



**Healthy Schools**  
Healthier Living & Learning

# Achieving

## National Healthy School Status

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# Achieving National Healthy School Status

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# Overview

## Achieving National Healthy School Status supports individual schools to:

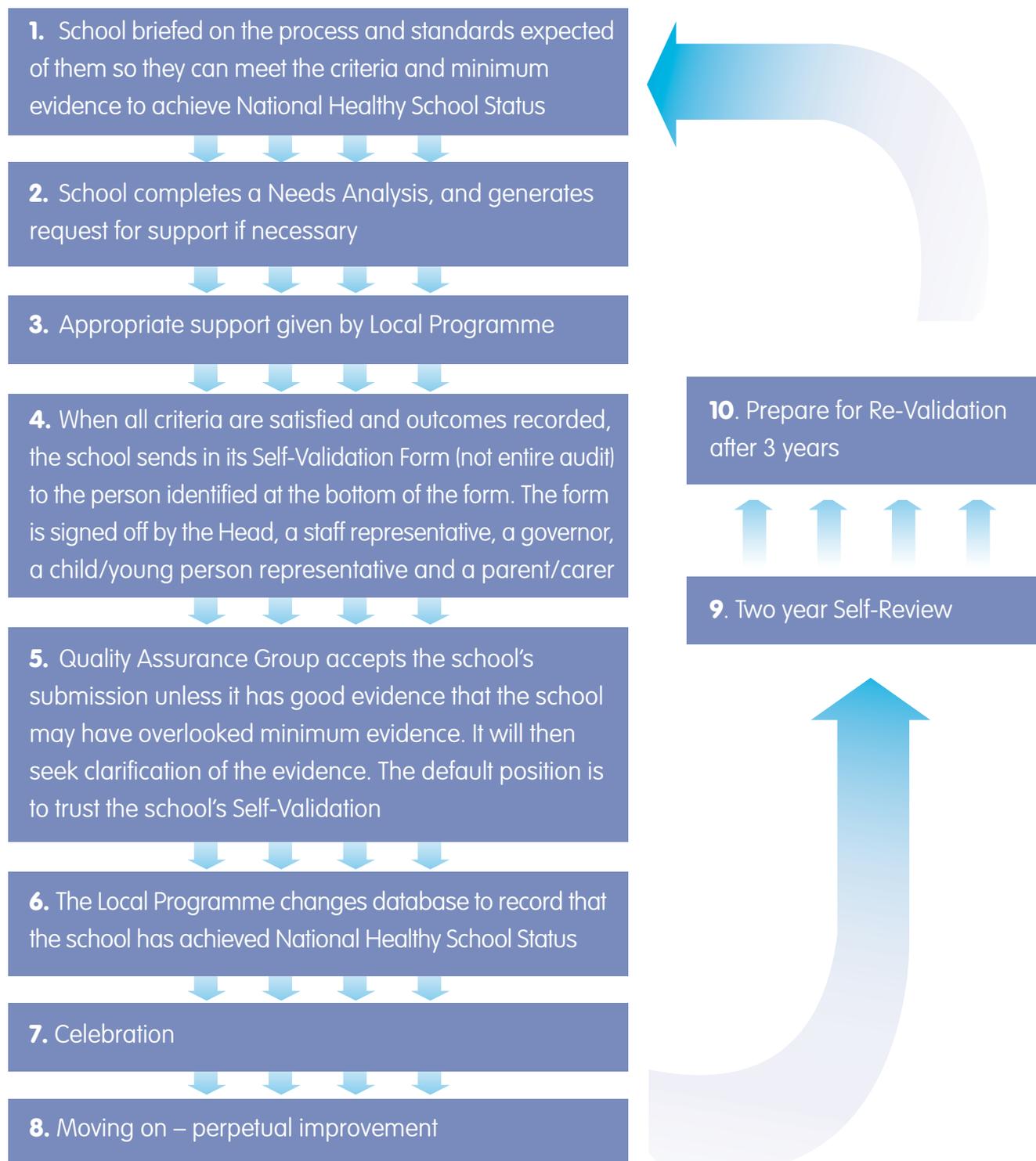
- **make a significant contribution in helping its children and young people achieve the five national outcomes of Every Child Matters**
- **identify valuable outcomes and processes that can be recorded in its OFSTED Self-Evaluation Form**
- **strengthen the school's position to offer effective extended services**
- **give a clear signal to children and young people, parents/carers, governors and the wider educational community that the school values participation, consultation and inclusion**

Schools will find the process to achieve National Healthy School Status easier and quicker if they work closely with their Local Programme from whom they can obtain advice and support.

Schools can access the National Audit which describes the themes, criteria and minimum evidence necessary for National Healthy School Status, by going to [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

This guidance is intended to explain to school staff how they should go about achieving National Healthy School Status. It enables staff to understand the journey towards Self-Validation and the school's responsibility in Self-Review and maintaining National Healthy School Status. It also explains how the Local Programme will be Quality Assuring the integrity, content and spirit of National Healthy School Status.

# Process of Self-Validation



## Box 1. **School briefed** on process, criteria and minimum evidence to achieve National Healthy School Status

We strongly recommend you are briefed by your Local Programme before starting your journey of Self-Validation.

Intended learning outcomes of the school's briefing:

### **Relevance to my school**

- The rationale for National Healthy Schools Programme – Every Child Matters, OFSTED Self Evaluation Form Choosing Health etc.
- The benefits of achieving National Healthy School Status for children and young people, parents/carers and staff in your school
- The Whole School Approach and the four core themes

### **Roles and responsibilities of the school**

- Expectations of schools in preparing for Self-Validation
- Setting up a task group
- Self-Validation - deciding when you have met the criteria and minimum evidence

### **Roles and responsibilities of the Local Programme**

- The support role of the Local Programme – to meet your identified needs throughout the process
- The Quality Assurance Group – celebration, clarification and moderation

### **Process of achieving National Healthy School Status**

- Implementing the Whole School Approach and the criteria of the four core themes
- Using an audit to identify needs and actions
- Agreeing outcomes and baseline measurement
- Meeting the minimum evidence and identifying practical examples
- Knowing how to Self-Validate

### **After achieving National Healthy School Status**

- Celebrating
- What next?
- Two year Self-Review
- Three year Re-Validation

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## Box 2. School completes a **Needs Analysis**, and generates request for support if necessary

The National Audit clarifies the minimum evidence required to achieve National Healthy School Status. It can be found on the National Healthy Schools Programme's website [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk) and should be completed online.

### **An audit should be a working document for you to continuously complete as you work through the process of achieving National Healthy School Status.**

Evidence is listed against each criterion of the four core themes of National Healthy School Status. It is designed for you to use to determine:

- the areas you need to develop and the support you will need to achieve National Healthy School Status
- the resulting outcomes from working through the process of achieving National Healthy School Status
- what type of evidence you need against the minimum evidence
- if you have achieved National Healthy School Status

### **Using an audit to identify support and development needs.**

The National Audit contains local contacts and web links for support within each theme. It will help you identify the actions needed to meet the criteria. The National Audit has a facility which automatically signals to your Local Programme the areas in which you need support. Your Local Programme can also access a school's National Audit to assist in identifying support and training requirements.

### **Using the National Audit to identify outcomes**

At the end of each theme is a list of exemplar outcomes that link to criteria within the Every Child Matters Framework and the Ofsted self-evaluation form. These outcomes are qualitative and quantitative and are best judged for success by involving children and young people in their monitoring and evaluation.

As you complete outcomes for each theme on the National Audit, these are automatically transferred to the School Self-Validation Form required for Self-Validation.

### **Using an audit to gather minimum evidence**

Evidence can be oral, written or observed and you may want to combine different sources of evidence when making a judgement on achievement of each criterion.

The National Audit contains the following sections to assist you to gather the minimum evidence:

- exemplar questions to ask children and young people, parents/carers and staff to help determine if you have fulfilled each criterion or to use as baselines for outcomes
- written documentation you will need to examine in considering your achievement of each criterion

### **Using the National Audit to determine you are ready for Self-Validation**

As you complete the Audit the progress bar will change colour to indicate when criteria and minimum evidence have been met across the four core themes. When the progress bar of all four core themes has changed colour to green you are ready for Self-Validation.

### Box 3. Appropriate **Support** is given by Local Programmes

A Needs Analysis will assist you in identifying the areas you need to work on. Your Local Programme will offer support to you throughout the process of achieving National Healthy School Status. It can provide the support directly to you or signpost where you can access resources or support from other agencies.

You are not required to complete a separate action plan to achieve National Healthy School Status. The National Audit is linked to outcomes for Every Child Matters and the Ofsted self-evaluation form to assist you to combine achieving National Healthy School Status within your existing school planning, monitoring and evaluation processes.

### Box 4. School sends in **Self-Validation** Form

When you believe you have met all the criteria and minimum evidence you can send in the Self-Validation Form.

- You only need to send in the school Self-Validation Form, not the entire audit
- The outcomes are automatically transferred to the Self-Validation Form as you complete the National Audit

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### National Healthy School Status Self-Validation Form

Name of School: .....

Head Teacher: ..... (please print)

School's Healthy School Co-ordinator: .....

We have met all the criteria to achieve National Healthy School Status and ask that this be recorded on the database. We understand that the school could be part of a sample to be moderated by the National Healthy Schools Programme.

**Signed:**

Head Teacher.....

School's Healthy School Co-ordinator.....

Governor.....

Parent.....

Child/young person representative.....

Staff representative.....

Date .....

Please complete this form and return to:

The key outcome

**Personal, Social**

Qualitative outcome

.....

Quantitative

.....

**Health Education**

Qualitative outcome

.....

Quantitative

.....

**Physical Activity**

Qualitative outcome

.....

Quantitative

.....

**Emotional Well-being**

Qualitative outcome

.....

Quantitative

.....

## Box 5. The role of the Quality Assurance Group

Each Local Programme has a Quality Assurance Group which is drawn from professionals working with schools in the local area. Your Local Programme Co-ordinator will inform you of the membership. Their role is:

- to identify, celebrate and disseminate effective practice
- to ensure consistency in National Healthy School Status across all schools
- to seek clarification, where necessary, from schools regarding minimum evidence
- to undertake moderation of a 10% sample of schools.

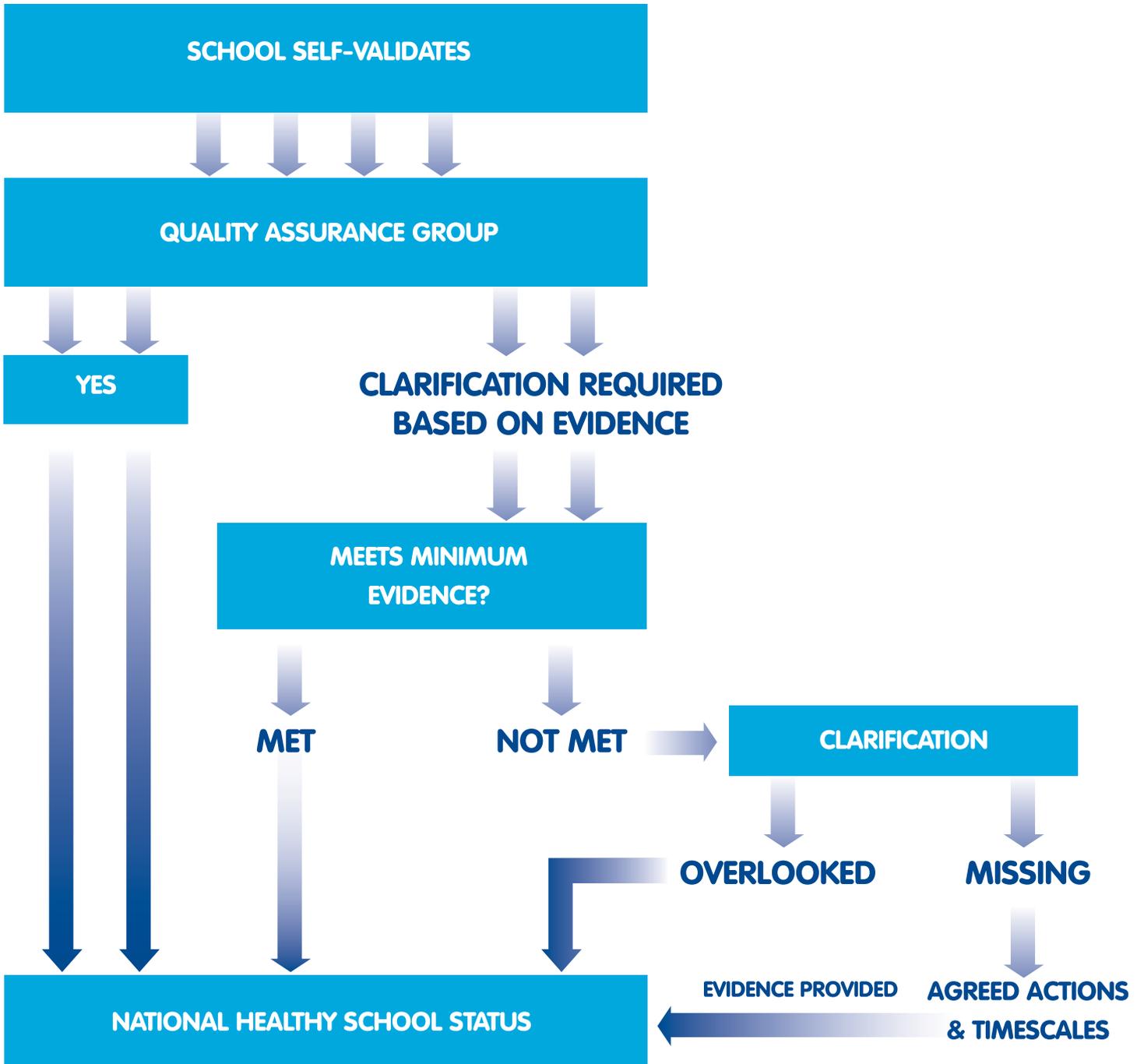
Your Self-Validation Form is sent to the Local Programme who will share this with the Quality Assurance Group. In most instances schools will automatically proceed to achieving National Healthy School Status.

If a member of the Quality Assurance Group seeks clarification based on the minimum evidence required e.g. the Behaviour and Attendance team know you do not have an anti-bullying policy, you will be contacted by your Local Programme for clarification. (The Quality Assurance Group does not require a copy of your audit and will not use this as a basis for clarification.)

If you are able to show you have met the relevant minimum evidence you will be recorded on the database as achieving National Healthy School Status.

If the minimum evidence is not in place then the Local Programme will offer support, agree actions and timescales with you to enable you to demonstrate the missing minimum evidence. Once this is provided you will proceed to achieving National Healthy School Status.

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Box 6. Local Programme changes the **Database** to reflect a school's National Healthy School Status

Your Local Programme will communicate to you that you have achieved National Healthy School Status.

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## Box 7. Celebration

Once your school is recorded on the database as achieving National Healthy School Status you will receive a national certificate and plaque. Your Local Programme Co-ordinator can discuss with you how to celebrate your achievement - you may wish to celebrate within your school or to participate in local celebrations.

### Celebrating Effective Practice

We are always seeking to celebrate and disseminate effective practice and there are a number of ways you can help us to achieve this at local, regional and national levels:

- completing an effective practice template on the National Healthy Schools Website.
- the Quality Assurance Group may contact you directly to ask if your practice could be disseminated to other schools
- you may wish to celebrate your effective practice through the media. Your Local Programme Co-ordinator has a media pack which can help you contact the local media. This pack also contains a background to the National Healthy Schools Programme that you can give to the media

See also the 'Quick Guide to using the Media' found in the 'Other Materials' section of the Support Materials

- through your Healthy Schools Local Programme Newsletter – see contact details on the newsletter.

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## Box 8. **Moving on** – perpetual improvement

Once you have achieved National Healthy School Status you can deepen and broaden work in the four core themes e.g. enhance further the appearance of the dining room environment, school grounds, growing clubs, more teachers with PSHE certification etc...

You may wish to consider additional themes such as safety and citizenship and other awards. See the National Healthy Schools Programme website for other links.

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

## Box 9. Two Year **Self-Review**

- You will be expected to Self-Review against the criteria and minimum evidence after two years of holding National Healthy School Status. This will enable you to prepare for Re-Validation
- The database will indicate to your Local Programmes when you are approaching the two year Self-Review
- Schools that do not Self-Review will not lose National Healthy School Status

## Box 10. Prepare for **Re-Validation**

- Three years after achieving National Healthy School Status, you will need to go through the same process of Self-Validation
- The database will reflect if a school chooses not to Re-Validate and therefore the school is deemed as not maintaining National Healthy School Status

# Definition of terms

## Inputs

(sometimes known as process indicators)

These refer to actions that schools take to bring about improvement e.g. writing of a whole school bullying policy or introducing healthier menus. Much of the criteria for National Healthy School Status are 'inputs'. They do not, in themselves, show change in learning, behaviour or attitudes.

## Impact

This comes as a result of successful inputs e.g. all children, young people and staff are aware of the bullying policy and know how to deal with incidents of bullying; children and young people know they have greater choice at lunch times. Impact is usually achieved over a longer period of time.

## Outcomes

Qualitative outcomes refer to results that have changed learning, attitudes or experiences e.g. the school council reports there is far less bullying; parents regard the school as 'safe' for children; lunchtime supervisors report few incidents of bullying etc. These can be numerical and the regular measuring of these outcomes will ensure greater validity and rigour.

Quantitative outcomes (sometimes known as outputs) refer to those outcomes that carry a numerical measure and show a change in behaviour e.g. there is a 50% increase in children and young people selecting school meals.

Outcomes are usually brought about by a combination of successful inputs.

## Self-Validation

A school Self-Validates by reflecting on its policy or practice against the criteria and minimum evidence of National Healthy School Status, and by consulting the wider school community about its perceptions of the extent to which it has met the minimum evidence of the criteria.

When confident that all the minimum evidence is met and able to clarify outcomes against all four core themes, the school completes the Self-Validation Form.

## Quality Assurance Group

Each Local Programme has a Quality Assurance Group which is drawn from professionals working with schools in the local area. The Quality Assurance Group can ask for clarification if solid evidence identifies a gap in the minimum evidence.

The Quality Assurance Group is also involved in the selection of the 10% of schools to be moderated.

## Recording National Healthy School Status

Local Programmes record on the database that a school achieves National Healthy School Status.

## Moderation

Local moderation ensures that within the locality there is consistency between schools who have achieved National Healthy School Status. This is conducted through visiting a sample of schools and reviewing criteria and minimum evidence against identified outcomes.

Regional moderation ensures that between Local Programmes schools maintain consistency with National Healthy School Status, and that each Local Programme's local moderation is accurate and consistent.

National moderation ensures that schools that achieve National Healthy School Status all over the country, in different regions, maintain consistency in reaching and maintaining National Healthy School Status.

## Sampling

This is the process by which Local Programmes set criteria to be used when deciding which types of schools should be moderated.

For further copies of this publication please  
contact us on telephone number: 0845 601 7848



**Healthy Schools**

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

## For further information...

please contact your Local Programme Co-ordinator. Their contact details and more information about the National Healthy Schools Programme can be found on our website [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)



department for  
**children, schools and families**

The National Healthy Schools Programme is a joint Department of Health and Department for Children, Schools and Families initiative