

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

May 2007



Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales



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**INVESTOR IN PEOPLE**

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- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of Jobcentre plus.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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### **What is their purpose?**

To provide further guidance for inspectors on how to inspect healthy living. These guidelines should be used in conjunction with the Common Inspection Framework and the Guidance on the Inspection of Primary, Secondary and Special Schools and Pupil Referral Units.

### **For who are they intended?**

Every member of inspection teams for primary, secondary and special schools and pupil referral units.

### **From when should the guidelines be used?**

With immediate effect.

**Date of publication: May 2007**

## **1 Introduction**

In Inspection Matters Issue No 2 (January 2005), we provided guidance on physical activity and healthy living. We have now updated that guidance to take more account of healthy eating and drinking and to reflect the proposals in the Welsh Assembly Governments' consultation document 'Appetite for Life' and the Food and Fitness Implementation Plan:

<http://new.wales.gov.uk/topics/health/improvement/food/action/young-people/?lang=en>

***New guidance is highlighted throughout by using italics***

## 2 Physical activity

The **PE and School Sport** (PESS) Task Force's Action Plan identified ways in which the Welsh Assembly Government, LEAs, individual schools and other agencies might address various shortcomings in the provision of physical education and schools sports. The initial pilot year saw the establishment of 14 **Development Centres** (DC) across Wales. Currently there are 63 development centres. Development Centres are clusters of settings. They include at least one comprehensive school with some or all of its partner primary schools. They can also include special schools, colleges of further education and higher education institutes.

**Partnership working** within the DCs is well established and successful. Most are developing shared schemes of work and lesson plans. Most DCs have identified the contribution that physical education and sport can make to key skills, in particular literacy and ICT, and the wider skills, such as working together. Anecdotal evidence from headteachers shows that pupils' behaviour and attitudes improve through involvement in good quality curricular and extra-curricular physical education and sport.

LEA Sports Development Units also work closely with the PESS co-ordinator to provide access to facilities and the provision of coaches. The links with the Sports Council for Wales' **Dragon Sport** initiative are particularly strong and effective. The Dragon Sport scheme works to broaden the sporting interests of children who already take part in particular sports and to involve children who currently lack such opportunities outside school PE lessons. Dragon Sport introduces children to sports coaching, skill development and appropriate competition using versions of adult games modified to meet their needs and skill levels.

The undoubted success of the Dragon Sport initiative, and the successful partnership working with the PESS initiative has extended pupils' experiences both in the curriculum and in Out-of-School-Hours Learning (OSHL) clubs and activities. The involvement of sixth form pupils working with primary schools as part of the Dragon Sport initiative, or as Junior Sports Leaders, has had a beneficial impact on the attitudes of pupils from both phases, as well as on standards in games skills. This, along with the increased, shared use of facilities of partner-schools and leisure centres is leading to improvements in standards in co-operative and competitive games.

A number of schools have also benefited from their involvement with other Sports Council initiatives, such as Girls First, and Nike Girls in Sport. Many more have used OSHL money to extend the quality and range of provision they offer. A number of schools have already benefited greatly from National Lottery grants to improve PE and sport facilities. When the improved facilities are in use, inspectors should evaluate the impact that the provision has on pupils' standards.

For more information about PESS and other Sports Council initiatives in schools, inspectors may wish to visit the Sports Council's website at:

[www.sports-council-wales.co.uk](http://www.sports-council-wales.co.uk), and click on Developing Sport in Wales, followed by School and Community Sport.

The Class Moves!® is a programme which enables primary school children and teachers to discover the pleasures and benefits of movement and relaxation. Teachers are finding that pupils who follow the programme are able to work harder and concentrate better. Developed in Holland over several years by a physiotherapist working with health and education professionals, The Class Moves!® has now been trialled in four areas in Wales as part of a Health Promotion Division of the Welsh Assembly Government research project with the Health Education Board for Scotland. An [evaluation summary](#) is available on the Welsh Assembly Government website.

### 3 Healthy eating and drinking

The Welsh Assembly Government established the independent **Food in Schools Working Group** in July 2005. This had the task of examining how to improve the quality and nutritional standards of school meals, and how to ensure a consistent and coherent approach to driving forward improvements in food and nutrition in schools. The group issued a consultation document, '**Appetite for Life**', in June 2006. The period of consultation ended in October 2006.

In '*Appetite for Life*', the group identifies standards for food, drink and nutrients and sets out 41 proposals including that:

- by September 2008, schools must meet all the food standards for school meals and the proposals for other food and drink;
- water must be readily available free of charge throughout the school;
- schools and LEAs should aim for complete take-up of free school meal entitlement;
- schools should consider the length and timetabling of lunch breaks to allow adequate time for pupils to select and eat meals and allow staff time to influence choices;
- new school meal nutrient standards are to be introduced from September 2008 followed by a one-year implementation period (2008-2009) for primary schools and a two-year implementation period (2008-2010) for secondary schools;
- snack provision must have clear nutritional benefit and sales of confectionery, cereal bars and savoury snacks such as crisps 'should be prohibited';
- schools should have a whole-school food policy;
- the National Curriculum should give enough attention to food and nutrition issues.

The consultation document contains a section on monitoring and evaluation. This envisages two levels of monitoring – self-monitoring and external monitoring.

The **Welsh Network of Healthy School Schemes** (WNHSS) encourages the development of health promoting schools in Wales within a common national framework. The Welsh Assembly Government website provides local schemes with advice and guidance within the national framework. The website sets out the national aims and offers guidance on local and national roles. Publications and national networking events also offer support to the schemes. All 22 local healthy school schemes have been accredited by Welsh Assembly Government. WNHSS builds on the experience of working with 12 schools in Wales as part of the **European Network of Health Promoting Schools**. Findings have been published

by Sue Bowker and Chris Tudor-Smith in the journal *Health Education*. Case studies on Food and Fitness in WNHSS schools have been published - **In Perspective Food and Fitness** and is available at

<http://new.wales.gov.uk/topics/health/improvement/food/action/?lang=en>

PESS and WNHSS co-ordinators are collaborating closely in order to share the benefits of both initiatives.

The **Welsh Network of Healthy School Schemes** can be found at:

<http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en>

<http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=cy>.

Even if schools are not part of a local health promoting school scheme, they can develop health-promoting policies and systems. These schools can also contribute to the promotion of healthy lifestyles by considering a range of actions on particular health topics.

For more information about the Welsh Assembly Government's health promotion work in schools, inspectors may wish to visit the schools' website at [www.healthschool.org.uk](http://www.healthschool.org.uk).

#### 4 How do we inspect healthy living (including physical activity and food and drink) initiatives?

*All types of schools, from early years to the sixth form, may take part in these activities. In all types of inspection, you will have many opportunities to gain evidence of pupils' awareness and understanding of the importance of healthy living, and on how well the school promotes them.*

*In all types of inspection, you should expect to see some work on promoting healthy living. The Personal and Social Education Framework sets out opportunities to teach about healthy living in the **physical aspect**.*

*The Framework states that 'the environment of the school has an important part to play in pupils' physical development but central to the process is equipping them to make informed choices in all these areas. Pupils need to appreciate the relationship between **diet and growth**, between **exercise** and **well-being**'.*

*In addition, work in relation to the **sexual, emotional, moral and environmental aspects** provides further opportunities. Activities to promote healthy living should also make a substantial contribution to the development of the **attitudes and values, and skills** listed in the key components in the Framework.*

*It is expected that a number of curriculum areas including physical education, design and technology, science, and food technology make a contribution to the development of knowledge and understanding, values and attitudes and skills identified in the 'Physical Aspect' of the PSE Framework. In secondary schools, vocational subjects can also make a contribution to the promotion of healthy living.*

*In addition to inspecting pupils' understanding of healthy living, you will need to evaluate the extent to which the school acts in a healthy and active way. All PESS DC schools should have healthy and active lifestyles policies. Schools that are involved in the WNHSS scheme may have gained a 'leaf' award for the completion of each phase of the scheme.*

*When inspecting community focused schools, you should evaluate how effective are their strategies for encouraging and enabling learners to be healthy, by working with partners such as health services, police, social services and other community organisations.*

## **5 Questions to ask in relation to standards in and provision for healthy living**

*In making judgments on standards in relation to healthy living, inspectors will need to consider a number of questions:*

- where physical development is being inspected for the under-fives, do children have a good understanding of the concepts of health, hygiene and safety? Do they understand the importance of diet, sleep and rest?*
- Where PE is being inspected, are the statutory requirements for health-related exercise being met?*
- When inspecting personal and social development for under-fives, is enough attention given to healthy living?*
- Does the PSE provision give enough attention to healthy living?*
- Do children under-five have enough opportunities to develop and extend their awareness and understanding of healthy living in other areas of learning other than personal and social development and physical development?*
- Do pupils have enough opportunities to develop and extend their awareness and understanding of healthy living in subjects other than PE and PSE?*
- Do pupils show an appropriate level of awareness and understanding of healthy living?*
- Are pupils given the opportunity to develop their awareness and understanding of healthy living through extra-curricular work and projects?*
- Does the school have enough resources to promote healthy living?*
- Is the staff trained well enough to promote healthy living?*
- Does the school staff have a good understanding of healthy living?*
- Does the school have a policy related to healthy living? What elements of healthy living are included in the policy?*
- How does the school communicate the policy to the pupils, parents and the wider community?*
- How does the school measure the impact of the policy on pupil behaviour?*
- Does the school encourage physical activity?*
- Does the school encourage healthy eating and drinking?*
- Does the school monitor the provision for school meals in supporting school policy?*
- Does the policy have a beneficial effect on practice?*
- During the inspection, did the school provide a healthy environment for pupils and members of staff?*
- Is the school effectively promoting healthy life styles?*
- Is the school engaged in initiatives that promote healthy living?*
- Do community focused schools have appropriate arrangements for ensuring that partners encourage and support healthy living?*
- Has the school gained any award for its work in promoting healthy living?*
- Does the school have arrangements that ensure that any OSHL provision is supporting the school's promotion of healthy living?*

## 6 How do we report physical activity and healthy eating and drinking?

### **Key Question 4: How well schools care for, guide and support learners?**

*In answering Key Question 4, inspectors have always considered whether schools have arrangements that contribute to the well being of all pupils. From now on we also want inspectors to consider whether the school has appropriate arrangements that encourage and enable learners to be healthy. In this way we can ensure that we take a broad view of healthy living that encompasses physical activity and fitness as well as eating and drinking. This would reflect the Welsh Assembly Government's aim to develop a whole-school approach to food and nutrition.*

*From April 2007 it will now be a reporting requirement that in **Key Question 4** inspectors **must** comment on whether the school has arrangements that encourage and enable learners to be healthy.*

In addition to commenting on healthy living in Key Question 4, it may also be appropriate to make references to it in:

### **Key Question 1: How well do learners achieve?**

- the development of personal, social and learning skills

1.14 progress well in their personal, social, moral and wider development.

### **Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

- the extent to which learning experiences meet learners' needs and interests

3.4 broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision;

3.5 promote learners' personal development including their spiritual, moral, social and cultural development; and

3.6 are enriched by effective partnerships with other providers and with all interested parties.

### **Key Question 5: How effective are leadership and strategic management?**

- how well leaders and managers provide clear direction and promote high standards

5.3.1 takes account of the Welsh Assembly Government's priorities.