

# Food for Thought Education Fund

## Phases 1 - 5 Combined Report

### March 2018

This report provides information and data about the Food for Thought Education Fund for Phases 1 -5.

It includes details in relation to the types of projects undertaken and the impact on learners and practitioners.

**FOOD FOR THOUGHT**  
Exploring food and drink through curriculum for excellence



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## 1.1 Overview

Scotland finds itself in a position where we produce some of the finest food and drink in the world but, as a nation, our diet is often poor. In fact, our diets, activity, and weights are among the biggest public health challenges we face.

The Government's ambition is to change our food culture which will need leadership and sustained action across all sectors of our society. A broad range of interventions is needed because the factors contributing to overweight and obesity are complex.

Education has a considerable part to play in this and its potential to change the choices our young people make could help to produce the long term change that is needed.

Supporting young people to develop as health literate, responsible and active citizens is part of Curriculum for Excellence. All learners have an entitlement to the Food and Health Experiences and Outcomes and every establishment should have a progressive approach to Food and Health, one that is robust, demonstrable, evaluated and supported.

Through Food for Thought funding we are inviting practitioners and school leaders to make the most of the opportunities that exist and to take forward actions that a lack of resources had previously inhibited. The fund offers opportunities to deliver meaningful projects which will provide the catalyst to take this learning forward well into the future.

This report celebrates the commitment to embed food and health education and the passion, leadership and actions of practitioners across Early Years, Primary and Secondary sectors in the first five years of the fund.

Specifically, the aims of the fund were:

- to increase the knowledge and skills of staff around food education
- to sustain partnership working within the learning community to enhance food education for children and young people
- to share understanding of the progression of learning in food education from early to fourth level
- to provide progressive, high quality learning experiences in food education, allowing learners to develop their knowledge and skills
- to plan and implement learning experiences which build sustainability and capacity for future development

## 1.2 Funding Partnerships

The **Scottish Government** is committed to ensuring all schools in Scotland:

- embed food education in schools through the implementation of Curriculum for Excellence, and the Schools (Health Promotion and Nutrition) (Scotland) Act 2007
- support good quality learning and teaching around food through funding a number of stakeholders to engage and work with schools to enhance health and wellbeing and food education in schools/clusters and professional learning communities in local authorities across Scotland

**Education Scotland** is a key national body supporting quality and improvement in Scottish Education.

It aims to :

- lead and support successful implementation of the curriculum
- build the capacity of education providers and practitioners to improve their own performance
- promote high quality professional learning and leadership
- stimulate creativity and innovation
- provide evidence-based advice to inform national policy

Education Scotland is building on its strong partnership with the Scottish Government with a continued commitment to high quality learning in **food education** in schools/clusters and professional learning communities across Scotland.

**Business in the Community (Scotland) (BiTCS)** brings together businesses and partner organisations across sectors to more effectively play their role in a stronger, fairer, wealthier, healthier, and greener Scotland. In order to enhance skills for learning, life and work it is essential that schools and nurseries work in partnership with a business for this funding. BiTCS's role in the Food for Thought: Education Fund is to help schools to link to a business or community organisation that can fulfil this role. Schools can also work with existing partners that fulfil this role, or create their own new partnerships.

It was required of schools that they identify and work in partnership with a local business to enhance the project and develop skills for learning, life and work.

### **1.3 Engaging with National Events and Educational Themes**

Over the five phases of the funding, successful establishments have linked their projects to national initiatives including;

- ✓ Good Food Nation, Scotland's National Food and Drink Policy
- ✓ World War 1 Centenary
- ✓ Scotland's Year of Food and Drink 2015
- ✓ Scotland's Year of Innovation 2016
- ✓ Scotland's Year of History, Heritage and Archaeology 2017
- ✓ Scotland's Year of Young People 2018
- ✓ Healthier Future – Actions and Ambitions of Diet, Activity and Health Weight

Establishments have also incorporated some of the following themes ;

- ✓ Developing the Young Workforce
- ✓ STEM (Science, Technology, Engineering and Mathematics)
- ✓ Inequity / Attainment Gap
- ✓ Additional Support Needs and making the project inclusive for all learners.
- ✓ Digital Learning and Food Education
- ✓ Progressive Interdisciplinary Learning and Food Education
- ✓ Learning for Sustainability
- ✓ Outdoor Learning
- ✓ Working with Parents and the local community

## 2.1 Overall Funding

The total amount awarded over the five Phases of this funding was **£1,921,738.65** and, in total, **497** bids have been successful.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Total Received
Local Authority	Amount (£)	Amount (£)	Amount (£)	Amount (£)	Amount (£)	(£)
Aberdeen City	0	12,595.10	0	2,668.90	0	<b>15,264.00</b>
Aberdeenshire	7,240.00	8,840.00	8,418.37	2,151.71	0	<b>26,650.08</b>
Angus	5,000.00	9,500.00	0	0	<b>2,974.99</b>	<b>17,474.99</b>
Argyll and Bute	8,781.00	19,370.00	6,712.00	7,226.58	<b>12,780.00</b>	<b>54,869.58</b>
Clacks and Stirling (jointly funded in Phases 1 and 2)	7,250.00	34,973.11	n/a	n/a	n/a	Clacks and Stirling <b>£42,223</b>
Clacks				6076.78	<b>3,000.00</b>	<b>9076.78</b>
Dumfries and Galloway	7,000.00	40,888.00	6,000.00	4,510.90	<b>13,828.75</b>	<b>72,227.65</b>
Dundee City	0	6,309.00	3,000.00	12,237.20	<b>8,166.89</b>	<b>29,673.09</b>
East Ayrshire	20,430.00	7,450.00	3,000.00	23,493.00	<b>15,954.81</b>	<b>70,327.81</b>
East Dunbartonshire	7,740.00	37,286.76	5,164.88	5,462.00	<b>12,564.03</b>	<b>68,217.67</b>
East Lothian	5,000.00	21,619.60	7,279.00	4,665.00	<b>3,000.00</b>	<b>41,563.60</b>
East Renfrewshire	10,000.00	14,418.65	5,200.00	7,349.00	<b>10,702.57</b>	<b>47,670.22</b>
City of Edinburgh	59,879.65	51,913.00	42,365.07	17,270.00	<b>22,855.61</b>	<b>194,283.33</b>
Falkirk	3,000.00	9,300.00	5,085.00	12,400.00	<b>10,151.60</b>	<b>39,909.60</b>
Fife	11,351.00	14,994.60	5,947.00	13,830.90	<b>10,450.49</b>	<b>56,573.99</b>

<b>Glasgow</b>	12,033.70	41,894.83	26,059.00	36,598.30	<b>28,733.15</b>	<b>145,318.98</b>
<b>Highland</b>	15,000.00	3,000.00	10,344.45	13,550.00	<b>8,730.00</b>	<b>50,624.45</b>
<b>Independent</b>	0	0	2810.00	0	<b>2,970.05</b>	<b>5,780.05</b>
<b>Inverclyde</b>	0	8,400.00	7,449.00	0	<b>2,937.16</b>	<b>18,786.16</b>
<b>Midlothian</b>	0	11,464.75	0	0	<b>0</b>	<b>11,465.75</b>
<b>Moray</b>	45,440.00	47,413.00	0	6,000.00	<b>4,833.00</b>	<b>103,686.00</b>
<b>North Ayrshire</b>	21,360.00	8,000.00	3,672.00	3,000.00	<b>8,691.20</b>	<b>44,723.20</b>
<b>North Lanarkshire</b>	33,461.50	48,956.05	19,927.00	24,245.42	<b>25,237.00</b>	<b>151,826.97</b>
<b>Orkney</b>	0	0	0	8,787.00	<b>0</b>	<b>8,787.00</b>
<b>Perth and Kinross</b>	7,420.00	20,119.85	12,736.07	6,487.34	<b>0</b>	<b>46,763.26</b>
<b>Renfrewshire</b>	3,112.00	41,931.41	24,699.98	10,232.78	<b>14,071.97</b>	<b>94,048.14</b>
<b>Scottish Borders</b>	4,845.65	11,535.99	12,526.00	10,259.82	<b>9,297.60</b>	<b>48,474.06</b>
<b>Shetland Islands</b>	5,200.00	10,080.00	2,745.00	4,684.00	<b>7,160.00</b>	<b>22,709.00</b>
<b>South Ayrshire</b>	23,170.00	2,591.70	0	5,956.44	<b>6,414.54</b>	<b>38,132.68</b>
<b>South Lanarkshire</b>	22,062.41	67,896.42	31,665.90	27,596.80	<b>24,636.50</b>	<b>173,858.03</b>
<b>Sirling</b>			35,363.46	17,861.74	<b>11,956.74</b>	<b>65,181.94</b>
<b>West Dunbartonshire</b>	7,841.70	9,000.00	8,679.00	12,448.42	<b>0</b>	<b>37,969.12</b>
<b>West Lothian</b>	0	9,266.92	0	5,992.00	<b>16,134.44</b>	<b>31,393.36</b>
<b>Western Isles</b>	5,000.00	17,998.00	0	3,000.00	<b>3,000.00</b>	<b>28,998.00</b>
<b>Total</b>	<b>358,618.61</b>	<b>649,006.74</b>	<b>296,838.18</b>	<b>316,042.03</b>	<b>301,233.09</b>	<b>1,921,738.65</b>

- **All 32** authorities received funding across phases 1- 5
- **17** authorities have received funding in all five phases

### 3.1 Business Links

A dedicated member of staff from Business in the Community Scotland has been working with establishments throughout all phases. Establishments are invited to contact BiTCS to request help in finding one or more business partners. BiTCS may also contact schools to alert them to food related business opportunities in their area.

In Phase 1

- **232** establishments were involved in total – each working with a local business
- **176** businesses engaged with schools, some with more than one school
- BiTCS matched **55** establishments with **over 60** businesses

In Phase 2

- **411** establishments were involved – each working with a local business
- **214** businesses engaged with schools, some with more than one school
- BiTCS matched **67** establishments with **over 90** businesses

In Phase 3

- **174** establishments were involved – each working with a local business
- **230** businesses engaged with schools, some with more than one school
- BiTCS matched **58** establishments with **89** businesses

In Phase 4

- **174** establishments were involved – each working with a local business
- **230** businesses engaged with schools, some with more than one school
- BiTCS matched **58** establishments with **89** businesses

In Phase 5

- **132** establishments were involved each working with a local business
- **266** businesses engaged with schools, some with more than one school
- BiTCS matched **62** establishments with **62** businesses

### 3.2 Range of Business Partners

A very wide range of (mainly) Food and Drink employers were involved in the projects and worked with local schools. A full list of **Phase 5** business links is included as **APPENDIX 2**. The business links for the first three Phases has been published with previous reports.



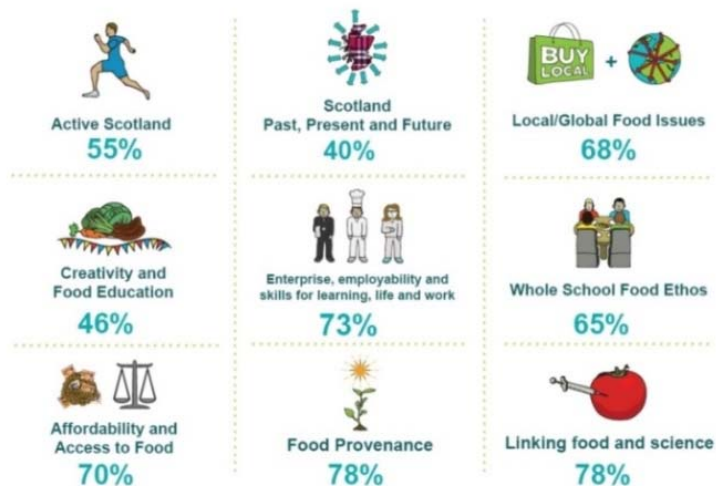
### 3.3 Use of Funding

Schools were able to choose which areas of food education they would focus their projects on. This allowed schools the flexibility to use local data to address specific needs. Each project helped to deliver a range of experiences and outcomes, not only in food and health, but across other curricular areas too. The tables below show the most popular 'overarching themes' across the five phases.

#### Phase 1



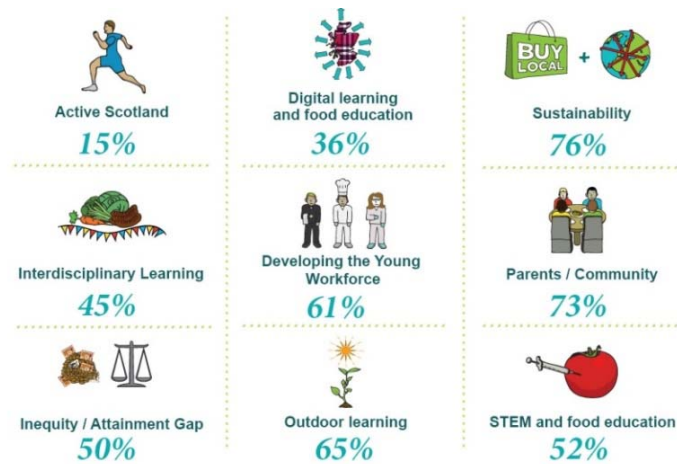
#### Phase 2



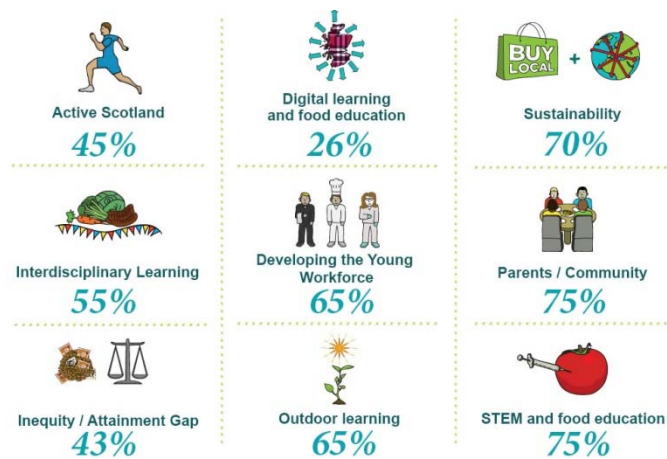
### Phase 3



### Phase 4



### Phase 5



As can be seen in the above charts, Learning for Sustainability and Outdoor Learning have featured strongly over the past two phases. Scotland's Vision 2030+ report says :

- *Every learner receives their entitlement to LfS, every practitioner demonstrates LfS in their practice and every school and setting has a coherent whole school and community approach to LfS*
- *As part of their entitlement, outdoor learning should be a regular, progressive, curriculum-led experience for all learners*

Food for Thought has provided the means to enhance learning and opportunity in using outdoor learning and real-life contexts. Practitioners and learners are reporting that projects have made their learning more fun and real, that they prefer 'doing stuff' rather than using textbooks.

Many establishments have been ambitious in their efforts to develop and improve growing spaces in their grounds. Some have ensured that these have become valuable community assets, giving access out of school hours for example. Learners have been fully involved in the process of improving their campus whilst developing new skills and awareness of potential careers.

It is important to encourage a connection to communities in real and lasting ways so that these mutually-beneficial partnerships become the norm,. Food for Thought has provided an excellent vehicle to identify and deliver these partnerships. As can be seen in Section 5 many of the partnerships have flourished beyond the scope of the initial project.

Schools often invite parents/carers to participate in cooking and growing, with mixed success. Some establishments have reported that this has been a real challenge. We were therefore pleased to see that 73% of establishments have included parents/community as one of their major themes once again in Phase 5, however there is still work to be done in this area.

Digital learning is lower than we might expect given the wide offering of digital resources available. Stakeholders should continue to explore opportunities to develop Food and Health learning opportunities which are readily available to practitioners including online learning programmes

### **3.5 The Wood Report – Developing Scotland’s Young Workforce**

The increase in schools focusing on Enterprise, Employability and Skills for Learning, Life and Work from Phase 2 onwards reflects the publication of the Wood Report. The final report of the Wood Commission for Developing Scotland’s Young Workforce was published in June 2014. The Government’s response to this report has been published in the form of a Youth Employment Strategy which includes Scottish Government and Local Government Implementation Plans. These plans cover a seven year period and Education Scotland will play a key role in their delivery, with a focus on improving work experience, career advice and careers education in schools.

The Commission believes, with the appropriate level of support from government, education and employers, and with sustained mainstream investment, Scotland should achieve:

- *All 363 secondary schools in a long term partnership with employers within 3 years.*
- *The quality of work experience and career guidance to be significantly enhanced – all school pupils to receive work experience and career guidance in line with Recommendations 2 and 3 by 2020.*

The Food for Thought Fund again has potential to contribute to these target with many projects involving work experience and several learners in Phases 1- 5 being offered part-time employment after work experience.

#### **FRAMEWORK FOR DEVELOPING THE YOUNG WORKFORCE REGIONAL GROUPS**

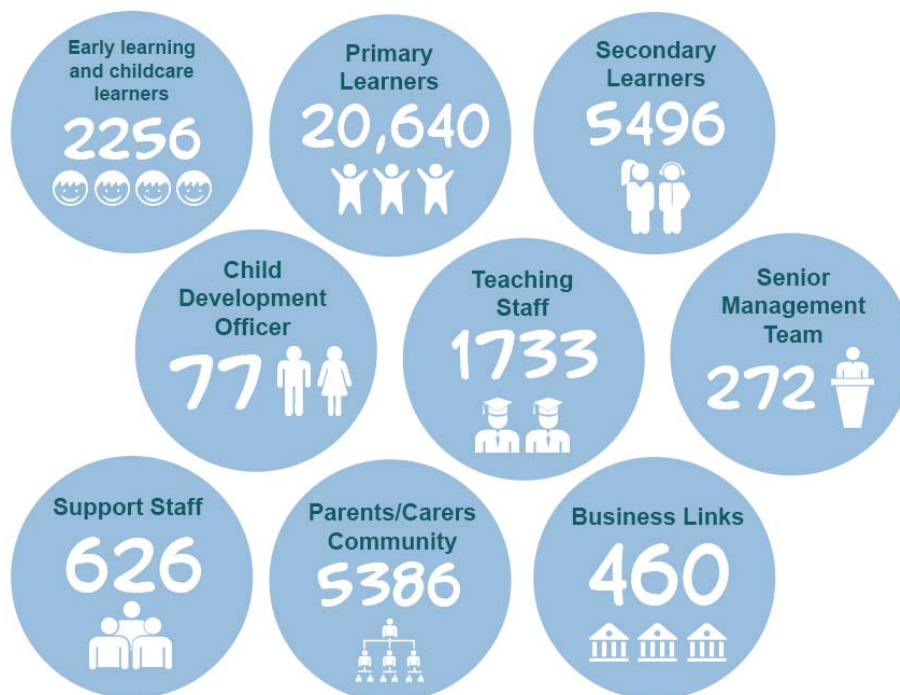
The Scottish Government aims to support the establishment of up to 21 industry-led Developing the Young Workforce (DYW) Regional Groups across Scotland.

The groups aim to: encourage and support employers to engage directly with schools and colleges; and challenge and support employers to recruit more young people into their workforce. This could potentially link closely to the overall aims of the Food for Thought Fund and it would be beneficial to explore how we might work together.

## 4.1 Stakeholders involved in Each Phase of Funding

The following pages break down the numbers involved in each phase. It's clear to see how many learners have been involved in the initial project but, of course, this doesn't indicate the large numbers that will be impacted in the following years. Longevity and sustainability has been explored in Section 5 where we have gathered information from Phases 1-3.

### Phase 1 Funding



**£358,618.61** of funding was granted

**232** schools were involved which means an average spend of **£1,532** per school

A total of **28,392** learners were involved resulting in an average spend of **£12.63** per learner

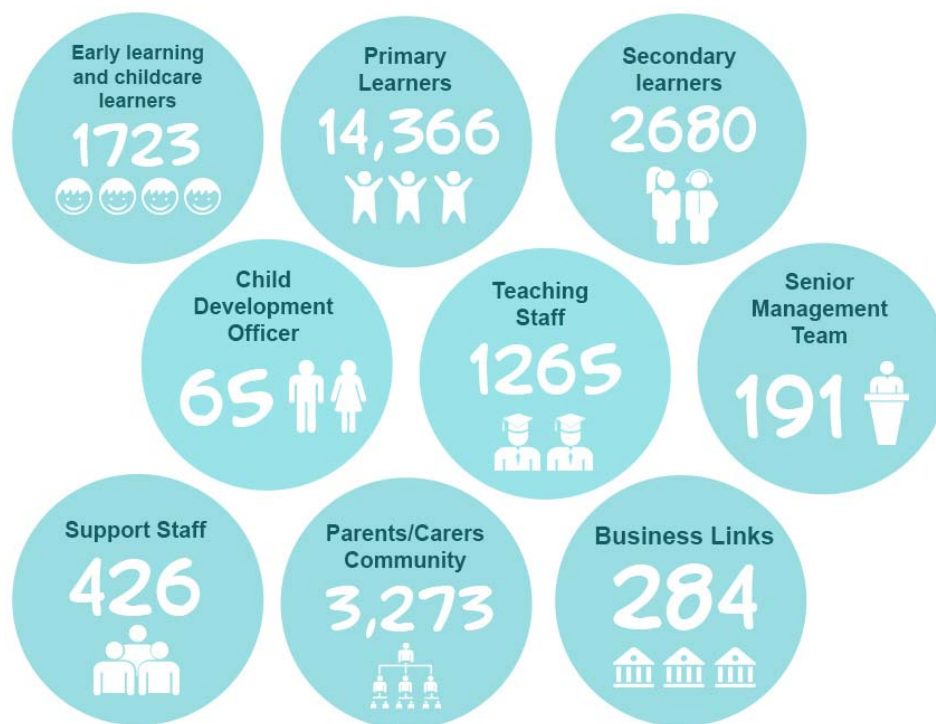
There were **61** successful applications across **25** Local Authorities

**5** applications came from whole authorities (North, East and South Ayrshire, and two across Moray)

**3** pairs of schools worked in collaboration with **2** schools working as associated school groups and **1** as a geographical cluster

**176** businesses engaged with schools

## Phase 2 Funding



**£649,006.74** of funding was granted

**411** establishments were involved which means an average spend of **£1,566** each

A total of **18,769** learners were involved which means an average spend of **£34.31** per learner

There were **124** successful applications across **30** Local Authorities

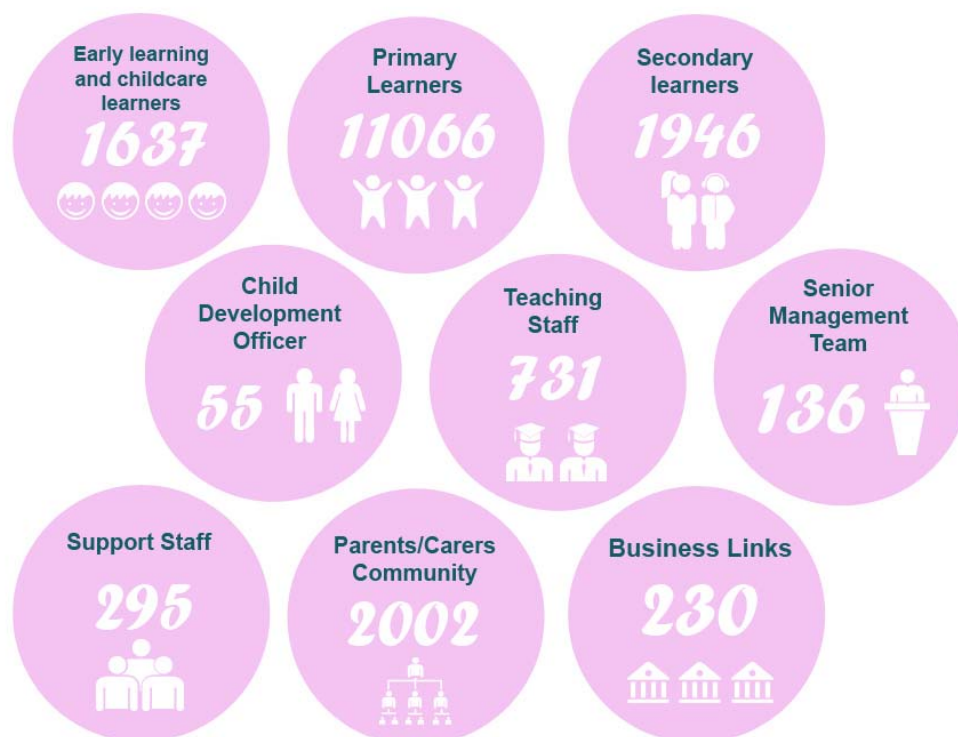
**4** local authorities received a 'science on the menu' food and science kit and training

**3** pairs of schools worked in collaboration

**1** local authority organised 5 days of food education training for 12 schools

**1** high school worked with two of its primaries

## Phase 3 Funding



**£296,838.18** of funding was granted

**174** establishments were involved which means an average spend of **£1,706** each

A **total** of **14,649** learners were involved which means an average spend of **£20.26** per learner

There were **99** successful applications across **23** Local Authorities

Successful applications came from **66** Primary Schools, **17** Secondary Schools, **11** Early Years Centres, **4** ASN Schools and **2** Local Authorities

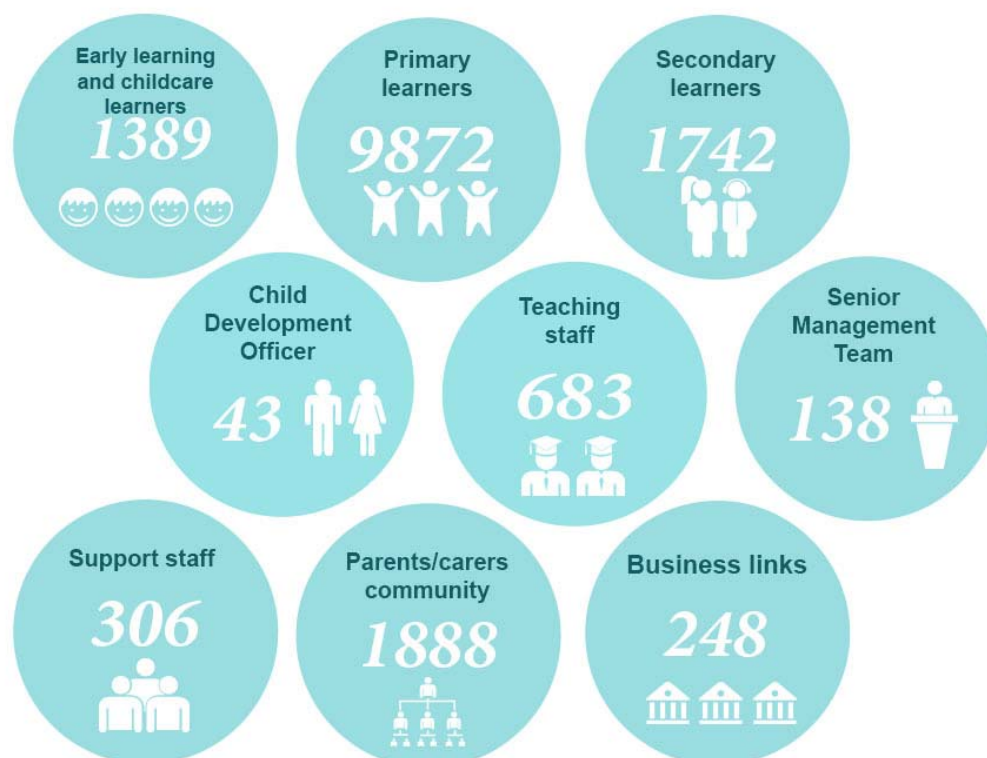
**1** local authority receiving a 'science on the menu' food and science kit and training for **30** Primary Schools

**5** high schools worked with a total of **32** feeder primaries

**1** local authority organised 5 days of food education training for **15** primary schools

**2** groups of establishments worked in collaboration

## Phase 4 Funding



**£316,042.03** of funding was granted

**134** establishments were involved which means an average spend of **£2358.52** each

A **total** of **13,003** learners were involved which means an average spend of **£24.30** per learner.

There were **112** successful applications across **29** Local Authorities

Successful applications came from **79** Primary Schools, **20** Secondary Schools, **4** Early Years Centres, **5** ASN Schools, **3** Family Learning Centres and **1** Local Authority

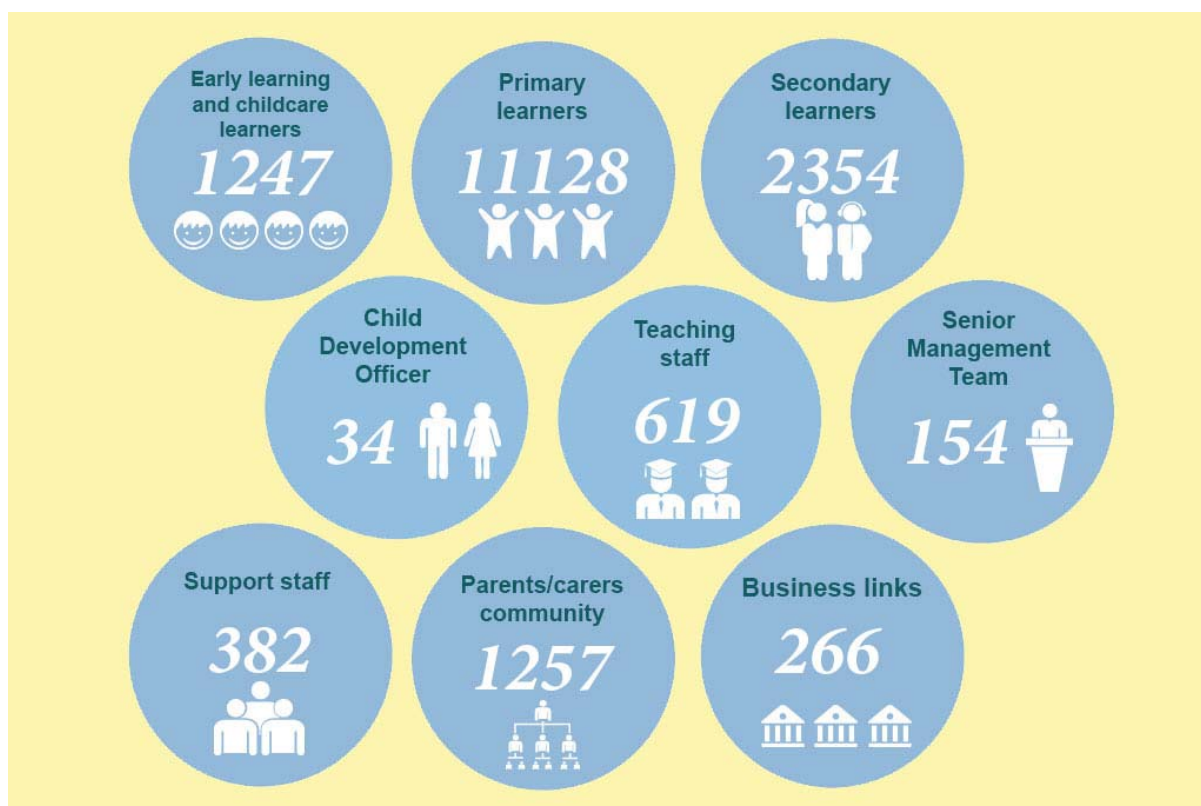
**2** high schools worked with a total of **12** feeder primaries

**1** local authority organised a Grow Your Own Food Programme for **7** primary schools

**1** cluster of **4** schools worked in collaboration focusing on the Better Eating Better Learning Resource pack



## Phase 5 Funding



**£301, 233.09** of funding was granted

**132** establishments were involved which means an average spend of **£2282.07** each

A **total** of **14,649** learners were involved which means an average spend of **£20.26** per learner.

There were **102** successful applications across **26** Local Authorities

Successful applications came from **77** Primary Schools, **12** Secondary Schools, **10** Early Years Centres, **3** ASN Schools

**3** high schools worked with a total of **25** feeder primaries

**1** Early Years and Childcare Centre work with their cluster group of **5** ELCCs

Cumulative Data is provided below from all five phases. These figures are taken from the surveys that were gathered at the end of the fund cycle. It has to be noted that we did not achieve a full 100% return in any phase. The average return we had across the five phases was 83%. **The figures in brackets show a 17% uplift** to give the best estimate of total figures.

<b>Total Funding Granted</b>	<b>1,921,738.65</b>
<b>Number of Schools Involved</b>	<b>1,083</b> (1,267.11)
<b>Total Number of Learners</b>	<b>89, 489</b> (104,702.13)
<b>Early Learning and Childcare Centre Learners</b>	<b>8,252</b> (9,654.84)
<b>Primary Learners</b>	<b>67,072</b> (78,474.42)
<b>Secondary Learners</b>	<b>14,218</b> (16,635.06)
<b>Child Development Officers</b>	<b>274</b> (321)
<b>Teaching Staff</b>	<b>5,031</b> (5886)
<b>Senior Management Staff</b>	<b>892</b> (1043)
<b>Support Staff</b>	<b>2035</b> (2381)
<b>Parents / Carers / Community</b>	<b>13,806</b> (16,153)
<b>Business Links</b>	<b>1,488</b> (1741)

## **4.2 The Scottish Attainment Challenge**

The Scottish Attainment Challenge is about achieving equity in educational outcomes. Equity can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency and priority to this issue. The Scottish Attainment Challenge will focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland, focused on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation.

Whilst SIMD Quintiles are not factored into the scoring for Food for Thought funding, it is still helpful to see how much money is going into these areas where many children and young people will lack access to fresh, healthy food. In educating the young people, it is hoped that establishments are able to educate parents and carers in many cases too.

## **4.3 Distribution by SIMD (Scottish Index of Multiple Deprivation)**

In Phase 5, **15%** of Food for Thought funding went to the most deprived schools. With almost half of the funding going to SIMD Quintiles 1 and 2. Full information is provided on the next page.

<b>Phase 1</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 2</b>	<b>SIMD Quintile 3</b>	<b>SIMD Quintile 4</b>	<b>SIMD Quintile 5</b>
Percentage of Fund	20	25	27	16	12
Amount of Funding	£71,633.72	£89,542.15	£96,705.53	£57,306.98	£42,980.23
<b>Phase 2</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 2</b>	<b>SIMD Quintile 3</b>	<b>SIMD Quintile 4</b>	<b>SIMD Quintile 5</b>
Percentage of Fund	11	21	34	25	9
Amount of Funding	£115,921.21	£193,202.02	£966,01.01	£180,321.89	£57,960.61
<b>Phase 3</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 2</b>	<b>SIMD Quintile 3</b>	<b>SIMD Quintile 4</b>	<b>SIMD Quintile 5</b>
Percentage of Fund	21	20	26	18	15
Amount of Funding	£62,335.98	£59,367.60	£77,177.88	£53,430.84	£44,525.70
<b>Phase 4</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 2</b>	<b>SIMD Quintile 3</b>	<b>SIMD Quintile 4</b>	<b>SIMD Quintile 5</b>
Percentage of Fund	26	24	25	14	11
Amount of Funding	£82,170.92	£75,850.08	£79,010.50	£44,245.88	£34,764.62
<b>Phase 5</b>	<b>SIMD Quintile 1</b>	<b>SIMD Quintile 2</b>	<b>SIMD Quintile 3</b>	<b>SIMD Quintile 4</b>	<b>SIMD Quintile 5</b>
Percentage of Fund	15	26	24	21	13
Amount of Funding	£45,184.96	£78,320.58	£72,296	£63,258	£39,160.29

## 5.1 Gathering Evidence of Impact

Schools were asked to complete a **two part** evaluation on completion of their projects to reflect on their work and how they could take it further.

**Part 1** was a survey that has provided us with a wealth of quantitative data. This data, such as number of learners involved, has been used throughout this report.

**Part 2** was an evaluation form (see appendix 2), where schools were invited to share the narrative of their journey of their project and include digital evidence where possible. The format was changed this year in order to gather information that could be transferred to the National Improvement Hub in the form of a good practice exemplar.

We asked schools to tell us about :

- The stage they were at with the project at the time of writing
- The intended long term impact of the project
- Challenges and how were they overcome
- Their best piece of advice for others
- The wider HWB context
- Where they were going next with the learning related to Food Education?
- Partnerships (employers, industry, organisations etc. – please expand to provide detail of how well this has worked
- Quotation(s) if applicable commenting on the project (eg. head of establishments, Local authority representative, young person, parent )

The evaluations were of a high standard and have been used to generate key findings and recommendations. Some of them will be shared with practitioners as case studies

The question on ‘intended long term impact’ gives a good insight into the scope of the project and where this work may lead in the future. Below are some of the responses to this particular question.

<p>What is the (intended) long term impact of your project?  (what would you like to see in 5+ years)</p>	<p>Once complete, the topic, which centers around jobs within the food industry, will be a mandatory topic taught in Primary 5 for our pupils. It will be part of our curricular overview. We intend to contribute to fulfilling Scotland's Good Food Nation vision. Morton's Rolls (a local company) have agreed to support us year on year, providing us with access and visits in their factory as well as staff support.</p>
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<p>What is the (intended) long term impact of your project?  (what would you like to see in 5+ years)</p>	<p>We would ideally like to see a school with an embedded Food and Health progression running through a pupil's time from Nursery to P7. We would like to see an increase in our Pupil's knowledge of growing, preparing and cooking food and the health benefits that a balanced and varied diet would provide. We would have an established, year round garden producing fruit and vegetables which are used by our classes and shared with our local community.</p>
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<p>What is the (intended) long term impact of your project?  (what would you like to see in 5+ years)</p>	<p>In 5+ years, we would like this to be a firmly established project. We would like to have a clear skills progression pathway built in to the 2<sup>nd</sup> level and working through to 3<sup>rd</sup> in the secondary stages. This would look both at skills in cooking, maths life skills as well as growing skills. Within this would be clear links to skills which can be utilised as children go on to work experience etc and firmly established partnerships with local businesses as well as increasing inter-generational work. If possible, we would also like some form of accreditation for the children taking part.</p>
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The question relating to the 'Wider Health and Wellbeing Context' generated some interesting responses and has given us information that can be shared with colleagues at Education Scotland.

<p><b>Wider HWB context?</b> (eg. links to wider activities, projects, plans)</p>	<p>The work within our Food For Thought project links with the ongoing work of our school's Eco Change Maker group. We have just achieved our fifth green flag and this work will go towards our sixth.</p> <p>Outdoor learning is a main focus in our school so this project will help facilitate this.</p> <p>We have a long term plan to improve our school grounds and have already changed many things to do this. Our new poly tunnel will go a long way to improve our grounds.</p>
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<p><b>Wider HWB context?</b> (eg. links to wider activities, projects, plans)</p>	<p>To fully utilise the school outdoor learning space to create a sustainable garden area to grow fruit, vegetables and herbs whilst developing children's gardening skills.</p> <p>To create a school cooking classroom to develop the children's hygiene and food technology skills .</p> <p>To work with local community groups to use their expertise, knowledge and guidance to develop the garden.</p> <p>To develop staff knowledge and skills to enable them to confidently deliver the Experiences and Outcomes.</p>
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<p>Wider HWB context? (eg. links to wider activities, projects, plans)</p>	<ul style="list-style-type: none"> <li>• Our Restaurant challenge had a massive impact on our Pupils confidence as they were given group challenges to complete. This also helped with their knowledge of Skills for Lifelong Learning as we discussed collaboration, communication, resilience and leadership skills and how developing these at school would help with careers in their future.</li> <li>• Through our Food and Health based IDL opportunity our pupils have gained knowledge of career pathways and were given the opportunity to ask staff from the Jamie Oliver Glasgow restaurant about their careers and the skills they would require if they wanted to work in the food industry.</li> </ul>
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	<ul style="list-style-type: none"> <li>• In previous years our parent and child cooking classes have benefited many of our families. This year, due to better resources, we will be able to provide more classes to a bigger group. Our after school classes do help with cooking skills and nutritional knowledge but we have also noticed improvements with some of our children’s sense of belonging and relationship with their parents as they spend time with one another to prepare and cook a meal.</li> </ul>
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We asked where establishments where they were going next with the learning and were pleased to see that skills progression featured in most responses. The Food and Health Benchmarks were published in March 2018 and we know from our visits and twilights that the benchmarks have been a useful resource in helping to create structured, progressive learning.

<p>Where are you going next with the learning related to Food Education?</p>	<p>We are now looking at creating a skills progression pathway and linking in with work on Eco and growing skills as well as, involving parents and other generations in our work more. We would like to make our blog more interactive next session and try to get the children adding recipes from home.</p>
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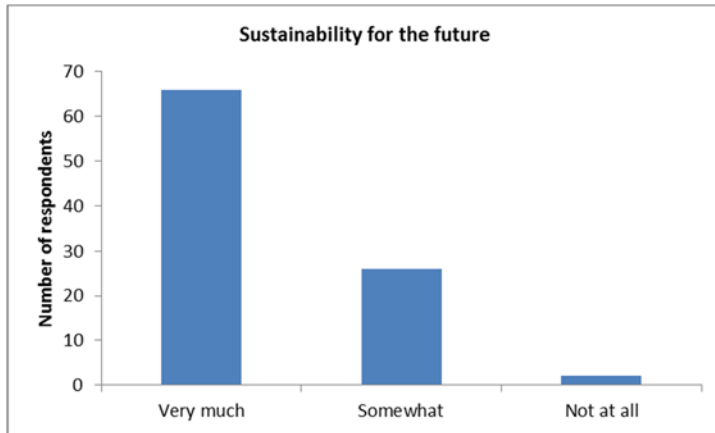
<p>Where are you going next with the learning related to Food Education?</p>	<p>I am confident that this project will grow ‘arms and legs’ over the next few years. The staff and children (and parents/carers) are very excited about gardening and cooking. It will be very interesting to see what ideas everyone comes up with!</p>
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<p>Watch this space! Where are you going next with the learning related to Food Education?</p>	<ul style="list-style-type: none"> <li>• We hope to continually develop our new Restaurant IDL topic and make changes dependent on the season, the pupils needs and build upon previous evaluations.</li> <li>• Our parent and child cooking classes will continue and we hope to reach more families and help them develop the skills and confidence to prepare healthy meals.</li> </ul>
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We also asked Phase 5 practitioners the following question :

*The aim of the Food for Thought Fund was to provide high quality learning experiences in food education which would build sustainability for the future. To what extent has this been achieved in your establishment?*



### Comments from Practitioners

- ✓ This is a project that will be embedded in our curriculum and our outdoor learning - the experiences can evolve and adapt but because of the project we have improved
- ✓ The children are already very excited for the change that is coming with them now having access to a functioning Classroom Kitchen.
- ✓ We now have all the equipment for a fully functioning cooking classroom which will allow us to provide food education for the foreseeable future.
- ✓ We have also begun to make links with the parents and are encouraging them to cook using fresh produce
- ✓ So far working with our partners the children have been able to gain further understanding on the conditions a plant needs to grow.
- ✓ Tourism, Hospitality, Farming and Growing are essential to building economic, social and environmental sustainability on our island. Our FFT projects have been amazing for helping us to take forward child-led improvement.
- ✓ We have already had so many high quality learning experiences and have some long term things planned. There is so much still to learn.
- ✓ We are at the beginning of this journey however we have bought in specific equipment which will assist us to provide high quality learning experiences for many years to come

This is very encouraging however what we would like to see in the longer term is that *all* practitioners have good understanding of the importance and the role of Food and Health within Curriculum for Excellence, along with a personal commitment to improving the long term health of our future adults. We would also like to see all establishments demonstrating progressive and robust whole school approaches to Food and Health as a result of their Self-Evaluation processes based on HGIOS4.

## **5.2 Conclusions**

Many establishments used the funding to create an edible garden, enhancing knowledge around seasonality, outdoor learning, physical activity, growing food, harvesting, practical cooking, sharing food as a community and understanding local food and sustainability. We know that a minority of establishments were concerned about caring for gardens over the school holidays but most had plans in place.

A good number of establishments, particularly primary schools purchased mobile cooking equipment or were able to equip an unused area as a permanent kitchen. This approach has resulted in a complete turnaround in their capability to provide practical cookery and has represented excellent value for money. Schools that have had funding report on the improvement in practical cooking skills for both learners and teachers. There are many good examples of schools providing hospitality for local community events.

Establishments have used funding to enhance partnership working e.g. linking Eco-Schools, Keep Scotland Beautiful, Royal Highland Education Trust, NHS Health Scotland and other national partners.

Schools are reporting that staff are more engaged and confident in delivering food education with much improved resources both indoors and in outdoor growing areas.

By exploring food as a context for interdisciplinary learning, practitioners have been able to deliver more than just the 'Food and Health' experiences and outcomes and many have reported on the impact on both literacy and numeracy in particular.

Confidence was raised when the funding allowed staff opportunities to attend appropriate training (eg REHIS, RHET) to increase their knowledge and skills.

Practitioners enjoyed making links to 'Developing The Young Workforce' and many of the business links are planned to continue. Many schools have been looking at local food sources and have worked with farmers, food producers, retail and hospitality in their own locality.

### **Recommendations**

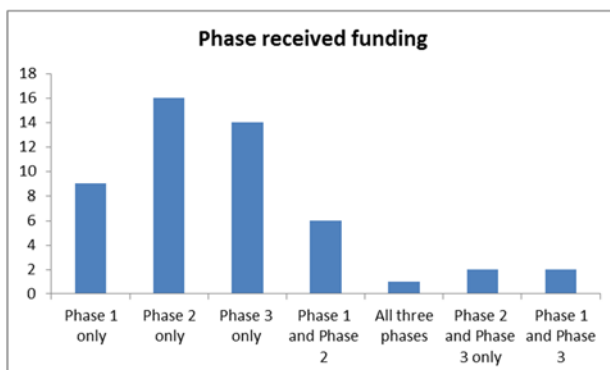
- **Place a greater focus on the progression of skills.** The Food and Health Benchmarks were published in March 2017 and practitioners should now be using them (with support from ES) to ensure that the Experiences and Outcomes are being taught at the correct level. There has been some 'dumbing down' of the subject over the years so it is important to ensure that there is now less repetition and more challenge and depth to the learning.
- Support from Food Education partners is important and Education Scotland should continue to work closely with partners to enable this. ES hosts four Food Education Partner meetings each year to ensure that all stakeholders are fully informed of the work happening in schools.
- During Phases 4 and 5, increased support was provided to establishments that did not receive funding, through opportunities to attend twilight events and we would recommend that this continues. (see Page 45)
- Sharing practice is an important motivator and every opportunity to facilitate this should be taken, for example, input at twilights, yammer, newsfeed, glow meets.
- At the end of the projects, learning gained should be captured through sharing evaluations and case studies on Glow and the National Improvement Hub.
- Continue to ensure that this fund is used as a building block to develop sustainable programmes around food in schools rather than one-off short term programmes
- Continue to encourage schools to extend their projects out to the community so that they will be able to build up strong and sustainable links.
- Continue to provide opportunities for building professional learning and staff confidence to incorporate food into interdisciplinary learning across whole school communities.

### 5.3 Evidence of Longer Term Impact of the Funding

This year for the first time, a survey was sent out to 300 establishments that had received funding in the first three phases. (sessions 13/14; 14/15; 15/16). Fifty establishments responded which was a good return given the number of staff changes since these earlier phases. The chart below details how many establishments received funding in one, or more than one phase.

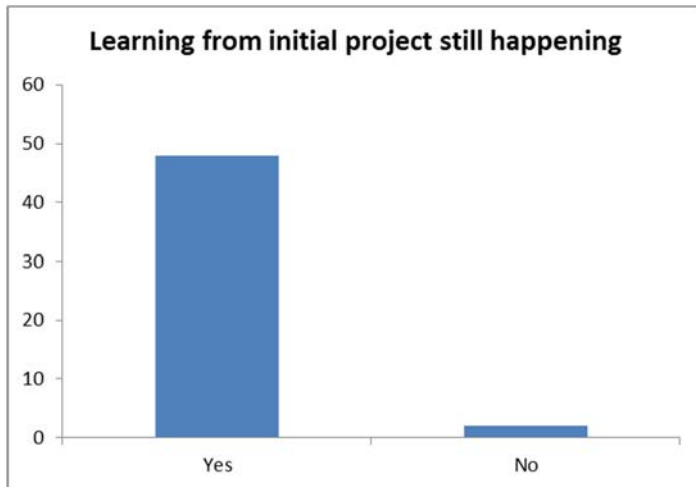
Looking back over the time since Food for Thought was first launched in 2013, there are a number of highlights in these statistics, and in the comments, to tell us that real progress has been made and healthy eating has been embedded as part of the ethos of the school. We know that many learners across Scotland are now receiving their full entitlement to learning around Food and Health and, with the help of Food for Thought, this is an ever increasing number. We can see from these results that practitioners are making this happen because they care about the health and wellbeing of their learners, now and in the future.

Many establishments are also recognizing that they had all the essential ingredients to deliver progressive learning but they just needed some help and advice, along with initial funding, to weave all the elements together.



We posed following ten questions with the results showing the percentage answering 'yes' or 'no'.

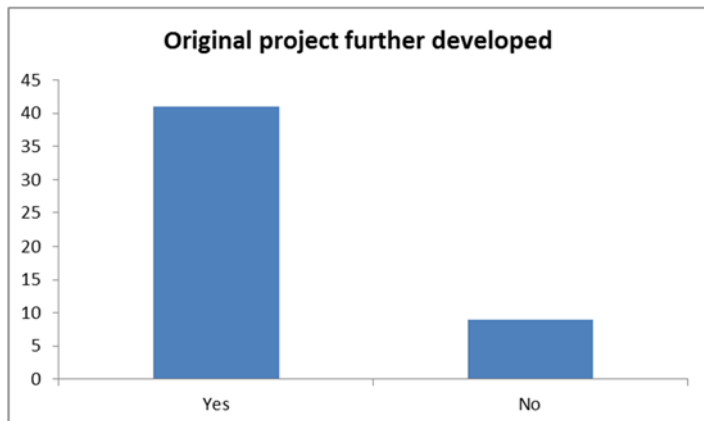
## Is the learning that was established in your initial project still happening in your establishment?



### Comments

- ✓ We continued with the project until this session (2017-18) where our school roll has increased so much that it was unmanageable to have the P1 pupils working with the P7 pupils. However, there is much more regular cooking happening throughout the school with the materials bought with the money.
- ✓ We continue to work with local business partners; using their produce to develop new recipe ideas; using out new IT equipment from the funding.
- ✓ All classes continue to provide opportunities for the learners to cook
- ✓ Ongoing gardening; healthy eating and opportunities to cook own produce planned through the IDL cycle.
- ✓ Although the learning is not as prominent as it was during the initial part of the project, it has become a more regular part of our learning and teaching. We integrate food as part of learning and children have the opportunity to try foods from many different cultures.
- ✓ We still provide learning experiences for our pupils using the links that we made through our Farmers Market. We explore organic foods as well.
- ✓ Both projects were designed to be sustainable. The 'Tartan Chef' kitchen and school garden is used by every class each term.
- ✓ The polytunnel is used regularly across the stages to grow crops and learn about sustainability.
- ✓ Yes, year on year pupils are developing skills and knowledge. These are fostering independence and healthy lifestyles.

## Has the original project been further developed?



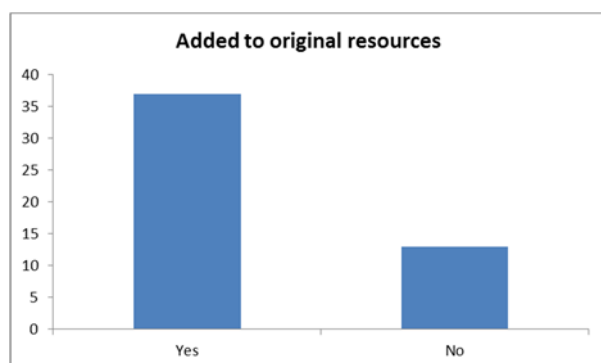
- ✓ We now have a clear progressive framework for each level, linked in literacy and numeracy experiences and outcomes in order to help to close the attainment gap. We have also embraced this project with DYW and have chef visits, restaurant visits, hospitality training and a basic hygiene training course for our second level achieving pupils.
- ✓ A P7 topic has been developed called 'Food for Thought' which looks at the journeys food makes, sustainability, animal welfare, STEM, fair trade and global citizenship.
- ✓ We now have programme in place.  
Children are skilled in cutting safely. Teachers are motivated to use the equipment available and resources/business links we developed previously.
- ✓ Monthly Community action days based around celebrating & tasting food from different cultures. Introduction of the Snack Shack (Daily Fruit Tuck Shop)
- ✓ Food Education Programme established for all children, ensuring a progression of skills. Room decorated and additional resources funded by PTA and Authority.
- ✓ The original project has been developed to include more opportunities for parental engagement.
- ✓ It became the basis for healthier eating choices and now we are a "no sweets/sugar" school Mon-Thursday for snacks.
- ✓ One class has really taken on the development of the garden area and are now involving the nursery with this too. Nursery have also been making use of the equipment purchased.

**Are resources that were purchased (including any staff training costs) still being utilised?**

<b>Yes</b>	<b>50</b>
<b>No</b>	<b>0</b>

- ✓ Ovens and cooking utensils are still used by each class.
- ✓ Food hygiene training for teaching and support staff has allowed us to develop our food education programme.
- ✓ These have been well used and it very much helped having our own kitchen resources to use every day.
- ✓ Equipment and expertise are still being used and our business link has been very willing to support continued smaller projects.
- ✓ Full working kitchen and tablets timetabled & used as part of school curriculum.
- ✓ All planters and equipment purchased are still being utilised and will be going forwards.
- ✓ In addition to growing plants and vegetables, it has been used to conduct soil investigations and other scientific experiments. We also run a gardening club that uses the resources.
- ✓ Quality of items bought has helped with sustainability. There have been repairs under warranty where required.
- ✓ We purchased kitchen equipment to allow cooking to be timetabled for classes. This has supported (with trained staff) several projects (some with external agencies) and can be slotted into class routines as and when it is needed. It is also used regularly with P7 and parents to run a cafe on a Friday.
- ✓ The hydroponics equipment continues to be used by classes.
- ✓ Staff use their expertise to ensure that pupils have a knowledge of farm to fork and local produce
- ✓ The jam making equipment is used every year by S3 and S5/6 classes. The ipads are used across the HE department with all year groups.
- ✓ Many of the original items are still in use and in good working order. Items which needed replaced due to wear and tear have been replaced. Both areas developed during Phase 2 and Phase 3 are thoroughly enjoyed by the children.

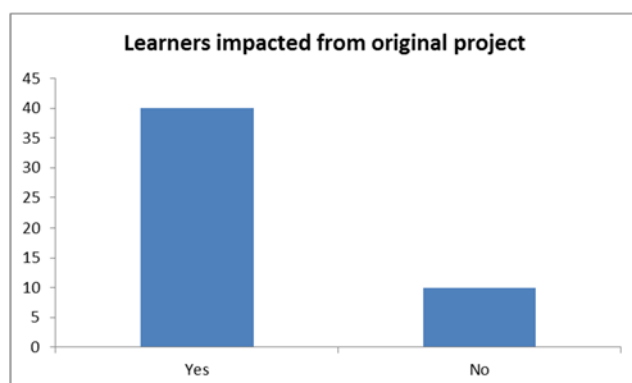
## Have you since added to the original resources or training costs to further develop food and health education?



- ✓ A designated snack area has been added where the children can organise the healthy snack, from choosing to purchasing and then preparing
- ✓ We have not had to purchase any further equipment only ingredients for our cooking and food health education. However, we have recently spent money to grow our own food in the garden to further develop our food and health education.
- ✓ Some items renewed and more equipment purchased.  
Staff delivered CPD training on use of resources to new/interested staff.
- ✓ Food and health education are an integral part of our school, we have set up a 'Rag Bag' in the school grounds, the proceeds from it and other fundraising activities are regularly used to support learning experiences linked to the food and health education.
- ✓ Additional kitchen and garden materials have been purchased to extend the areas. Both areas form part of our curricular planning with staff being confident to use both.
- ✓ Developed resources linked to sustainability of food which we use with all year groups, which are directly linked to the work funded by the grant eg PPTs, practical cookery lessons eg jam making which links with the REHIS Food Hygiene course and preservation.
- ✓ We have discovered that to delivery food technology regularly and effectively we need storage to keep ingredients fresh. This is very important when you are teaching the children about the journey the food will make to their plate. To allow us to do this we have purchased a fridge and freezer.
- ✓ continue to supplement seeds and plants as needed; further resources such as a polytunnel to extend the growing season.

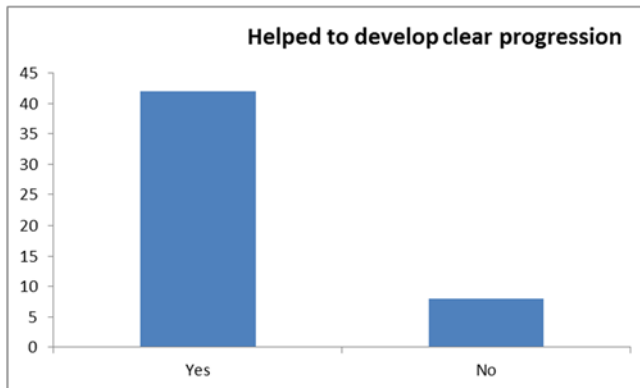


## Have all learners in your establishment been impacted in some way from the original project/ funding?



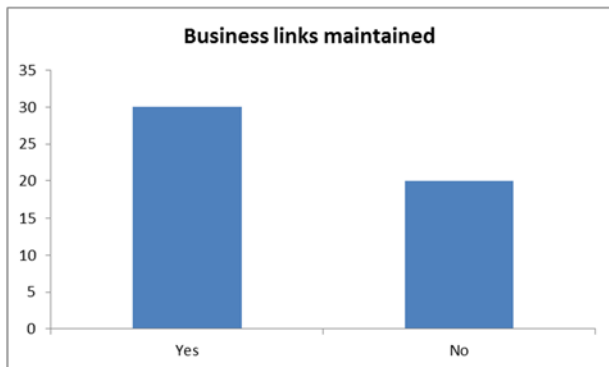
- ✓ Now every learner completes a progressive 7 week cooking programme.
- ✓ The food for Thought resources have enabled our children to grow in confidence about food.
- ✓ All children are involved in planting and looking after our vegetables and then each class decide what they are going to cook when they have harvested our crops.
- ✓ We have a small roll of 20 pupils in our rural school and each child feels a level of responsibility for our chickens. Every child has had input into the project and they are keen to continue it.
- ✓ All benefitting from better food and nutrition at school
- ✓ All learners have had the opportunity to cook
- ✓ From the very early stages every single child was included in project. Some stages are impacted more directly than others- P5-7 when the food preparation and creation can be carried out more independently. All learners are impacted in some way through the school year.
- ✓ All S1 - S2 pupils via their HE practical cookery lessons, and those S3 - S6 pupils who opt for courses in the HE department. ASN pupils are included in these lessons, and have lessons in the Pupil Support Base which involve practical cookery and food sustainability.
- ✓ Most definitely! Health eating and learning about food technology is a huge focus in our school and will continue to be so. Involving parents as learners has also had a positive impact.
- ✓ We provide opportunities for the whole of S1 to access the facilities through our Biodiversity topic. The Home Economics department and canteen have used some of the produce produced.
- ✓ The polytunnel is utilised by all stages including the nursery

## Has the project / funding helped to develop clear progression in food and health education?



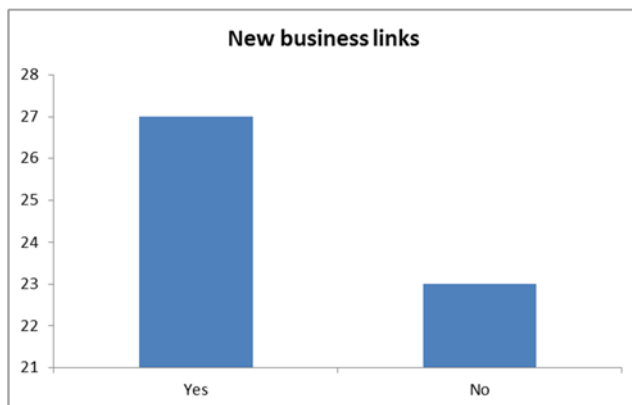
- ✓ We have a skills progression for food preparation and have made links with other curricular areas e.g. maths(weighing/budgeting) etc.
- ✓ Certainly for our certificate classes it has led to stronger links and encouraged pupils to understand sustainability more clearly.
- ✓ Not progression but breadth to the learning.
- ✓ Yes. We have incorporated elements of the project at each stage of the school linking the learning to interdisciplinary learning in the classes.
- ✓ It helped initially to do much more in the way of joined up, interdisciplinary thinking and learning.
- ✓ A clear pathway for food technology has been created
- ✓ Yes, we have added new courses to our offering - Health and Food Technology, we have established a S1 HWB course which incorporates practical cookery. There is a clear pathway for pupils from S1 - S6 which allows them to develop their knowledge and understanding of food and health.
- ✓ The areas were needed in order to expand progression in learning in food and health education. Being able to have dedicated areas has impacted on learner engagement, progression and development of skills for life, learning and work.
- ✓ This is our third year of Primary 7 pupils having the opportunity to take part in four weeks of work experience in our school kitchen. All classes have participated in maintaining the produce growing in the tunnel. A variety of IDL activities have been undertaken by different classes that have incorporated using the polytunnel. Community links have been established during joint ventures that have had food and sustainability as their focus.

- **Have original Food for Thought business links been maintained ?**



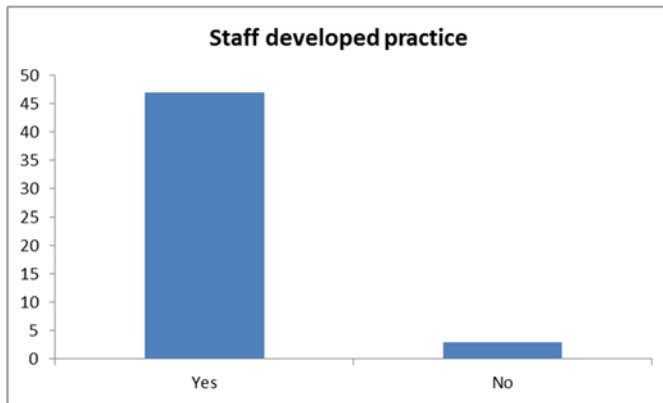
- ✓ We have kept the business links open but until we have further funding we are not in a position to work with them again.
- ✓ we have Elmwood College on board who we had linked with us at the beginning, they are very helpful and bring their students along to work with our young people.
- ✓ We have maintained our link with Caledonian McBrayne and have approached them on another occasion to ask for their help in a further project
- ✓ Tesco link has left the store and it has been difficult to maintain the link. Joiner link still maintained.
- ✓ We have maintained links with the community who help us to tend the plot.
- ✓ Sadly the hotel went into liquidation and local store changed management. We didn't have many business links but we did use RHS, but this hasn't continued, mainly due to the fact that the development officer left, but she was an excellent asset to our project.
- ✓ Developed links with Asda and Domino's Pizza  
Plan to reconnect with local village store
- ✓ Asda continue to support us in our endeavors to promote healthy lifestyles for our pupils. In addition to our Food for Thought work they have also supported us with other projects including Developing the Young Workforce and Sustainability.
- ✓ Yes. We still work in partnership with our business links as well as parents who have job roles in that particular field.
- ✓ Partly - Dobbies have maintained an interest. The assistance with the social media was beneficial and there are now active HE Twitter accounts running, but contact is not maintained with the provider.
- ✓ Not all but links with REAP remain in place.

## Have any new business links been established as an outcome of the project?



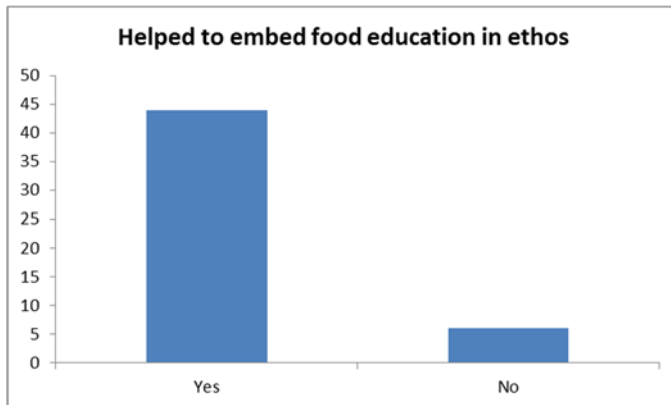
- ✓ We have made links with NHS Ayrshire and Arran Health promotion and the Council of Voluntary Organisations in regards to the local foodbanks
- ✓ Links with other agencies such as New College Lanarkshire delivering vocational qualifications
- ✓ Scottish Beekeepers Association, Glen Ogil Estate.
- ✓ primary 7 have established new links with the local deli and have taken part in designing and making a seasonal soup to be sold in the village
- ✓ Currently seeking new/ additional links.
- ✓ Centre 81 and The Woodland Trust.
- ✓ Not necessarily formal business links but we have developed more links with parents who work in food and health areas of employment.
- ✓ Develop links with Loch Leven Larder and local restaurants in Kinross. We are looking to develop links with local fruit/vegetable supplier Ivan Woods to work with the senior pupils on developing new products using the produce from the allotment.
- ✓ We work closely with the local supermarkets and have had visiting chefs to demonstrate the elements of a working kitchen.
- ✓ We developed an excellent relationship with the Pitscurry Project which is a local charity supporting adults with learning difficulties. We visit their garden every year, support them with a small donation each year and get inspiration from the growing done at the project.
- ✓ Now work with Paesano Pizza, John Quigley (chef from Red Onion) and a parent who has cooking expertise.

**Have staff developed their practice in delivering food and health education as a result of the project / funding?**



- ✓ Started off with one teacher teaching only second level. Three other teachers are now delivering food and health to early and first level.
- ✓ Staff have developed their knowledge and skills around food education through researching and preparing curriculum based plans and activities. They deliver and embed food education through experimenting with alternative strategies for presentation of resources and activities.
- ✓ Staff have tried a number of different things and we have also included an interdisciplinary study linked to this.
- ✓ Although there has been a completely new set of staff within the school over the past two years we have managed to maintain many of the practical elements of the original project- food preparation and sharing and tasting different foods.
- ✓ It definitely helped focus on Responsibility Of All in health & wellbeing
- ✓ More confidence across the school with teaching staff and support staff.
- ✓ Myself and my colleague have definitely had more opportunities to deliver food and health education as a result of the funding however the poly tunnel has also given us opportunities to develop other areas of the curriculum. Unfortunately we have experienced a considerable amount of vandalism to both the tunnel and our crops over the last few years. This has led to the children think about their rights and provided ways in which they have been able to engage with the local community and media whilst developing their role as young citizens.
- ✓ We have found it difficult for rest of staff to attend food preparation courses and gain hygiene certificates

**Has your project / funding helped to embed food education into the ethos of your establishment (eg, encouraging healthier food choices)?**



- ✓ Encourages healthier food choices, encourages healthy eating at home, children are more engaged with families shopping at the supermarket and discussing meals.
- ✓ As a Health Promoting school we encourage healthy packed lunches and the children developed a leaflet for parents to show what the healthier options might be. We also have 'Fruity Friday' when everyone is encouraged to bring fruit as a snack.
- ✓ As a faculty we endeavour to encourage healthy food choices for all, however it is difficult to quantify the impact of this funding from some time ago.
- ✓ Staff have developed their knowledge and skills around food education through researching and preparing curriculum based plans and activities. They deliver and embed food education through experimenting with alternative strategies for presentation of resources and activities.
- ✓ Impact is long term in a secondary school. Hopefully impact will be lifelong.
- ✓ Children research healthy soups and choose which soups to make
- ✓ There has been an increased awareness of the journey our food makes and of the food of different cultures. Children and their families support healthier food choices for snacks, lunches and come together to celebrate food from other cultures.
- ✓ The HE department has expanded to such a point where there is extra staffing and a kitchen required, this is partly due to the upsurge in interest in the subject, which came partly due to the promotion of the subject and the change in direction of the department - more focus on sustainability and practical cookery which in part was a result of the the grant application. Our aim is to help our children 'ASPIRE' - achieve, succeed, progress, inspire, respect and enjoy. We have had, and continue to have, visitors to the school asking us to talk them through what we do (including how we set the room up) and to discuss the impact this has had on our young people and their families.