating and healthy body work was useful and well presented.’

‘We would welcome [the programme] back at any time.’

- There was a fun quiz for all pupils at the tournament to assess the recall of the four week input. They were pleased with how much the children had taken on board.

How does this link with other food and fitness actions?

- The school have always considered the health of both mind and body to be important.
- There is a fruit tuck shop. The School Council raised money by making fruit kebabs.
- There is a water cooler in school and all children have their own bottles on desks.
- The school promotes positive play with peer mediators, playground friends, a zoned playground with murals on the walls and additional play equipment.

Future plans

- The After-school Club on-site will be given additional rugby training through the Neath Rugby Community Development Officer.
- The school would like to be involved again.
* Primestart is a project run by Neath Rugby, supported by the Sports Council for Wales and sponsored by a local business. Its aim is to teach rugby skills as part of a wider food and fitness project supported by the Local Health Board and Neath Port Talbot Education Authority.
School: Lamphey Primary School

Scheme/LEA: Pembrokeshire
Current phase on scheme: 6
Description of school: Rural primary school with 178 pupils from a mixed urban and rural catchment area
Action: Healthy Eating Policy

Why did you choose to do this?
• The school has been looking at healthy eating throughout the school since it became involved in the Healthy School Scheme.
• It has based its policy on the Pembrokeshire model. The teacher attended training run by the Healthy Schools Co-ordinator.
• Different aspects of the policy have been adopted for different reasons. In 2002 a School Nutrition Action Group was set up and this drove through many changes. This has since become part of the School Council and recently the councillors decided to make lunchboxes more healthy and encourage pupils to bring in healthier tuck.

What actually happened?
• The policy is based on the breadth of healthy eating actions introduced into the school over the past 6 years. It is supported by all members of the school community.
• The Curriculum
  • The Healthy eating and nutritional information is taught throughout the school using a cross-curricular approach, e.g. healthy cooking in D.T., work on the ‘Balance of Good Health’ in science and the use of I.C.T. resources
  • Staff members attend training on food issues where appropriate.
  • There are resources available for teachers to use held by the in-school co-ordinator.
• Curriculum input is supported by the Pembrokeshire Healthy Schools team, the school nurse and health visitor.
• The topic of environmentally sustainable food is covered as part of Sustainable Education and is part of ‘Tir a Mor’ a local project supported by Pembrokeshire County Council and the Pembrokeshire Coast National Park Authority.
• Reinforcement throughout the school
  • Healthy tuck
    All pupils are encouraged to bring in healthy tuck from home. The School Council surveyed the tuck that was being bought in. As a result of this the councillors sent a letter and leaflet home to suggest healthy options such as fruit. This was supported by an event called ‘Fruity Friday’. A governor who is a health visitor helped the School Council to plan the event. This involved staff from different health agencies helping the pupils to prepare and taste fruit-based snacks and drinks. Parents were invited in and were given recipe cards. This has improved the nature of tuck
being bought into school. Early Years pupils are provided with fruit, or crackers and cheese at a cost of 50p per week. Milk is provided free for all Key Stage 1 pupils but there is also a milk bar for all Key Stage 2 pupils run by Year 6 as an enterprise project.

• Availability of water
  There is a water cooler in school and children can fill their bottles as needed. Bottles are kept in boxes in each classroom.

• Healthy school meals
  The school cook follows the Pembrokeshire Catering Services guidance and provides healthy and nutritious meals. There are posters designed by children in the dining hall to promote healthy eating.

• Healthy lunchboxes
  The School Council ran a competition to encourage children to bring in healthier lunches. Teachers monitor what children bring in and praise healthy choices.

• The use of sweets as rewards
  The school uses stickers and little presents as treats for children instead of sweets.

• The school has made the decision not to collect tokens from confectionery or crisp products.

Which aspects went particularly well?

• It was good to have a model ‘Food and Health Policy’ provided by Pembrokeshire Healthy School Scheme.

• The School Council-led initiatives have been successful. Tuck has improved as have lunch boxes. Fruity Friday was particularly good. Everyone had a really good time and it gave positive messages to pupils and parents.

• There has been valuable support from outside agencies such as the health visitor, school nurse and dental staff. Involvement of health professionals strengthens the message.

• The milk bar is popular, particularly with Year 3 and 4 pupils.

What problems were encountered and how were these overcome?

• There was resistance to bringing in healthy tuck from older pupils. This was overcome by the School Council providing positive information and the fun approach of ‘Fruity Friday’. Some parents did not see the need to provide healthy snacks if their child preferred something else. The involvement of parents in this approach has proved helpful.

How do you know how successful it was?

• Following the Pembrokeshire policy format has ensured that nutrition has been considered in all aspects of school life. All gaps in provision have been filled.

• Individual actions have been evaluated:
  • Year 6 keep numbers of milk cartons sold on a daily basis. About 40 are sold a day; the majority to Year 3 and 4 pupils.
  • The School Councillors are monitoring tuck. They have information from original questionnaires to compare it to.
  • The number of crisp packets being bought in has been reduced. This has had
an impact on litter around the school.

- There was a good turn out of parents to ‘Fruity Friday’ – over 50 in all.
- Comments were noted by pupils, parents and staff on ‘Fruity Friday’. They were all keen that it should be repeated.

Parent Governor:

‘It was a fun, healthy…light-hearted introduction to tasty alternatives for snacks, lunchboxes and… drinks. More days like this would be enjoyed by all. Well done!’

How does this link with other food and fitness actions?

- All food actions are incorporated within this action
- Fitness actions in the school are:
  - ‘The Class Moves!’ used in all classes
  - BHF Jump Rope for Heart was run last year and encouraged children to skip at playtimes. They still do.
  - Dragon Sport clubs
- The School Council have had concerns about the safety of the yard. It has now been zoned and the Council has been responsible for buying equipment.

Future plans

- For governors, staff and pupils (through the School Council) to monitor the different elements and to develop them as necessary.

Different approaches to the action in other schools in Wales

- The Food in School Assessment Tool produced by the Health Promotion Division of the Welsh Assembly Government can help monitor and evaluate a whole school approach to food and nutrition.
School: Ysgol Gymraeg Ynysgedwyn

Scheme/LEA: Powys

Current phase on scheme: 2

Description of school: Rural primary school with 180 pupils and serving a Communities First area

Action: Encouraging a Healthy Lifestyle

Why did you choose to do this?

• This was a priority for the school when it joined the local Healthy School Scheme.
• The school built up close links with the Healthy Living Centre in Ystradgynlais and support was offered.
• The school wanted to make a difference to the pupils’ health and so wanted to cover a breadth of actions on food and fitness.
• The PE staff and year 12 and 13 students from the associated secondary school had run a fitness day in the school that the pupils had really enjoyed. The school wanted to build on this.

What actually happened?

Fitness

• The first action in September 2004 was to set up a fitness club for Key Stage 2 pupils. A grant paid for a qualified fitness instructor to run it. There was a rolling programme of aerobics, circuit training, yoga and dance. It was aimed at encouraging the less sporty to become fitter although it was open for all. This continues to be very successful with at least 20 children attending. It is now self-funding with pupils paying £1 a week to attend.
• This is supported by Dragon Sport clubs run after school on two different days.
• Playtimes are also seen as a time when children can be encouraged to keep fit. The yard has been zoned, games equipment is available and a peer support group encourages children to play.
• Every half term there is an event to encourage children to walk to school. Families that live a long way from the school try to park a distance away so that they can walk for some of the journey. Children are able to take their Cycling Proficiency Award and are encouraged to cycle to school if their journey is safe.
• The school gardens are being developed by the pupils with the help of the Brecon Beacons National Park Education Officer and Wardens.
• ‘Brain Gym’ activities are used throughout the school. This has led to the school encouraging children to drink plenty of water. They had a ‘Water is Cool’ launch and provided bottles for all.
• The sports day was a fun and lively day. The summer fete was run after it to encourage lots of parents to attend.
Food
• The Powys health team ran a family workshop for parents of nursery age on healthy snacks. This has led to the school collecting £1 a week to provide children with fruit and cheese as snacks. Junior children can only bring fruit as a snack. They can all buy brown toast once a week at a cost of 20p.
• The school started to run a Welsh Assembly Government funded Breakfast at the beginning of September 2005. This is going well with 70 on the register.
• On the school website www.ynyscedwyn.powys.sch.uk there are tips on healthy lunchboxes and links to the Food Standards Agency website for parents to access.
• It has been an integral part of the approach to make sure that the curriculum reflects the initiatives that have been set up. There is input in P.S.E. science and the PE curriculum.

Other health actions
• Sessions are run for year 6 pupils on dealing with any concerns that they might have at going to secondary school.
• There are lots of environmental actions in school with an emphasis on recycling. The school has been awarded the Eco-school Green Flag.

Which aspects went particularly well?
• All the individual actions have gone well and have been well received. However the school feel that it is the combination of all of the actions, the whole school approach to health, that works. It makes the message very clear to all.
• The current Headteacher initiated the scheme. He feels that these actions on health have been a very positive way for him to make his mark on the job. The Healthy School Initiative is now co-ordinated by another member of staff.

What problems were encountered and how were these overcome?
• There have been no major problems. It has been a lot of work to set up but the results have been worthwhile.

How do you know how successful it was?
• The feedback from parents. A questionnaire was sent home to parents to ascertain whether they felt that the school promotes a healthy lifestyle. All of them agreed or strongly agreed with this statement.
• The numbers of pupils that get involved in the initiatives show them to be worthwhile.
• Discussions with staff show the value of curriculum input and the breadth of other activities.
• It is possible to know how many people are accessing the website for information and advice and the figures are encouraging.
Future plans
• To continue all the initiatives that have been set up.
• The Head would like to work with the local leisure centre to complement the fitness actions in place.

Different approaches to the action in other schools in Wales
• A cluster of schools, as part of the PESS initiative, have identified a healthy lifestyle policy as a priority. They have had support from the scheme co-ordinator and it is hoped that a model will be developed that can be adopted by other schools.
School: St Bride’s Major Primary School

Scheme/LEA: Vale of Glamorgan
Current phase on scheme: 5
Description of school: Rural Church in Wales primary school with 170 pupils.
Action: ‘Food for Thought’ Breakfast

Why did you choose to do this?
• The school was offered the chance to be a part of this project.
• It fitted in very well with the Year 5 Science topic on nutrition, so it was aimed at that year group.
• It also supported the health promoting ethos of the school.

What actually happened?
• The ‘Food for Thought’ team of two partners in family-run farms and a former primary school headteacher, came into the school for 5 mornings.
• The approach taken included presentations and a variety of activities for each session.
• Session 1: Talking about food and where it comes from.
  This set the scene. The children had a chance to try different fruit and vegetables e.g. raw carrots, raisins and find out how they are grown and where they come from. The ‘5-a-day’ message was stressed. The seasonal nature of food was also discussed.
• Session 2: What happens on the farm?
  The children were shown plants from one of the presenter’s arable farm. The pupils were told about the growth of wheat, how it is milled to make flour and then how flour is sold to a company that makes it into bread and other products. The role of grains in a healthy diet was brought out in discussion.
  Another presenter spoke about life on a sheep farm. Amy the cow was bought into the school from another local farm. All children were invited to see ‘Amy.’ As one presenter said:

  ‘You would swear it was David Beckham, the children got so excited’.

  The cow was milked in front of all the children. They were amazed that the milk came out warm! Refrigerated and pasteurised milk was delivered from the local creamery for children to drink at this session. The healthy nature of milk and all the products made from it was discussed.
• Session 3: Writing a menu and shopping list.
  Breakfast-specific work was started in this session using the
information from the previous sessions. The children were asked about their favourite breakfast and were helped to realise that by making little changes to reduce fat, sugar and salt, a breakfast could be healthier. They then planned a healthy breakfast to be eaten at the end of the week.

• Session 4: Shopping for breakfast
  The pupils were taken shopping to a local supermarket. They were divided into three groups: dairy, grains, and fruit/vegetables. Each group was given a budget (£5) to buy the foods for their healthy breakfast. They were encouraged to look at: relative costs, places of origin, ingredients, differences in processing e.g. frozen, dried, tinned, fresh.

• Session 5: Making and eating a healthy breakfast
  The children made a healthy breakfast of cereals, milk shakes, fruit smoothies and toast. They ate it in the classroom on tables laid with cloths to make the most of the social aspect of eating.

Which aspects went particularly well?
• It was well organised and presented.
• The approach was very cross-curricular. The sessions covered P.S.E., science, all aspects of language work and the issue of global fair trade from the geography curriculum. There was a lot of maths work covered during the supermarket shop.
• The pupils really enjoyed it. They particularly liked sitting around a table eating their breakfast and chatting to each other. They were more willing to try different fruits when they were made into smoothies.

What problems were encountered and how were these overcome?
• It was a big commitment on behalf of the school to give over 5 days to it. However the learning was so varied it was worthwhile. (The project can now be run over a shorter time frame.)
• The main problem has been that schools need to find funds to buy in the project. It can be run over one full day or a number of mornings as schools request. They have added making bread and butter to Session 2.

How do you know how successful it was?
• The project was evaluated by the ‘Food for Thought’ project. The school staff filled out an evaluation form.
  ‘The children enjoyed every minute of the project, they are still talking about it.’

How does this link with other food and fitness actions?
• The school has implemented a range of actions:
  • Walking Bus where children meet at a specified point to be escorted into the school.
  • Initiatives to encourage active play time.
  • Extra-curricular sports and dance clubs for pupils.
  • Staff badminton sessions.
  • Pupils are encouraged to bring in healthy tuck for break times
  • Water on Desks
  • A Healthy Eating Day which the school ran two years ago and plan to run again.
Primary Schools

• Discussion around health related issues during Circle Time.

Future Plans
• The ‘Food for Thought’ project is keen to go into schools and make the project as user friendly as possible for schools.
• The school are keen to promote healthy eating and would like to have the ‘Food for Thought’ project in school again, funds permitting.

Different approaches to the action in other schools in Wales
• The Welsh Assembly Government Primary School Free Breakfast Initiative is being implemented in many schools in Wales. The food provided has been chosen to be nutritionally balanced. It includes one item from each of four groups:
  • milk-based drinks and products
  • cereals (not sugar coated)
  • fruit – fresh, dried, tinned or as a juice without added sugar
  • bread products – e.g. toast, muffins.
School: Three Communities First Primary Schools in the Caia Park area of Wrexham:

Hafod y Wern Junior   160 pupils   phase 2 on scheme
Gwenfro Junior       140 pupils   phase 1 on scheme
St. Anne’s Primary   102 pupils   phase 3 on scheme

Scheme/LEA: Wrexham
Action: ‘Draig Challenges Caia Park’
A day of activities for each school was organised by the Healthy Schools Officer, Dragon Sport Co-ordinator and Community Sports Development Officer for Wrexham and run by a number of local agencies

Why did you choose to do this?
• This was a response to the Health Challenge Wales target to raise physical activity levels.
• There were a number of other partner agencies all keen to become involved, these were Caia Park Healthy Living Centre and Queensway Stadium.

Why did the schools choose to do it?
• Improving the physical fitness of children is a key motivation for all schools. The initiative offered to assist in that. It also fitted in with the inclusive approach taken to physical activity in the schools.
• All schools belong to the Healthy Schools Scheme and they had confidence that anything offered by the co-ordinator would be worthwhile and well organised.
• It was a positive initiative that required no additional work by teachers at a busy time of the year.

What actually happened?
• During the summer term 2005 the Challenge Team of seven, including two people on work experience, visited each school for one day, working with a class at a time delivering a 45-60 minute challenge of activities.
• Each challenge had a scoring system that gave a child an individual score which contributed to an overall score for the class and the school.
• The activities included:
  • Speed bounce – number of bounces (should be recorded in 30 seconds)
  • Target throw – points awarded for accuracy and distance
  • Standing long jump – distance recorded
  • Chest pass – distance recorded
  • Skipping – number of skips recorded in 30 seconds
Every child was given a fun pack for being involved including a certificate and a Health Challenge Wales wristband. The highest scoring class in each school was given a shield and rewards were given to the highest scoring individuals and for teamwork and fair play. These were presented at special assemblies in each school attended by ‘Draig’, the character from Dragon Sport, familiar to all the children.

Which aspects went particularly well for the Scheme?
- It was a positive action that brought together a number of different agencies interested in improving the fitness of children in Wrexham.
- The initiative was planned after discussions with the schools and it seemed to deliver something that was appreciated by pupils and staff.

Which aspects went particularly well for the schools?
- It was very well organised and all the suggestions that the school made were incorporated into the final action, e.g. children were grouped into similar levels of ability as they did the activities; it was almost like providing differentiated activities.
- The range of activities with the use of different equipment would have been very hard for the schools to do on their own.
- Lots of skills were explored during the day. The teachers could use the ideas in their own delivery of PE. All activities were inclusive for all children.
- The day fitted into the culture of the schools; friendly competition and lots of fun.

What problems were encountered by the Scheme and how were these overcome?
- The planning took up a lot of time but the results were worth it.
- It was time consuming and needed volunteers to be involved in such a large scale event.

What problems were encountered by the schools and how were these overcome?
- All issues had been pre-empted by the forward planning.
- There was an issue of time for some of the classes that were doing the challenges later on in the day. However the activities were able to be flexible in their timings.
- There was a feeling that there was no need for individual prizes, it brought the competitive nature back into the day and it was not necessary.

How do you know how successful it was?
- The Healthy School Scheme asked all the schools to fill out an evaluation form. The comments were positive and all were keen for it to happen again.
- Lots of photos were taken and show children having a great time.
The children were very excited and loved the challenge aspect. They were keen to talk about how they had improved in each activity.

One of the schools has ordered some of the equipment for use during curriculum time and after school.

How does this link with other food and fitness actions?

The food actions in the schools include:
- Welsh Assembly Government Primary School Free Breakfast Initiative.
- Healthy school lunches including salad bar
- Healthy tuck either bought in or sold
- Water coolers and bottles on desks.

The fitness actions in the schools include:
- Dragon Sport clubs
- Groups of children accessing the new gym at the Queensway Stadium
- All teachers are offered coaching programmes through the Sports Development Coach education programme.
- Boccia Sports Training for staff through Dragon Sport – Sports Disability Inclusion
- Input into Planning, Preparation and Assessment (P.P.A.) time from a commercial fitness project.

Future plans

- Everyone involved in the initiative is keen for it to happen again. Further challenges are being looked at for inclusion in a resource of several challenges including running or walking over set distances. It is anticipated that these will use the ‘Draig’ character.
- The schools feel that there were activities and approaches that could be incorporated into the PE curriculum.
School: Ysgol Gymunud Garreglefn

**Scheme/LEA:** Ynys Mon

**Current phase on scheme:** 2

**Description of school:** Rural primary school with 40 pupils

**Action:** Gardening for Vegetables

**Why did you choose to do this?**

- The Headteacher’s background is in environmental issues. Having a school garden is something that he has wanted for a long time. However the school is on a rocky outcrop. The only green area is a playing field.
- A parent inherited a house in the village. They rented out the house and offered the school the use of the garden.

**What actually happened?**

- The Headteacher leads the work on the garden with the pupils and receives support from all members of the school community. Every Wednesday afternoon in the growing season 20 children are taken to the garden to work on it.
- The garden has some permanent planting. There are some apple and pear trees. It is not ideal growing conditions for them and they have not matured fully but they do produce some fruit. There are also soft fruit bushes (raspberries, gooseberries, winberries and blackberries). These only need a prune but otherwise produce every year. When the garden produces enough fruit it is sold in the tuck shop.
- Some vegetable seeds are planted early in a parent’s conservatory or in a cold frame to ensure that the bulk of the produce can be harvested before the long summer holidays.
- The raised beds (5m x 3m) are planted out with a succession of crops – cauliflowers, radishes, lettuces, tomatoes, spring onions and beetroot to name but a few. June and July are busy months harvesting all the fresh produce.
- The school cook produces good home cooking. She will add in any produce available from the garden.
- The school also incubates eggs and keeps hens and ducks in the garden. The eggs laid by them are used in the kitchen and given to parents. They are fed by the kitchen scraps. In the winter the owner of the garden takes them to his small-holding. [Basic hygiene requirements need to be followed if pupils are to eat any vegetables grown/eggs produced. Washing hands before handling food, and after coming into contact with farm animals, as well as washing produce before consumption].
- A sunflower competition is run for all pupils. They learn a lot about the best growing conditions from this.
- In the Autumn pupils plant the garden with daffodil bulbs to flower in the spring before the busy growing season. The pupils send bulbs to schools all over the world through I.E.C.C. (International Classroom Connection), and ask them to let them...
know if and when they flower. It gives the pupils a sense of changes in temperature and seasons in different areas.

**Which aspects went particularly well?**
- The garden provides the pupils with fun, food to eat and a useful life skill. It is a community focused initiative.
- With good planning it is remarkable how little time it does take up. There is a 10 week period in the summer term when it requires most attention. During this period the pupils are taken for one whole afternoon and on an ad hoc basis for short periods to water and weed.
- Most of the tools and equipment needed are lent to the school by the local community.
- The children have a clear link between the food they eat and where it comes from. This is strengthened by the experience of the pupils being able to eat some of the produce as part of the school lunch.
- It encourages children to have a much healthier and more varied diet. They eat the produce from the garden for school meals, tuck and at home when produce is given to parents.
- It is managed on a small budget. The community has been very generous. They use the seeds from their own plants to grow more plants the following year. The School Council have raised some money (over £200) to help. They run the fruit tuck shop and have managed to make a profit.
- It answers so many different aspects of the curriculum:  
  - Maths – how many seeds needed to fill a row and working out the timescale of growth.
  - Science – very much a first-hand approach to Living Processes
  - P.S.E. – respect for the environment and healthy eating.

**What problems were encountered and how were these overcome?**
- There is no point growing too many radishes; they’re not very popular!
- There was an accident involving a metal fork. The school now uses hard plastic tools. It is important to look at risk assessment; however this needs to be balanced against the experiences gained by the pupils.

**How do you know how successful it was?**
- The amount of produce grown.
- The interest shown by all pupils, the school, the local community and beyond.

**How does this link with other food and fitness actions?**
- The school also runs:
  - Fruit tuck shop
  - 30 40 50 Club
  - Dragon Sport clubs
  - Sponsored cycles and walks
Future plans

• To continue the gardening and to expand the variety of crops grown.
• To add locally sourced foods into the school meals.

‘The school is in an agricultural area yet meat is bought in frozen from miles away.’

For more details on this action please see the school website:
www.ysgolgarreglefn.anglesey.sch.uk

Different approaches to the action in other schools in Wales

• One Authority has a NOF funded project to encourage older people in the community to pass on their skills and knowledge to help a school grow fruit and vegetables. This encourages a healthier lifestyle for young and old alike. In another school this happened in a less structured way when a Grandad offered to help set up a garden.
• National Federation of Women’s Institutes-Wales (NFWI) ‘Gardening with Schools project has been set up.
• In a school where they are not able to grow their own vegetables, the pupils are taken to a local fruit and vegetable farm to pick their own.
• A Nursery school was able to use Communities First staff to help them set up a garden.
• BTCV have provided help to schools setting up gardens.
• One school had taken on an allotment as a way of gardening for fruit and vegetables.
• A school cook is paid an additional 2 hours wages per week to run a gardening club.
School: Ty Coch Special School

**Scheme/LEA:** Rhondda Cynon Taff

**Current phase on scheme:** 3

**Description of school:** A special school for 115 students aged 3 – 19 with complex learning difficulties. There is a residential unit attached

**Action:** Fruit Tuck Shop

**Why did you choose to do this?**
- The co-ordinator was introduced to the idea of a fruit tuck shop through the Healthy School Scheme.
- The young people at the school have difficulty eating a variety of food. Introducing them to different fruits was seen as a positive move.
- It was decided to run the scheme as a mini enterprise because this would provide additional benefits in terms of life skills.

**What actually happened?**
- The fruit tuck shop was set up three years ago.
- A group of about 9-10 young people aged 16+ are taken by school staff to the wholesale fruit and vegetable market in Cardiff. They are shown the fruit that is available and decide what they want to buy. They always buy fruit in season and sometimes will add more exotic fruits. They have £30 float to spend.
- When they are back at school the students unpack the fruit, wash it and put it into different sections on the trolley. They decide what price they will sell the fruit at to the staff, who buy fruit to take home. The money made from this covers the cost of fruit for the pupils. They also cut up a selection of all of the fruits so that everyone can have a taste.
- They go around the school, sell to staff and then after allowing pupils to taste, give each class the fruit chosen by its students. They keep this in a bowl in their room and eat it at break times throughout the week.

**Which aspects went particularly well?**
- The whole initiative has been a great success with the whole school community behind it. The members of staff are very happy to buy fruit fresh from the market. All of the young people enjoy eating the fruit and have become more adventurous in the fruits that they will eat.
- The class of older students like all aspects of the initiative from the buying, preparation and selling. They enjoy going out of school and socialising with the retailers. It gives them independence and a variety of life skills. They are in charge of all aspects of their business.
The students were asked to give a presentation at the local Healthy Schools Award Ceremony. They put a presentation on computer and all described one aspect of their work. This was a further boost to their self esteem.

Running the tuck shop has provided the oldest class of students the chance to develop:
- P.S.E – the social skills required to buy and sell the fruit.
- Maths – pricing and selling the fruit and tallying sales.
- Language – spoken and written
- ICT – developing the Powerpoint presentation for the Awards Ceremony.

What problems were encountered and how were these overcome?
- The way that the fruit tuck shop has evolved now suits the school. Initially the plan was to charge the students for the fruit so that costs would be covered. It proved difficult to ensure that the young people would bring in money. It had been proven that staff liked to buy fruit to take home so the present system was adopted.
- It has been on hold in the last few months in-line with advice following an outbreak of E-coli in the locality. During this time students had to bring in their own fruit. The fruit tuck shop was missed by all and started again as soon as it was allowed.

How do you know how successful it was?
- The students have evaluated the initiative as it has gone on. They know which fruits sell well and which classes like which fruits. They have had to find out how to store fruit successfully and which fruits can be kept for a while. They discovered that as students tried a wider variety of fruit that they would end up liking more. This means that the tuck shop now provides a more exotic selection than it used to.
- It has been missed during the term when it has not been allowed to run.

How does this link with other food and fitness actions?
- There are posters and displays of students work relating to health issues all around the school.
- The school has run a Health Week over the last few years. This has included a variety of food and fitness actions such as:
  - British Heart Foundation ‘Jump Rope for Heart’
  - line dancing for all pupils, parents and staff
  - fruit tasting and healthy cooking
  - talks on dental hygiene from outside agencies.

Future Plans
- The response when the shop had to close has made everyone realise how important it is. It will continue to be a part of school life.
- There are plans to run another Health Week.
- Future actions include a project to improve staff health and fitness and further work on environmental issues. It is planned to use the waste from the fruit tuck shop as animal feed at a local farm.
Different approaches to the action in other schools in Wales

- Over 500 schools have introduced fruit tuck shops in Wales. These are usually run by pupils but can also be offered by parents or lunch time staff. The publication ‘Fruit Tuck Shops in Primary Schools,’ available from the Welsh Assembly Government, provides guidance on setting one up.
- The shop that provides fruit to one school sponsors the school’s girls’ football team.
Secondary Schools
School: Michaelston Community College

Scheme/LEA: Cardiff

Current phase on scheme: 3

Description of school: New community college with 580 students aged 11-18 years; serving a Communities First area

Action: Food Matters/Bwyd o Bwys

Why did you choose to do this?
- Food Matters/Bwyd o Bwys,* a Big Lottery funded project, was set up on the school site in 2005.
- The Healthy School co-ordinator planned a Healthy Choices Day for all Year 9 students. She asked if ‘Food Matters/Bwyd o Bwys’ could run a healthy eating workshop. The co-ordinator offered instead to train interested pupils in the year group to give a presentation and to run activities themselves.
- ‘Food Matters/Bwyd o Bwys’ helped to set up the School Nutrition Action Group [SNAG] and this was a way of raising awareness of nutrition within the school.

What actually happened?
- Training was provided by staff from the project over 14 sessions to students from the Year 9 group studying Food and Technology within their Design Technology course. 17 students expressed an interest in the course; 10 went on to complete it and become peer trainers.
- The aim of the training was to equip the group of students with the knowledge and skills to deliver the workshop to their peers. This was achieved in the following ways:
  - nutrition knowledge was given through a range of activities and games
  - presentational skills were practised in the safe environment of the training group
  - cooking skills were acquired
  - help was given to plan, present and evaluate a healthy eating workshop demonstrating how to achieve a balanced diet.
- The students trialled the workshop with Year 7 pupils. It went well but it was found that having 10 trainers was too many. For the Healthy Choices Day the trainers split into 2 groups and each group ran the workshop twice.
- The Healthy Choices Day began with a healthy breakfast for all Year 9 students funded by the school. The year group was then split into 4 groups and they spent the day going to different workshops in turn.
- The Healthy Eating workshop was introduced by one student who played the host. S/he divided the group into two. One group played a game called The Snackathon to test knowledge on food and health. The other gave out a paper plate and real food to all participants (apple, bread roll, ham/Quorn, square of chocolate) to make their own Balance of Good Health which they then ate! The peer leaders evaluated the workshop too.
The Healthy Option Day had additional nutritional input. At break time a representative from Welsh Meat Promotions/Hybu Cig Cymru did a cookery demonstration of a stir-fry which was based on the ‘Balance of Good Health’. All who watched had a sample to taste.

A buffet lunch was provided for all on the Healthy Choices Day by Year 11 students on the GNVQ Hospitality and Catering course working with chefs from a local hotel. The buffet included an array of exotic salads such as fresh rocket and parmesan and mild curried couscous, homemade breads and imaginative hot dishes such as kebabs, gnocchi, risotto and pasta.

**Which aspects went particularly well?**

- It forged a partnership between the school and Food Matters which has been very positive.
- The profile of P.S.E. and healthy eating in particular has escalated.
- The training has empowered a group of young people and given a boost to their self esteem.
- Working with outside agencies has enriched the school.
- The school received a lot of positive publicity in the local press.

**What problems were encountered and how were these overcome?**

- Once the school decided to allow the initiative to happen and to give the time for the project to work with the students, there were no problems. The time allowed everything to be well planned and for problems to be anticipated and sorted out in advance.
- All pupils and staff involved in the day put in a lot of work.

**How do you know how successful it was?**

- The evaluation of the workshops by the peer trainers was an integral part of the initiative. They gathered together comments from the participants:

  - *Wicked and fun!*

  - *The helpers were very good and I am not hungry now!*

- The training that the peer trainers received was also evaluated:

  - *I gained more confidence.*

  - *We know more about a healthy diet.*

- There have been positive spin-offs from the initiative:
  - Those trained have become pro-active members of the SNAG
  - A lot of interest has been shown from members of the school community and beyond.
How does this link with other food and fitness actions?

• The SNAG is very active. It has representatives from Year 12, 10, 9 and 8: there is so much interest it may be re-organised to have a two tiered group. The group has been responsible for getting fruit bags on the lunch menu and testing healthy drink options for the vending machines. A ‘No Chip Day’ has been made positive by selling it as a ‘Curry Day’.
• Five students, members of the SNAG, with the appropriate health and safety precautions in place were able to cook healthy dishes alongside the school cooks. These dishes were then introduced into the lunchtime menu.
• Design Technology students have taken photos of the school meal food choices to be put up in the dining room.
• ‘Food Matters / Bwyd o Bwys’ ran a Seed to Plate Project for eight Year 7 pupils as part of their Food Technology course. The students were taken to an allotment run by a local mental health charity. They grew a variety of crops e.g. potatoes, beans, courgettes, tomatoes. They had an input on nutrition and did some cooking to incorporate some of the produce from the allotment. This link will continue in the future although the school has also given the project land on the school site.
• Open College Network accredited Food and Nutrition training is provided by the project. Students studying Childcare and those from Year 12 have benefited from this.

Future actions

• All actions were set up by ‘Food Matters / Bwyd o Bwys’ and the school to be sustainable. It is planned that they will all continue.

Different approaches to the action in other schools in Wales

• ‘National Federation of Women’s Institutes-Wales (NFWI) ‘Get Cooking’ helps to provide opportunities for young people to cook.
• A Food Fun Day has been run in a secondary school where all classes focused on food in all areas of the curriculum. Year 7 had workshops run by outside agencies and Year 12/13 had a ‘Ready Steady Cook’ session and quiz. The Catering staff colour coded food to link with the ‘Balance of Good Health.’
• Year 6 in a Primary school demonstrated smoothie making to younger children.

‘Food Matters / Bwyd o Bwys’ is a Big Lottery Fund Coronary Heart Disease/Cancer Prevention Grant Scheme. Its aim is to improve the opportunities for young people in the Ely and Caerau areas of Cardiff to access an affordable healthy diet.
School: Castell Alun High School

Scheme/LEA: Flintshire

Current phase on scheme: 2

Description of school: Rural secondary school with 1200 pupils

Action: Food and Fitness Week – ‘Health 4 Us’

Why did you choose to do this?
• The school has run a summer festival every year since the Millennium, each year specifying a different theme. These have included: looking after your body, the environment, bio-diversity and multi-cultural living. Last year the festival focussed on exercise and fitness. This year it still had the health and exercise focus, but was widened to include healthy eating.

What actually happened?
• The week was divided to ensure that as many students as possible were involved. Students from Years 7 and 8 had activities for 2 days each and Year 9 were involved on the remaining day. Year 10 students managed to have a go at some of the activities but due to their exam commitments this was limited.
• Each morning of festival week began with a mass aerobics exercise session in the sports hall for staff, providers and pupils.
• The students were then split into their chosen activities. They were allowed to choose more than one activity each day
• Activities on offer with a health, fitness or exercise theme included:
  • Music – composition facilitated by the school music teacher
  • Art – display work organised by members of the art department
  • Poetry – with staff from the English department
  • Drama – with ‘Flintshire Drama’ supported by the school drama teacher.
  • Science experiments – organised by various members of science, with the help of the technicians
• There were a variety of active sessions:
  • ‘Strictly Come Dancing’ including salsa, hip hop, jive and traditional waltz; taught by a local dance teacher and choreographer.
  • cycling – National Cycling Council input
  • tennis – ex parent tennis club member organised the sessions
  • bowls – with the assistance of Castell Alun Bowling Club members.
  • walking and orienteering
• There was a demonstration on cooking healthy food by Dai Davies, well known local TV chef. The food technology department also organised sessions for the pupils to take part in during the week.
• The various sessions were selected by the pupils and apart from the whole year group mass aerobics session at the start of the day, consisted of between 20 and 30 pupils, depending on the nature of the activity.
The opportunity was also taken to provide peer support training and buddy training. Eighteen Year 9 students volunteered for peer support and were trained by a representative from Childline – Rhyl, North Wales Branch. Forty Year 7 pupils trained as Buddies again with the help of Childline staff.

The drama, dance and music sessions were brought together in 3 evening performances for parents and friends of the pupils. These took place in the following week, after selection of the items to be included and a little more rehearsal time.

During the festival week, the canteen staff provided themed menus on the different days. The week was ‘chip-free’. The pupils were given the opportunity of eating healthy food from Mexico, India, China, USA and Italy. The canteen staff dressed appropriately for each day!

Curriculum links

The week incorporated many different areas of the curriculum, including science, PE, art, English, drama, music and P.S.E.

Which aspects went particularly well?

- The aerobics session did get the days off to a very good start and were popular with the students, as were the themed meals. However it was the workshops that students liked the most.
- The ballroom dancing provided the greatest entertainment value and gave the pupils some insight into exactly what they were capable of. The group was a mixed male/female group of Year 10 students. They were delighted by the request this year for them to perform at the Flintshire Healthy Schools Presentation of Awards Ceremony at Theatre Clwyd.
- Both the Peer Support Group and the Buddies have been operational since their training. The supporters run a lunchtime session for pupils who want to come and talk over a problem. The Buddies were quickly put through their paces on the Induction Day for new pupils from the primary schools and have also been used to help Year 7 group tutors settle in their new charges.
- The ballroom dancing craze has been given a boost with an after school dance club, with the inclusion of some modern dance in the form of Hip Hop and Salsa.

What problems were encountered and how were these overcome?

- Problems were few and the week generally ran very smoothly.
- The only real difficulty was trying to ensure that all students were able to attend an activity that they wanted to do. Sometimes it ended up being their second or third choice.
- The organisation of this was a mammoth task, but one that was accomplished by a team of dedicated staff.
How do you know how successful it was?
• The same approach will be taken for a week in the next year as has happened the previous year. A selection of students from each year group will be asked to complete a questionnaire after a term has elapsed. In this way it is hoped that they recall the most pertinent points, be they positive or negative.
• Initial findings show that the students particularly liked the dance, art and food technology sessions.
• The response from the school community to the ‘Strictly Come Dancing’ session shown in the evening performances was so positive that it was included in a Flintshire Healthy Schools Award Ceremony.

How does this link with other food and fitness actions?
• There have been spin-offs in relation to after-school clubs in dance.
• Plans are already in place for the food technology department to link with the canteen as outlined below.

Future Plans
• The school is keen to link with food technology for a future action, trying to develop a healthy menu for the school canteen
• There may be an opportunity to link with a fitness programme being organised locally, but this is dependent on funding being secured.
• The festival week has run for a number of years and is now firmly embedded into the summer programme. It is planned to continue it, looking for a different focus.

Different approaches to the action in other schools in Wales
• A secondary school has suspended the timetable every year in the summer term to allow students to try a variety of different types of physical activity such as horse riding, mountain biking, orienteering as well as offering relaxation sessions of aromatherapy, massage and yoga. Health information sessions by outside agencies were also fitted into the days.
• A Healthy Living Centre supported a secondary school in providing events where students tried different activities such as kick boxing, fencing, aerobics and had healthy food tasting sessions.
School: St Julian’s School

Scheme/LEA: Newport

Current phase on scheme: 2

Description of school: Secondary school of 1400 students from a wide variety of social backgrounds

Action: Developing a Whole School Policy on Healthy Eating

Why did you choose to do this?
• There was great concern about the food that students were eating throughout the day in the school. It seemed that the staple diet was chips either on their own or with beans, gravy and/or cheese. It was felt that the school was letting down the young people by allowing this to happen.
• The school became part of the Newport Healthy School Scheme. The time was right to tackle the situation.

What actually happened?
• The co-ordinator had the backing of the Senior Management Team to move forward on this action.
• A Healthy Eating Group was formed in the summer term of 2005. It consisted of six Year 12 and 13 students. They recruited younger students and met every fortnight. They formulated a plan supported by two members of staff.
  • They met with Newport Catering to see what would be possible to change.
  • They visited other schools to see what was on offer in their canteens.
  • The group put together a powerful Powerpoint presentation on healthy eating which included video clips and facts and figures relating to nutrition. They presented it to Years 7 – 10 during their assembly times.
  • A questionnaire was sent to all students asking for suggestions on the food they would like to see offered in the school. This information was collated and used in discussions with Newport Catering. A revised plan of healthy choices was then produced. Students were asked to comment.
  • The recommendations were supported by the school and the catering company.
• Major changes were made and put into action from September 2005.
  • The changes initially all happened in the canteen that Year 7 and 8 pupils had to eat in. Other year groups could choose to eat in this canteen if they wished. All meals provided were to be made on site with fresh ingredients. These included two different set meals each day accompanied by seasonal vegetables, one being vegetarian, and pudding choices that always included fresh fruit. Snack meals such as jacket potatoes were also provided. Drinks included water, juice or milk shake. This was a major change in approach and required Newport Catering to spend money on the kitchens and train staff. The catering team actively promote the healthy options. Crisps have been removed and chips were to be provided as a fish and chip meal on Fridays only.
• The vending machines were completely transformed. All the fizzy coloured drinks were replaced with water, chocolate bars were withdrawn and a greatly reduced selection only available in the canteen. A milkshake machine was added.

• Students had always been allowed off-site. This had meant that the canteen had needed to compete with fast food outlets in the town. In September 2005 it was decided that Year 7 and 8 would not be allowed off site. There will be more control of who goes off site in the future as a fence is being built to prevent vandalism and this will provide the school with further options.

• The Healthy Eating Group felt that it would be good to offer a positive impetus for students to eat healthily. As a result school funds have been allocated to provide a prize of £20 for the pupil who has eaten the healthiest selection of food in a week. There is a points system per food choice that is entered onto the students’ cards so this is easy to decide. The student with the healthiest diet over the term then receives £100. The monthly prizes tend to be won by Year 7 and 8 students.

• In January 2006 the other canteen that has continued to serve fast food has been changed. Years 7 and 8 can choose which canteen they use. Themed meals will be provided on a daily basis:
  - Italian
  - Caribbean
  - Mexican
  - Chinese
  - Deep South

• Opportunities for delivering work in different areas of the curriculum on the importance of healthy eating have been explored. The art department ran a poster competition; technology enjoyed a week of food tasting, science considered the impact of food on the body and PE considered the importance of exercise as part of a healthy lifestyle.

Which aspects went particularly well?

• The involvement of the student Healthy Eating Group has been key to the successes achieved. The members have been very focused and have had an impact on the school community that would have been lacking if it had been driven by members of staff. Two of its members, the head boy and girl introduced the idea of prizes as an incentive during assemblies. It was very well received.

• The prizes were a great boost at the start of the initiative. This has dwindled as the young people accept that healthy choices are becoming the norm. Although the prizes will be phased out, there is some money available to promote healthy eating in the future – for example to offer free samples of fruit to pupils while they are waiting in the dinner queue.

• The partnership between students, school staff and the caterers has taken this initiative forward.

What problems were encountered and how were these overcome?

• Huge changes have happened in a short time. It has been vital that it is a whole school approach.

• More students are on-site and there has been a need to change the provision for those eating meals and bringing in packed lunches.
The issue of healthy packed lunches is one that will need further input.

How do you know how successful it was?
- The food on offer in the school is much healthier and more appealing. The smart card system means that it is easy to check the choices that students are making.
- The lack of grumbles from young people.
- There have been no negative comments from parents.

How does this link with other food and fitness actions?
- Sports in the PE Curriculum and after school clubs
- The Wildlife Garden Group has been busy digging a pond and they have created a vegetable garden to grow organic vegetables, hopefully to supply the school canteen with fresh produce.

Future plans
- The school has applied for a grant of £5000 so that a group of students can work with a professional chef to produce healthy meals which would then be served to families at a local restaurant. The media studies department in school would like to be involved and film the experience.
- They are looking at the possibility of keeping Year 9 students on site as well as Years 7 and 8 from September 2006.
- The school has been in discussions with Newport Catering and both canteens will be refurbished later on in the academic year.
School: Llantarnam Comprehensive School

Scheme/LEA: Torfaen
Current phase on scheme: 6
Description of school: Urban secondary school with 1400 students
Action: School Nutrition Action Group (SNAG)

Why did you choose to do this?
• The co-ordinator was concerned that the food in school was not appropriate for a ‘Healthy School’.
• Students throughout the school were happy to volunteer to be part of the SNAG group.

What actually happened?
• In 2002 the SNAG group was formed with 2 pupils from every class. They asked for suggestions from their forms and reported back from meetings during P.S.E lessons. Meetings were held during curriculum time to give status to the group.
• The group audited the food choices in the school.
• It was decided to set up a fruit tuck shop. The SNAG group ran a competition to name it. ‘Fruitilicious’ was chosen.
• There were some high profile events to launch this initiative and to highlight the importance of healthy eating.
  • A ‘Fruit Week’ was held. This was cross-curricular and many subject areas got involved to strengthen the message. Many of the activities introduced in the ‘Fruit Week’ are now delivered within the curriculum.
  • A show based on ‘Ready, Steady, Cook’ had two ex-pupils who had become famous in the world of football and rugby to assist two cooks from the school staff.
  • Students from the SNAG group went strawberry picking to sell the fruit in ‘Fruitilicious’.
  • A play was written around the topic of nutrition to be performed to students in the school and to those in Year 6 in the feeder schools.
  • A newsletter was produced by the group describing all these actions.

• After the launch the SNAG group worked towards improving the food provision in school.
  • The canteen took over the fruit tuck as part of a wider breakfast provision including toast and sandwiches.
  • Everyone was able to have water bottles with them at all time. Iced water became available in the canteens for bottles to be refilled.
  • There were many meetings where the students discussed the need to improve school meals. They achieved limited success.
There was a big change in 2005 when the school decided to terminate the contract with the authority recommended catering company and provide its own meals. The Bursar is now responsible for the administration of this and the school cook for the content of the meals.

The cook attends all SNAG meetings and is able to act on suggestions immediately.

Improvements in food that have been implemented include:
- non-chip days on different days, unannounced so that students do not go off site
- a free piece of fruit is given with each main meal order
- a wider choice of healthy cooked meals and snacks such as paninis and baguettes
- special meals for particular events e.g. food from Fiji when the World Cup was being played.

The school have made changes to the organisation of meals too.
- Meal times are now staggered with Key Stage 3 pupils eating from 12.20 to 1.00 and Key Stage 4 pupils from 1.20 – 2.00. This has reduced queuing time and helped with bullying incidents.
- An electronic card system has been introduced.
- Music is played in the canteens to give it a calmer more pleasant atmosphere.

Which aspects went particularly well?
- The SNAG group has become central to the running of the school. It has fundamentally changed the profile of healthy eating throughout the school.
- The launch of the fruit tuck shop was a high profile and fun way of drawing attention to healthy eating.
- The school taking over the provision of meals is still in its infancy but it has allowed dramatic improvements to take place.
- The card scheme has had a number of advantages: students no longer have to carry around cash, no-one is aware which students have free school meals and it is possible for food choices to be monitored easily.

What problems were encountered and how were these overcome?
- There have been no problems with the SNAG group. It has remained focussed and motivated from the start.
- The SNAG group did set up a suggestion box but it wasn’t used. The members felt that the ideas from students came through suggestions during PSE time given over to the SNAG.
- Only limited success had been possible while the meals were being provided by an external catering company. Even though the SNAG group met with many representatives, including the Managing Director. It was felt that the best way forward was for the school to become responsible for its own catering arrangements.
- The catering staff have had a lot of extra work relating to the administration of cards. This will be given over to a clerical post.
How do you know how successful it was?

• The SNAG group has been running for over 3 years without a break.
• The electronic card system allows easy monitoring of the uptake of different food choices.
• The food choices have been changed and are proving popular. e.g. the cook sells about 90 paninis a day.
• The SNAG group felt that the food was better value and there were many healthy options available.

How does this link with other food and fitness actions?

• All food actions relate to the setting up of the SNAG group.
• The school have introduced ‘The Class Moves!’ for Key Stage 3 students.
• There are after-school fitness clubs and health related exercise is covered in the PE curriculum.

Future plans

• To continue to build on everything that has happened so far.
• The school will soon have complete control of all vending machines and plans to make sure only healthy drinks and snacks are available in the machines.

Different approaches to the action in other schools in Wales

• Some schools use their School Council to get feedback on healthy eating issues.
• Food technology students involved in producing healthy meals. Judged by the school cook and the winning meal produced and offered in the canteen.
• Media students have made films to show the development of initiatives and produced information for school magazines.
References


9. National Curriculum Orders for all subjects. Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)


Organisations and initiatives referred to in the case studies

National

National Assembly for Wales

Public Health Improvement Division
www.healtheschool.org.uk or www.cmo.wales.gov.uk for copies of, or information on, all of the following:

‘Think Water: Guidance on Water in Schools’

‘Fruit Tuck Shops in Primary Schools’
Advice on setting up a healthy tuck shop

‘Think Healthy Vending’ and ‘Healthy Food Vending in Schools’

‘The Balance of Good Health’ and ‘Enjoy Healthy Eating’
Booklets summarising current advice on diet

‘The Class Moves!’
Ideas on exercise in the classroom

‘The Health Promoting Playground’
Using playground activities to promote good health

Food in School Assessment Tool - a tool which schools can use to monitor and evaluate their whole-school approach to food and nutrition

Physical Activity Assessment Tool - a tool which schools can use to monitor and evaluate their whole-school approach to physical activity

Food for thought – A new approach to public sector food procurement. Contains case studies on local procurement of food for schools in Pembrokeshire, Carmarthenshire, Monmouthshire and Rhondda Cynon Taff.

www.learning.wales.gov.uk/breakfast
Information on the Welsh Assembly Government Primary School Free Breakfast Initiative

Food Standards Agency Wales

www.foodstandards.gov.uk/wales.htm
Information on food safety and allergies. Resources on healthy eating
National Grid for Learning
www.ngfl-cymru.org.uk
Uncle Arthur's BBQ and other resources

The National Federation of Women's Institutes
www.womens-institute.co.uk
In NFWI Wales News there is information on:
Gardening Projects for Schools – funding to help schools set up gardens
Get Cooking – funding to provide cookery classes for young people 14+.

British Trust for Conservation Volunteers
www2.btcv.org.uk
The BTCV supports local community projects including ones in schools.

Sports Council for Wales
www.sports-council-wales.co.uk
This site provides information on:
PESS - Physical Education and School Sport -
designed to offer sporting opportunities to 7-11 year olds.

Dragon Sport – Providing fun sporting experiences for Key Stage 2 pupils.
See also www.dragonsport.co.uk

Chwarae Teg -
promoting fair play and good sporting behaviour

‘In the Zone’ playground project

The Athletics Association of Wales
www.welshathletics.org.uk
‘30 40 50 Club’

Youth Sport Trust
www.youthsporttrust.org
‘Top Start Programme’ and other programmes for use with older children.

British Heart Foundation
www.bhf.org.uk
‘Jump Rope for Heart’ and other resources on heart health.

Continyou
http://www.continyou.org
For Breakfast Club Plus - a UK-wide network that supports breakfast clubs

Health Education Trust
www.healthedtrust.com
Information on healthy vending, school catering and School Nutrition Action Groups (SNAGs)
Sustrans
www.saferoutestoschools.org
Activities to promote safe routes to school.

International Classroom Connection (I.E.C.C.)
www.iecc.org
Assists schools from all over the world to link together on different topics.

Local

Education Library and Resource Service (Neath Port Talbot and Swansea)

Heart of the Community
www.heartofthecommunity.wales.nhs.uk

Caerphilly Catering
www.myschoolunch.co.uk/caerphilly

‘Primestart’
www.neathrugby.co.uk and follow the links to ‘Primestart’.

Pembrokeshire guidance
www.healthchallengepembrokeshire.co.uk
This provides access to ‘Pembrokeshire Food and Health Strategy for Schools and School Site Leisure Centres’.

Food for Thought (Breakfast scheme)
Lynette Thomas 01446 751685

Food Matters / Bwyd o Bwys
Nia Williams 02920 679361