



*Rhagoriaeth i bawb - Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

# Supplementary guidance on inspecting healthy living (including physical activity and food and drink)

September 2010



INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL

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- ▲ adult community learning;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
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- ▲ careers companies;
- ▲ offender learning; and
- ▲ Department for Work and Pensions contracted employment provision in Wales

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**What is the purpose?**

To provide guidance to inspectors for evaluating healthy living outcomes and provision when it is a line of enquiry.

**For who is it intended?**

All inspectors of maintained schools.

**From when should the guidance be used?**

September 2010.

**1 Introduction**

The 2010 common inspection framework gives a prominent place to the inspection of learner wellbeing. Healthy living contributes to wellbeing.

The promotion of healthy living is a key objective of the Welsh Assembly Government. A number of initiatives seek to encourage healthy eating and drinking and the importance of physical exercise.

**Healthy eating and drinking**

'The Healthy Eating in Schools (Wales) Measure 2009'<sup>1</sup> requires all local authorities and maintained schools in Wales to promote healthy eating and drinking. The Measure requires governors to:

- take action to promote healthy eating and drinking and include information on how this is being done in their annual report; and
- have regard to any guidance produced by the Welsh Assembly Government.

The Measure comes into force in accordance with a Commencement Order made by Welsh Ministers but as yet, no Commencement Orders have been made. Currently there is no statutory guidance in relation to healthy eating and drinking.

The Measure requires Estyn to consider the actions taken by schools to promote healthy eating and drinking.

The Appetite for Life Action Plan<sup>2</sup> sets out the strategic direction and actions required to improve the nutritional standards of food and drink provided in schools in Wales. The Appetite for Life Action Research Project is due to complete summer 2010 and the outcome of this work will inform the further development of the Appetite for Life initiative and the implementation of the Measure.

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<sup>1</sup> [http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa\\_20090003\\_en\\_1](http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa_20090003_en_1)

<sup>2</sup> Appetite for Life Action Plan February 2008. See <http://wales.gov.uk/docs/dcells/publications/091207appetiteforlifeen.pdf>

## **Physical exercise**

The PE and School Sport (PESS) initiative, Dragon Sport, 5x60 schemes in secondary schools and many Sports Council-led developments have increased the opportunities for young people to engage in physical activity. The improved provision of opportunities for physical activity and raised levels of fitness should be seen in the context of the Welsh Assembly Government's strategy 'Creating an Active Wales'<sup>3</sup>.

Healthy living also includes good mental and emotional well-being; responsible sexual behaviour; responsible attitudes and behaviours in relation to substance use and misuse; safety; hygiene and environmental issues. Involvement in the Welsh Network of Healthy School Schemes will support schools in all of these areas.

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<sup>3</sup> <http://wales.gov.uk/docs/phhs/publications/activewales/100121activewalesen.pdf>

## 2 Evaluating healthy living

This guidance provides questions for inspectors to consider when evaluating the healthy living. The questions are related to the three key questions of the common inspection framework<sup>4</sup>.

### Key Question 1: How good are outcomes?

#### 1.2 Wellbeing

- Do learners have a good understanding of the importance of healthy living and fitness?
- Do learners take part in the opportunities provided to develop healthy living and fitness?
- Do learners show enjoyment in these activities?
- To what extent do learners contribute to the school's work on healthy living?

### Key Question 2: How good is provision?

#### 2.1 Learning experiences

- Are pupils given the opportunity to develop their awareness and understanding of healthy living through the curriculum and through extra-curricular work and projects?
- Do pupils have opportunities to develop and extend their awareness and understanding of healthy living in subjects other than PE, PSE and design technology?

#### 2.2 Teaching

- Do teachers exploit opportunities to develop pupils' understanding of healthy living?

#### 2.3 Care, support and guidance

- Is the school effectively promoting healthy life styles?
- Is the school engaged in initiatives that promote healthy living?
- Has the school gained any award for its work in promoting healthy living?
- Does the school ensure that any out-of-school-hours provision supports its work on healthy living?
- Does the school have an effective and realistic policy related to healthy living?

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<sup>4</sup> Common Inspection Framework 2010

## 2.4 Learning environment

- Does the school environment, including dining areas, sports facilities and public areas promote healthy living?
- Does the school have good facilities for healthy eating and physical activity?

### **Key Question 3: How good are leadership and management?**

#### 3.1 Leadership

- How well does the school communicate its promotion of healthy living to the pupils, parents and the wider community?

#### 3.2 Improving quality

- How does the school measure the impact of its work on healthy living on pupil outcomes, including attitudes and behaviours?

#### 3.3 Partnership working

- How well does the school work in partnership with others to develop learners healthy living?

#### 3.4 Resource management

- Is the staff trained well enough to promote healthy living?
- Does the school staff have a good understanding of healthy living?

### **Sources of evidence**

The learner and parent questionnaires, discussions with learners and staff, and general observation around the school, can provide key sources of evidence for evaluating healthy living. The learner questionnaire, for example, asks two questions directly related to healthy living:

- the school teaches me how to keep healthy; and
- there are plenty of opportunities at school for me to get regular exercise.

The responses to the questionnaires and discussions with learners are likely to provide useful evidence for Quality Indicator 1.2 on learners' wellbeing and for the school's provision for wellbeing in Quality Indicator 2.3 on care, support and guidance. In addition, the inspection will contain a brief commentary on the outcomes from learners' questionnaires.

The governors should be able to provide information about the actions the school has taken to promote healthy eating and drinking by its pupils. The annual report to parents should contain information on these actions. In addition, the school's self-evaluation report should comment on the impact of these actions.