



Doncaster Council

Developing an online evaluation tool for a healthy schools programme in Doncaster.

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Overview

- Why we chose an online platform for the healthy schools programme in Doncaster
- How we developed the programme
- Systems challenges encountered
- Successes of the programme to date



Healthy Learning Healthy Lives



Twitter: @HLHLDoncaster

www.healthylearningdoncaster.co.uk

www.doncaster.gov.uk

National Healthy Schools Programme (NHSP) 1999 - 2011

- Each Local Authority had a Local Healthy Schools Programme and a local coordinator, with a bigger regional and national structured group.
- **41 criteria over 4 key areas**; healthy eating; physical activity; personal, social and health education (PSHE); and emotional health and well-being.
- Schools self-reviewed & validated their performance against the criteria.
- Government set targets for the number of schools achieving National Healthy School Status.



Evaluation of NHSP (2011)

- Measured whether pupils' health-related knowledge, attitudes and behaviour improved as a result of NHSP.
- Majority of school co-ordinators thought NHSP had impacted on their practices and provision, although difficult to attribute changes solely to NHSP.

Healthy Eating	Physical Activity	PSHE & EHWB
<i>77% said NHSP had an impact</i>	<i>72% said NHSP had some impact</i>	<i>87% said NHSP had some impact</i>
<ul style="list-style-type: none"> • Canteen environment • Healthier menus • Cooking sessions • Gardening clubs. 	<ul style="list-style-type: none"> • Lunchtime or after-school activity • Secondary schools providing access to equipment at break-times/lunchtimes 	<ul style="list-style-type: none"> • Appointment of PSHE Co-ordinators • Work on specific behaviours (i.e. during anti-bullying week) • External agencies • Counselling services • Active buddying, peer support, mentoring schemes • Staff wellbeing

Evaluation of NHSP (2011)

Factors which prevented change:

- staff engagement with the programme;
 - negative external influences from parents or peers;
 - schools' limited contact time with pupils.
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- Primary factor affecting whether a school achieved status or not was the **time** required for staff to invest in co-ordinating a school's work towards the programme.
 - Other influencing factors included **access to support or guidance**.

<http://natcen.ac.uk/our-research/research/evaluation-of-the-national-healthy-schools-programme/>

Healthy Learning, Healthy Lives

2016 to present

Healthy Learning
Healthy Lives



Development of Healthy Learning, Healthy Lives (HLHL)

We chose HLHL as a settings approach to promote child health and wellbeing, which includes **all education settings, including Early Years and Post-16 colleges**, for several reasons:

- Early years providers are key to ensuring that we improve health at the earliest opportunity.
- Schools and early years providers have knowledge, understanding, expertise and influence.
- Important role models.
- Creating health-promoting environments.
- Children spend many hours in schools and early years settings.

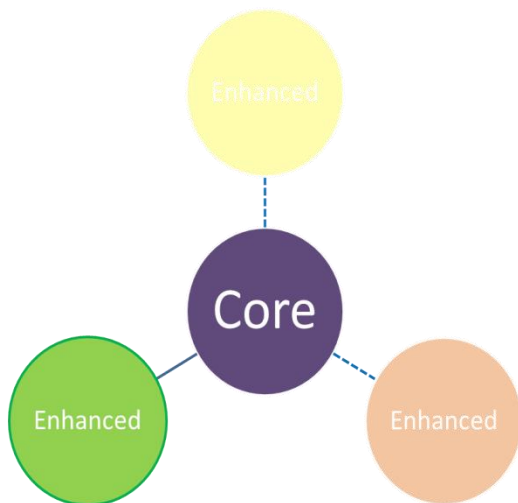


Consultation

May 2016: Consultation Event

Questionnaire & workshop discussions focused on;

- Importance of being a 'healthy school' and what it means
- Benefits and barriers to healthy school status
- Considered different accreditation models and criteria



Assessment Criteria

Each key area has **5 criteria**; a total of 20 criteria for schools and 15 criteria for Early Years Settings.

Schools	Early Years Settings
Healthy eating	Healthy eating
Physical activity	Physical activity
PSHE (Personal, Social & Health Education)	Lifestyle influences
Emotional health and wellbeing	

Development & Pilot

- Recruitment of settings.
- Testing criteria.
- Development & testing of online tool.
- Issues with the original online tool.
- Development of an alternative online portal.



Development & Pilot – Successes & Challenges

- Digital and technical skills
- Communication and engagement
- Partnership working, recognising and utilising links
- Problem solving



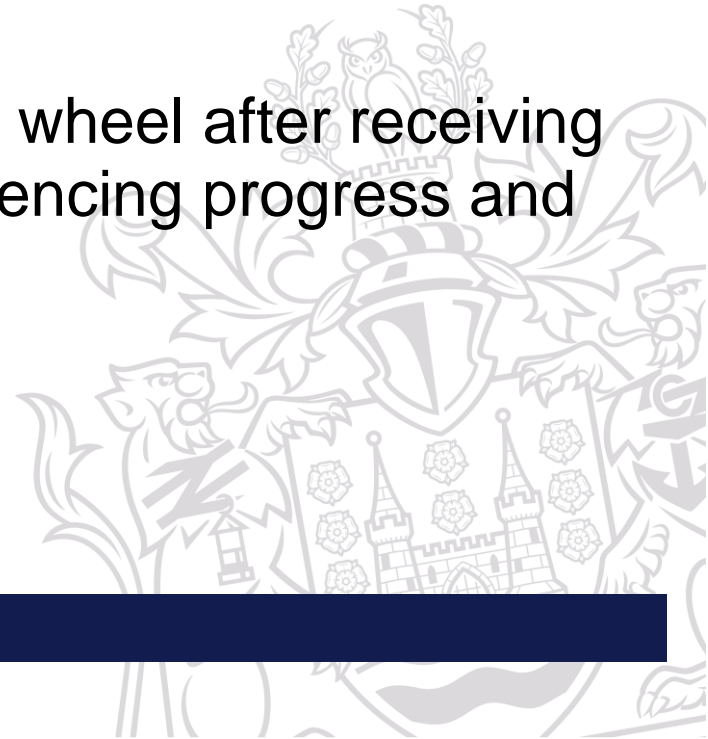
Launch Event - January 2018

Successes & Challenges



The 'Wheel'

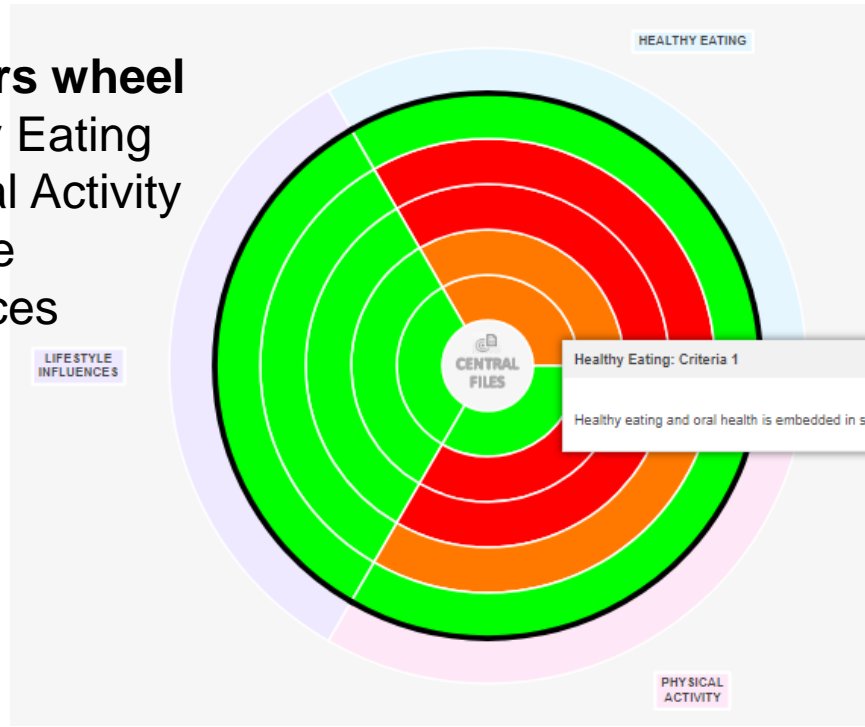
- Accessed online.
- Can also be used on iPad & Android Tablets.
- Everyone in the setting uses the same log in and wheel (can save versions).
- Documents and links to support the setting are embedded in the wheel.
- Setting encouraged to keep using the wheel after receiving accreditation, for storage and for evidencing progress and standards.



The 'Wheel'

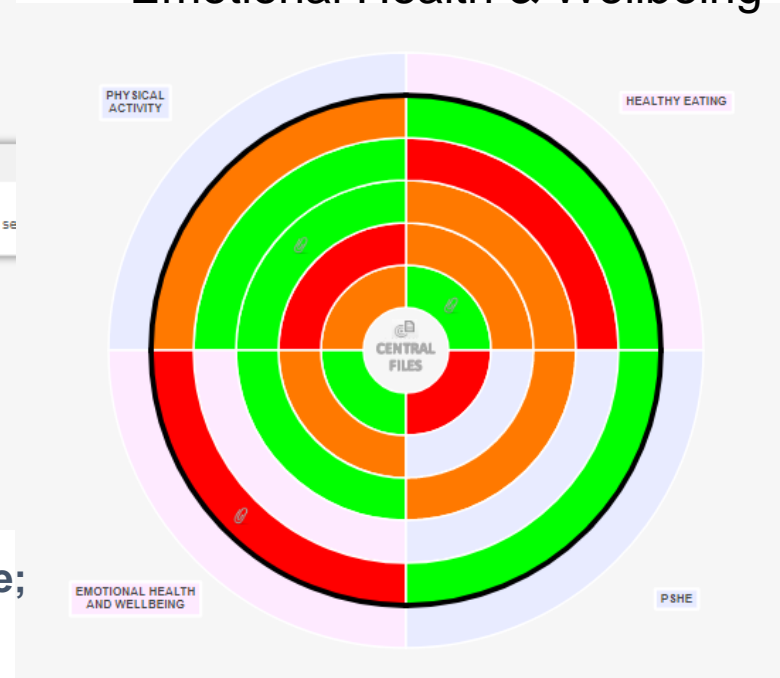
Early Years wheel

- Healthy Eating
- Physical Activity
- Lifestyle Influences



Schools wheel

- Physical Activity
- Healthy Eating
 - PSHE
- Emotional Health & Wellbeing



The criteria considers some key elements in each theme;

- Policy to outline approach
- School environment
- Staff CPD
- Engagement with parents

Evidence can include;

policy documents, induction/CPD records, evidence of formal & informal training, lesson plans, links to settings' website, screenshots of social media/ app posts, pictures of displays/ equipment/newsletters/activities, feedback or evaluation of activities etc.

Enhanced Award

- For settings to be recognised for going over and above to support healthy learning.
- Can be in one of the original HLHL areas, or a different health area.
- The setting can choose the area/topic.
- We ask that they demonstrate that the additional work is based on the needs and assets of the organisation and the children they work with.
- Provided with a framework to work through.
- Evidence uploaded to the wheel.



Resources & Support

- Offer a tiered support offer
- Website www.healthylearningdoncaster.gov.uk
- Twitter [@HLHLDoncaster](https://twitter.com/HLHLDoncaster)
- Telephone/Email advice
- Feedback on evidence
- Network Meetings
- Wheel demonstration
- Meet with staff at school



Engagement and uptake – successes and challenges

Setting type	Number signed up	Number working towards	Number completed
Early Years	4 childminders + 86 nurseries & Family Hubs	40	4 nurseries
Primary Schools	64/101	54	6
Secondary Schools	11/21	1	Very close to completion
Special Schools & Pupil Referral Units	7/7	3	2
Post-16	3	1	Making good progress

- Secondary Schools are a challenge.
- The programme acts as a vehicle – schools asking for advice and using resources.
- First Enhanced Award.
- Good attendance at network meetings.
- Over 500 visits to the website in the last 6 months.

Evaluation

- Independent Evaluation begun by The Centre of Nutrition RDaSH

To evaluate the following outcomes in relation to Healthy Learning, Healthy Lives:

- i) Changes in policy, practice, culture and environment.
- ii) Acceptability and usability of the programme (tool, website and any PH support)
- iii) Professionals' perceptions of the value of the programme for improving outcomes related to the 4 areas, e.g. Diet, Activity, PHSE and Emotional Health and Wellbeing.

Initial findings of the evaluation			
Question	Yes (%)	No (%)	Unanswered (%)
Do you think changes have been made?	93	6	0
Do you find the tool easy to navigate?	80	6	13
Do you think that HLHL has influenced children's activity levels?	46	40	13
Do you think that children have an increased knowledge of personal wellbeing?	53	33	13

Table 1: Results from 15 questionnaires completed by HLHL members in nursery and school settings.

Going forward

- Updates to the wheel
- New and developing partnerships to support engagement
- Utilising results from the Doncaster Pupil Lifestyle Survey
- Review and align the programme in relation to the Ofsted Education Inspection Framework 2019
- Prepare for Statutory Relationships & Sex Education (RSE) 2020

Healthy Learning, Healthy Lives is available to purchase now

**The Doncaster Public Health team have worked with Create Development to package the Doncaster programme for delivery by other Local Authorities.
Get in touch to find out more**

Thank you for listening

Questions?

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"It's given us a reason to pursue and a focus of a whole school approach that really does serve to help the children."

"The website tool is good, it was changed. I did look at it and it seemed pretty straight forward and simple to use".

"I think we've been more focused and sharp and over what we do and more aware of how we do things"

"...so every day the kids are doing table tennis and things and the wellbeing walk, which we only introduced when we came to do the HLHL, so we introduced that"