



Department  
for Education

# **School Food: Head Teachers' and School Senior Managers' Perceptions Survey**

## **Research report**

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**NatCen Social Research**

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# Executive Summary

## Introduction

The Department for Education (DfE) commissioned NatCen Social Research, as part of the Centre for Understanding Behaviour Change (CUBeC), to conduct a survey of primary and secondary school head teachers and senior managers, to examine their views on, and their school's policies regarding, school food.

## Aims of the study

The aim of the study was to provide evidence about school attitudes towards school food to inform the School Food Plan. The School Food Plan is an independent review being carried out by Henry Dimbleby and John Vincent to build up a picture of school food in England. The aims of the School Food Plan are to increase the number of children eating good food in schools, and to determine the role of food, cooking and growing fruit and vegetables in schools<sup>1</sup>.

## Key findings

### Engagement with Food

- Most head teachers and school senior managers believed that good food had positive impacts on education. Ninety-one per cent agreed with the statement 'I believe eating healthy, nutritious food improves attainment' and a similar proportion (88 per cent) believed that it improved behaviour.
- Academy secondary schools were more likely than non-academies to agree that 'children eating healthy, nutritious food improves behaviour' (97 per cent of academies compared with 85 per cent of non-academies<sup>2</sup>). Agreement that 'children eating healthy, nutritious food improves attainment' did not vary by academy status.
- Only four per cent of schools agreed with the statement that 'Food is irrelevant – I believe good lessons are the only way to deliver a good education' and this did not vary significantly by academy status or between primary and secondary schools.
- The majority of head teachers and senior managers (78 per cent) reported that they were 'on board with the principle of good food and have worked hard to achieve it', with half strongly agreeing with this statement. Secondary schools

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<sup>1</sup> The independent School Food Plan: <http://www.education.gov.uk/schoolfoodplan>

<sup>2</sup> All differences commented on in this report are statistically significant at the 95% level

were more likely than primary schools to agree with this statement (87 per cent compared with 77 per cent) but agreement did not vary by academy status.

- Food was not, however, a priority for all schools, with 20 per cent of primary schools and eight per cent of secondary schools strongly agreeing that 'Food is on my radar but is not a priority at the moment'.
- Secondary schools were more likely than primary schools to strongly disagree that 'Food is on my radar but is not a priority at the moment' (25 per cent of secondary schools compared with 14 per cent of primary schools) and academy secondary's were more likely than non-academies to strongly disagree with this statement (34 per cent of academies compared with 16 per cent of non-academies).
- The majority of head teachers and senior managers reported that they 'actively drive' take-up of school lunch (56 per cent in primary schools and 59 per cent in secondary schools). Those in schools with higher take-up of school lunches were more likely to give themselves the highest rating on this question (46 per cent of those in schools where at least two-thirds of pupils took school lunch compared with 12 per cent in schools where fewer than a third of pupils took school lunch). There were no differences in the extent to which head teachers and senior managers reported that they actively drove take-up by school type (primary or secondary) or academy status.
- Although some head teachers and senior managers agreed that they would welcome more advice and guidance about school food (41 per cent of primary schools and 31 per cent of secondary schools), others did not feel that they needed this. There was no difference by academy status in how likely secondary schools were to agree that they would welcome guidance about school food.

## Food in the Curriculum

- There was strong support for cookery being included in the National Curriculum (90 per cent of primary schools and 95 per cent of secondary schools). This did not vary by academy status in secondary schools.
- Most schools reported that learning about food was embedded across the curriculum, with 40 per cent of secondary schools and 30 per cent of primary schools reporting that it was embedded 'a lot'. The extent to which learning about food was embedded across the curriculum did not vary by academy status in secondary schools.
- The majority of primary schools (68 per cent) grew food on the premises but only a third of secondary schools (34 per cent) did this. There was no significant difference in the proportions of academy and non-academy secondary schools growing food.

## School Lunch

- The average cost of a hot school lunch among schools in the survey was £2 in primary schools and £2.10 in secondary schools. These figures were fairly close to the average costs reported in the 2011-12 School Food Trust Annual Survey<sup>3</sup> (£1.93 for primary schools and £2.03 for secondary schools). The average cost of a hot school lunch did not vary by academy status among secondary schools.
- The majority of primary schools (69 per cent) reported that pupils had between 46 minutes and one hour for lunch while 52 per cent of secondary schools reported that pupils had between 30 and 45 minutes. The length of school lunch time did not vary by academy status.
- The average take-up of school lunch among schools in the survey was 50 per cent of pupils in primary schools and 54 per cent in secondary schools. These figures were slightly higher than those reported in the 2011-12 School Food Trust Survey (46 per cent in primary schools and 40 per cent in secondary schools). Take-up did not vary by academy status in secondary schools.
- School lunch take-up was perceived to be on an upward trend in the majority of schools, with two thirds reporting that it had increased in the last three years. This reflects a national trend of small increases in take-up between 2008-09 and 2011-12 reported in the School Food Trust Annual Survey. There were no differences between primary and secondary schools or academies and non-academies in the proportions reporting that take-up had increased.
- Head teachers and senior managers were most likely to think 'taste' was a 'very important' factor in whether pupils took a school lunch, with 62 per cent choosing this.
- 'Choice', 'healthiness' and 'affordability' were seen as 'very important' by around four in ten head teachers and senior managers.
- Head teachers and senior managers in secondary schools were more likely than those in primary schools to think that social and environmental factors like 'queue length' and 'what friends do' were 'very important' in the decision to opt for school lunches.
- Most head teachers and senior managers thought that school lunches at their school performed well on taste (78 per cent) and healthiness (84 per cent), but were less likely to think they performed well on affordability (61 per cent). There were no differences in ratings between primary and secondary schools.
- Academy secondary schools were more likely than non-academies to rate their school lunches as 'very good' for healthiness (45 per cent compared with 29 per cent), but there were no differences by academy status in ratings of taste and affordability.

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<sup>3</sup> Nelson. M., Nicholas. J., Riley. K. and Wood. L (2012) Seventh annual survey of take up of school lunches in England.

- Schools had a range of policies in place to encourage school lunch take-up and healthy eating. The majority of primary and secondary schools had policies for teachers eating with pupils (67 per cent) and involving pupils in decisions about school food (66 per cent). Cashless systems for payment were in place in the majority of secondary schools (71 per cent) but less than a third of primary schools (28 per cent). Policies did not vary by academy status in secondary schools.

## School Food Provision

- Most schools cooked lunch on site (85 per cent). Secondary schools were more likely to cook lunch on site (96 per cent compared with 83 per cent of primary schools). The proportion of secondary schools cooking food on site did not vary by academy status.
- The majority of primary schools (64 per cent) had a contract for providing school lunch with their local authority, while secondary schools were divided fairly evenly between in-house catering, contracts with private caterers and contracts with the local authority. Academy secondary schools were more likely than non-academies to have in-house catering (47 per cent and 23 per cent respectively) while non-academies were more likely than academies to have a contract between the school and local authority (42 per cent compared to 16 per cent).
- Provision models tended to have been inherited by head teachers and senior managers (30 per cent) or chosen for reasons of quality (21 per cent) or financial sense (19 per cent).
- 71 per cent of secondary schools and 60 per cent of primary schools had a breakfast club on the school premises. The proportion of secondary schools with a breakfast club did not vary by academy status.
- The majority of schools did not have vending machines, although they were more common in secondary schools (23 per cent) than in primary schools (one per cent). The proportion of secondary schools with a vending machine did not vary by academy status.
- Primary schools were more likely than secondary schools to have a tuck shop (26 per cent and 16 per cent respectively). Among secondary schools, there was no difference by academy status in the likelihood of having a tuck shop.

## How to Improve School Lunches

- Most head teachers and senior managers were aware of the current food and nutritional standards for school food, but only a minority claimed to know them in detail. More than four fifths (83 per cent) said they were aware of the nutritional standards but could not explain them and only 12 per cent said they could explain

them in detail. Levels of awareness were similar between primary and secondary schools and between academies and non-academies.

- There was not a clear preference for either set of standards. The nutritional standards were thought to be more effective than the food standards by the majority of head teachers and senior managers (63 per cent). However, the same proportion thought that the food standards were easier to implement. Perceptions were similar among primary and secondary schools. Academies were more likely than non-academies to say that neither set of standards were more effective (22 per cent compared with seven per cent) but views did not otherwise vary by academy status.
- Paying more for a head chef was seen as an effective way of improving the quality of school lunches by fewer than half (41 per cent) of schools.
- Most schools said that they would involve pupils, parents/carers and school governors in improving school lunches. Primary schools were more likely than secondary schools to say they would involve parents/carers (88 per cent compared with 74 per cent) and school governors (78 per cent compared with 66 per cent).
- Schools made a wide range of suggestions when asked what one change they would make to school lunches. Improving choice was most commonly mentioned.

## Methodology

A telephone survey was carried out with head teachers and school senior managers between January and March 2013. The sample for the survey was state-funded primary and secondary schools in England. The sample was designed to be representative of primary and secondary schools; however secondary school academies were over sampled to enable comparisons between secondary schools of academy and non-academy status. Interviews were completed with the head teacher where possible, or another member of the senior management team in secondary schools, if the head teacher was unavailable. A total of 202 interviews with primary schools and 202 with secondary schools were completed.

It is important to note that during the data collection period, it emerged that food containing horsemeat had been sold to consumers in Britain and in some cases had been present in school meals. It is possible that this may have influenced the responses of head teachers and senior managers in the survey.

## Conclusions

The responses given by head teachers and school senior managers in the survey indicated that the majority were engaged with food as an issue. Most believed there was a positive relationship between good food and attainment and behaviour in school,

suggesting that food is seen as an issue worth engaging with. For the majority of schools, good food was something that head teachers and senior managers were already engaged in trying to achieve.

It was noticeable that head teachers and senior managers were at different stages in the extent to which they felt they were already working towards good food and the extent to which they saw food as a priority. Levels of engagement with school food were related to whether schools felt they needed more help and guidance. These findings caution against a 'one size fits all' approach to engaging with schools about food and reinforce the need to recognize that some schools are further ahead than others.

Schools were supportive of food in the curriculum – most felt that practical cookery should be in the National Curriculum and the majority of schools felt that they were already embedding learning about food across the curriculum. This indicates that the case for including food in the curriculum has already been accepted by schools and that the focus should be on ensuring that this is being done in the most effective way. Growing food appears to be one area where more schools, particularly secondary schools, could be encouraged to engage.

In the majority of schools, head teachers' and senior managers' engagement with food as an issue was translated into activity to drive take-up of school lunches and this appeared to be reaping results with an upward trend in take-up identified. Most head teachers and senior managers felt that their school lunches were performing well on two of the criteria most likely to be identified as important factors in take-up – taste and healthiness – although ratings of affordability were not as high.

Some initiatives to support school lunch take-up, such as pupils' involvement in decisions about food, were already in place in most schools, but others were less common, for example, using parents/carers as volunteers. This evidence suggests that schools are willing to adopt policies that encourage take-up and publicising 'best practice' may encourage more schools to introduce initiatives that have been shown to work.

There wasn't a consensus over the best way to improve school food and this is likely to reflect the variation in the levels of activity that head teachers and senior managers have already undertaken. In developing future guidance on improving school lunches, it is worth considering the finding that food-based standards were seen as easier to implement but nutrition-based standards were seen as more effective.



# 1 Introduction

The Department for Education (DfE) commissioned NatCen Social Research, as part of the Centre for Understanding Behaviour Change (CUBeC), to conduct a survey of primary and secondary school head teachers and senior managers, to examine their views on, and their school's policies regarding, school food.

## 1.1 Background to the study

The aim of the study was to provide evidence about school attitudes towards school food to inform the School Food Plan. The School Food Plan is an independent review being carried out by Henry Dimbleby and John Vincent to build up a picture of school food in England. The aims of the School Food Plan are to increase the number of children eating good food in schools, and to determine the role of food, cooking and growing fruit and vegetables in schools<sup>4</sup>.

## 1.2 Methodology

### 1.2.1 Sampling

A sample of schools in England was drawn from the DfE database of schools (EduBase). The sample was designed to be representative of primary and secondary schools; however secondary school academies were over sampled to enable comparisons between secondary schools of academy and non-academy status. An initial sample of 1,600 schools was drawn with a reserve sample of 200 secondary schools being added towards the end of fieldwork. More details about the sampling procedures can be found in Appendix A.

## 1.3 Procedure

Head teachers were sent an advance letter by post which gave them some information about the School Food Plan and the study. Telephone interviewers then contacted the head teachers to ask whether they would be willing to take part in an interview. If the head teacher was unable or unwilling to complete an interview, another member of the senior management team was interviewed. A reminder email was sent to schools where successful contact had not been made mid-way through the fieldwork period.

## 1.4 Response

Interviews for this study were carried out by telephone between Thursday 24<sup>th</sup> January and Friday 22<sup>nd</sup> March 2013.

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<sup>4</sup> The independent School Food Plan: <http://www.education.gov.uk/schoolfoodplan>

In total 404 interviews were completed of which 270 were with head teachers or acting head teachers and 134 with other members of the senior management team. Figure 1 shows the characteristics of the achieved sample of schools.

Figure 1 Achieved sample

	Primary	Secondary	Total
	N	N	N
<b>Academy status</b>			
Academy	6	101	107
Non-Academy	196	101	297
<b>Region</b>			
North	74	50	124
South	99	116	215
Midlands	29	36	65
<b>Urban or Rural</b>			
Urban	144	186	330
Rural	58	16	74
<b>Free school meal eligibility<sup>5</sup></b>			
Low free school meals	66	65	131
Medium free school meals	73	87	156
High free school meals	61	49	110
Total number of schools (N=404)	202	202	404

The median length of the telephone interview was 12 minutes.

It is important to note that during the data collection period, it emerged that food containing horsemeat had been sold to consumers in Britain and in some cases had been present in school meals. It is possible that this may have influenced the responses of head teachers and senior managers in the survey.

## 1.5 Report Structure

Chapter 2 discusses how engaged head teachers and senior managers are with school food looking at the relationship between food, attainment and behaviour and also their engagement with school food and need for information. Chapter 3 discusses views on food in the curriculum including practical cookery, growing food and embedding food in the curriculum.

Chapter 4 outlines school lunches in the schools surveyed including take-up, cost and rating of school lunches as well as policies which are important in the take-up of school lunches.

<sup>5</sup> This information was missing from the sample frame for a small number of schools

Chapter 5 discusses the provision of school lunches, looking at where school lunches are cooked and also food provision at other times. Chapter 6 discusses how to improve school lunches and Chapter 7 concludes.

Any differences between sub-groups commented on in the report are statistically significant at the 95 per cent level (that is, there is a 95 per cent chance that the observed difference is real).

Figures in tables may not sum to 100 per cent, due to rounding.

More details about the survey methodology can be found in Appendix A. Additional tables (referenced in the main report) are included in Appendix B.

## 2 Engagement with food

This chapter reports how engaged head teachers and school senior managers were with food, examining perceptions of links between food, attainment and behaviour; the extent to which food was seen as a priority; how actively head teachers and senior managers drove take-up of school food and their need for help and guidance.

### 2.1. Relationship between food, attainment and behaviour

Most head teachers and senior managers believed that good food had positive impacts on pupils' educational attainment and behaviour.

#### 2.1.1 Attainment

Nine in ten head teachers and senior managers (91 per cent) agreed with the statement 'I believe children eating healthy, nutritious food improves attainment' with no significant difference between head teachers and senior managers in primary schools and secondary schools or by academy status (Figure 2 and Figure 41).

Figure 2 'I believe children eating healthy, nutritious food improves attainment', by school type

	Primary	Secondary	Total
	%	%	%
One – strongly disagree	1	1	1
Two	1	1	1
Three	7	9	8
Four	30	34	30
Five – strongly agree	62	55	61
<i>Unweighted base</i>	<i>202</i>	<i>199</i>	<i>401</i>

Source: All schools (N=401)

Note: Figures in table may not sum to 100% due to rounding.

#### 2.1.2 Behaviour

As with attainment, around nine in ten head teachers and senior managers (88 per cent) agreed with the statement 'I believe children eating healthy, nutritious food improves their behaviour'.

Figure 3 'I believe children eating healthy, nutritious food improves behaviour', by school type

	Primary	Secondary	Total
	%	%	%
One – strongly disagree	1	1	1
Two	1	1	1
Three	10	7	10
Four	32	28	31
Five – strongly agree	56	63	57
<i>Unweighted base</i>	202	200	402

Source: All schools (N=402)

A similarly high proportion of head teachers and senior managers in primary schools and secondary schools agreed with this statement (88 per cent and 91 per cent respectively, (Figure 3); however academy status secondary schools were statistically significantly<sup>6</sup> more likely to agree than non-academy status schools (97 per cent and 85 per cent respectively, Figure 4).

Figure 4 'I believe children eating healthy, nutritious food improves behaviour' by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	0	2	1
Two	1	1	1
Three	2	12	7
Four	35	20	28
Five – strongly agree	61	65	63
<i>Unweighted base</i>	101	99	200

Source: Secondary schools (N=200)

## 2.2 Importance of food as an issue

### 2.2.1 Importance of school food

Only a very small proportion of schools (four per cent) agreed with the statement that 'Food is irrelevant – I believe good lessons are the only way to deliver a good education'. The majority of head teachers and school senior managers, around nine in ten (89 per cent), disagreed with this statement and this did not vary by school type or academy status (Figure 5 and Figure 42).

<sup>6</sup> All differences commented on in this report are statistically significant at the 95% level

**Figure 5 ‘Food is irrelevant – I believe good lessons are the only way to deliver a good education’, by school type**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
One – strongly disagree	71	65	70
Two	19	20	19
Three	6	9	6
Four	2	2	2
Five – strongly agree	2	2	2
<i>Unweighted base</i>	<i>201</i>	<i>202</i>	<i>403</i>

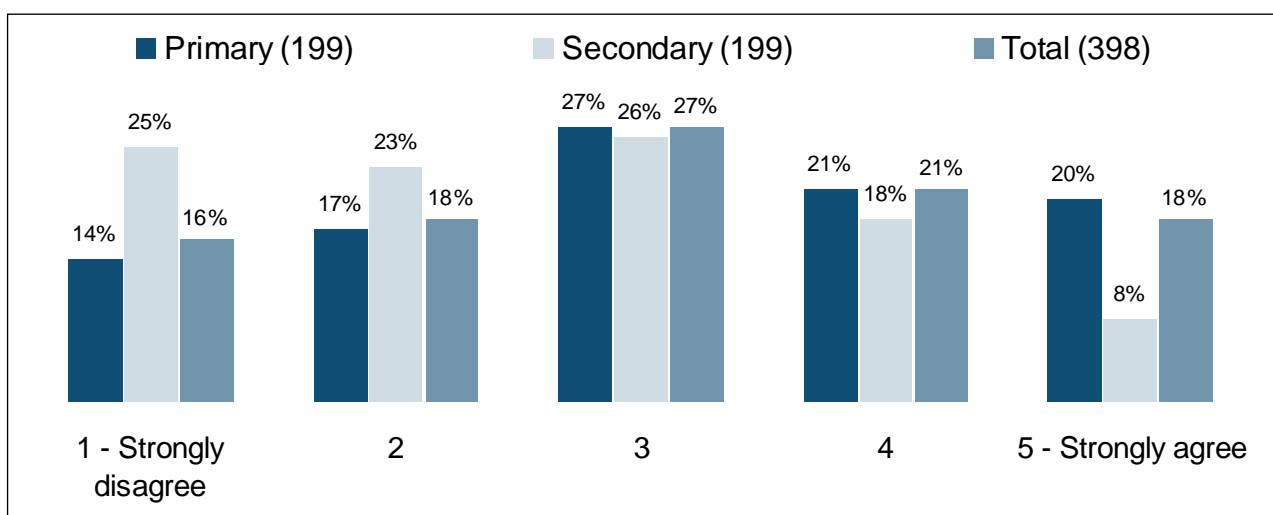
Source: All schools (N=403)

Despite the demonstrated high level of belief in the importance of school food for attainment, behaviour and a good education, not all head teachers and senior managers felt that school food was a priority for their school.

The statement ‘Food is on my radar but not a priority at the moment – I have more important things to deal with’ produced a wide range of responses from head teachers and senior managers:

- Around a fifth of schools fell into each category from strongly agree to disagree; though the highest proportion responded in a neutral way (27 per cent, Figure 6 and Figure 43).
- Secondary schools were more likely than primary schools to strongly disagree (25 per cent compared with 14 per cent) and less likely to strongly agree (eight per cent compared with 20 per cent); this may suggest that school food was a greater priority within the secondary schools (Figure 6 and Figure 43).
- Secondary schools with academy status were more likely to strongly disagree with the statement (34 per cent) than secondary schools without academy status (16 per cent), again suggesting that they saw school food as a priority (Figure 44).

Figure 6 'Food is on my radar but not a priority at the moment – I have more important things to deal with at the moment'



Source: All schools (N=398)

## 2.2.2 Working towards good food

The majority of schools felt that they were 'on board with good school food and had already worked hard to achieve it', with half of primary (50 per cent) and secondary schools (52 per cent) strongly agreeing with this statement (Figure 7).

Figure 7 'I am totally on board with the principle of good food, and have already worked hard to achieve it', by school type'

	Primary	Secondary	Total
	%	%	%
One – strongly disagree	2	1	2
Two	7	1	6
Three	14	12	14
Four	27	34	28
Five – strongly agree	50	52	50
<i>Unweighted base</i>	200	200	400

Source: All schools (N=400)

Secondary schools were more likely to agree that they have worked hard to achieve good food than primary schools (87 per cent compared with 77 per cent, Figure 7), but there was no difference amongst secondary schools by academy status (Figure 45).

## 2.2.3 Driving school lunch take-up

Over half of all head teachers and school senior managers reported that they 'actively drive take-up' of school lunch in their school; 56 per cent of primary schools and 59 per

cent of secondary schools rated themselves at least four out of five on a scale where five was ‘very actively’. Only one in twenty head teachers and senior managers said they did not actively drive the take-up of school lunch (rating themselves one out of five) and this did not vary significantly by school type, academy status, free school meal eligibility or whether the school is in an urban or rural area (Figure 8, Figure 46, Figure 47 and Figure 48).

Head teachers and senior managers in schools that had high take-up of school lunches were more likely to rate themselves five out of five for actively driving take-up than those in schools with lower take-up (46 per cent in schools where at least two-thirds of pupils took school lunches gave this rating compared with just 12 per cent in schools where take-up was below a third of pupils, Figure 49). This might indicate that high involvement from senior management in the school has been successful in bringing about higher take-up but it is not possible to infer a causal relationship.

**Figure 8 How actively take-up of school food is driven, by school type**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
One – not at all actively	5	4	5
Two	6	8	6
Three	33	29	32
Four	36	38	36
Five – very actively	20	21	20
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)

Head teachers and senior managers gave a range of answers about why they did not actively drive take-up of school food; the most commonly cited reason was that school food is not a priority (12 per cent, Figure 50). The other most common reasons suggest practical reasons why schools did not drive take-up of lunches; there is no need to drive take-up (11 per cent), parents/carers or pupils make their own decisions about school lunch (11 per cent) and due to the presence of free school meals (nine per cent). Secondary schools were more likely than primary schools to say they didn’t drive take-up because they had a good caterer (10 per cent compared with two per cent) or because pupils bring packed lunches (nine per cent compared with two per cent). However some of the answers given to these questions seemed contradictory, which may suggest that the question was not always fully understood.

Among head teachers and senior managers who had driven school lunch take-up, by far the most commonly cited reason was because school food is healthier (25 per cent, Figure 51). Other reasons were because eating a hot lunch is important (12 per cent), that the school likes pupils to have a school lunch (11 per cent), pupils don’t get a good meal at home (nine per cent) and because they have a good caterer (nine per cent).

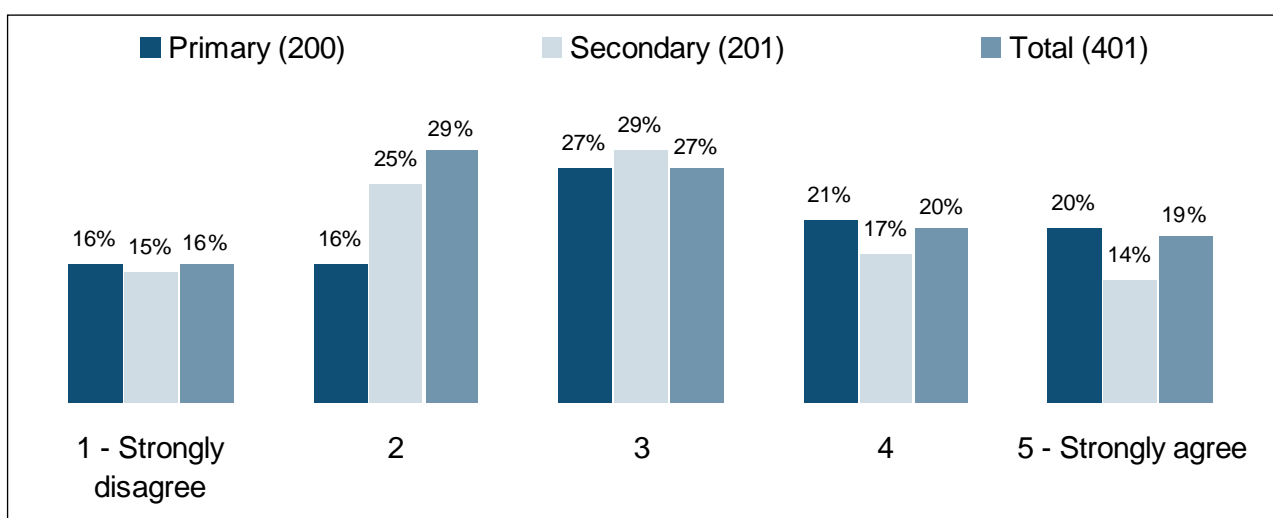


Primary schools were more likely to state that they drive take-up because pupils did not have a good meal at home (11 per cent compared with four per cent).

## 2.3 Need for further information and guidance

Head teachers and school senior managers had divergent views on whether they needed guidance and help on school food; around four in ten schools (39 per cent) agreed that they would like some help or guidance and around a third disagreed (34 per cent, Figure 9 and Figure 52).

Figure 9 'I am totally on board with the principle of good food, but would really appreciate some guidance/help as I have a lot to juggle as a head'



Source: All schools (N= 401)

Primary schools were more likely to agree that they would appreciate some help and guidance, compared with secondary schools (41 per cent and 31 per cent respectively, Figure 9 and Figure 52). The finding that primary schools were less likely to view school food a priority may be related to this information need. This is reinforced by the finding that schools who reported they were not on board with school food and worked hard/neutral to achieve it were more likely to agree that they would appreciate some help and guidance (58 per cent), compared with those schools who reported they were on board and had worked hard towards good food (34 per cent, Figure 53). There was no difference by academy status amongst secondary schools in how likely head teachers and senior managers were to want help and guidance (Figure 54).

### 3 Food in the Curriculum

This chapter reports support for including food in the curriculum through practical cookery lessons, embedding learning about food throughout the curriculum and growing food.

#### 3.1 Practical cookery

Nearly all primary and secondary school head teachers and senior managers agreed that practical cookery should be part of the National Curriculum (90 per cent and 95 per cent respectively, Figure 10). This did not vary by secondary school academy status (94 per cent of secondary academy schools and 97 per cent of non-academy secondary schools), by level of engagement with school food or by free school meal eligibility (Figure 55, Figure 56 and Figure 57).

Figure 10 Whether practical cookery should be part of the National Curriculum, by school type

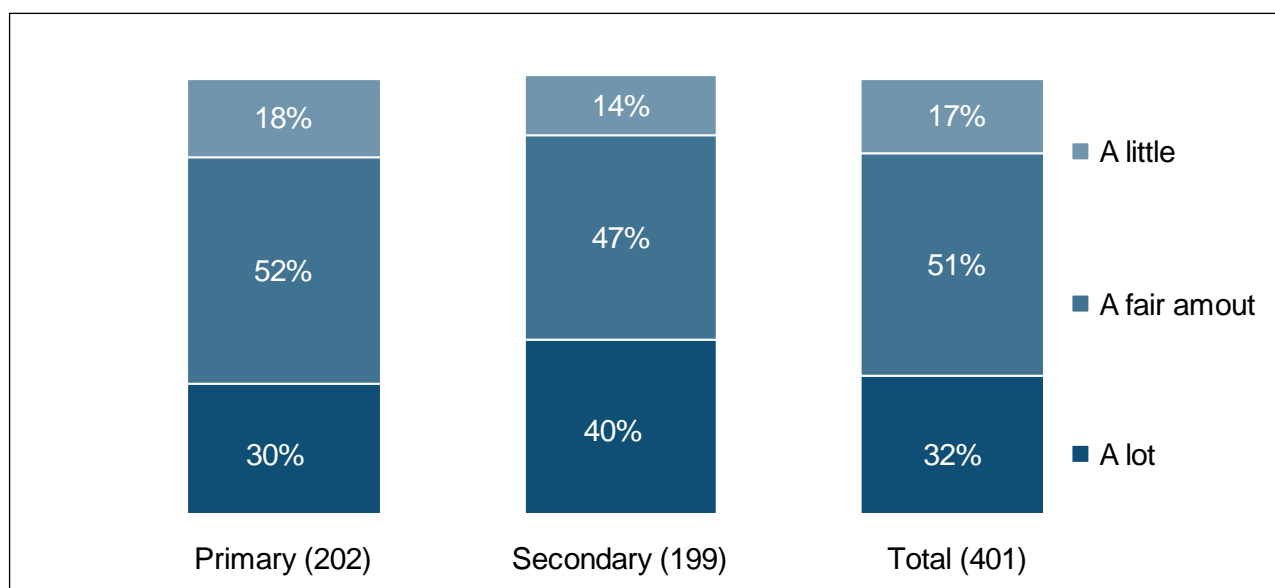
	Primary	Secondary	Total
	%	%	%
Yes	90	95	91
No	10	5	9
<i>Unweighted base</i>	<i>201</i>	<i>199</i>	<i>400</i>

Source: All schools (N=400)

#### 3.2 Embedded learning

There is evidence to suggest that the vast majority of schools were already embedding learning about food into lessons throughout their curriculum (82 per cent of primary schools and 87 per cent of secondary schools reported that they did this, Figure 11). However, secondary schools were more likely to say they did this ‘a lot’ than primary schools (40 per cent compared to 30 per cent respectively). The extent to which learning about food was embedded did not vary significantly by secondary school academy status (Figure 59) or by the level of engagement with school food (Figure 60).

Figure 11 Embedding learning about food into lessons throughout curriculum, by school type



Source: All schools (N=401)

### 3.3 Growing food

Two thirds of primary schools (68 per cent) reported that they grew food on the school premises but this was less common in secondary schools, with only a third growing food (34 per cent, Figure 12).

Figure 12 Schools who grow food on the premises, by school type

	Primary	Secondary	Total
	%	%	%
Yes	68	34	62
No	32	66	38
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

The proportion of academy secondary schools growing food appeared higher than the proportion of non-academies (40 per cent compared with 27 per cent) but this difference was not significant (Figure 61) nor was there any difference by how engaged the school was with school food (Figure 62) or by free school meal eligibility, Figure 63).

Schools in rural locations were more likely to grow food on the premises (78 per cent) than those in urban areas (60 per cent, Figure 64).

## 4 School lunch

This chapter reports findings about school lunch. It reports arrangements for school lunch, including cost and length of lunch time for pupils, take-up of school lunch, factors perceived to affect take-up and how head teachers and senior managers rate the school lunches provided at their school.

### 4.1 School lunch arrangements

#### 4.1.1 Cost of school lunch

This survey found that hot school lunches cost on average £2 in primary schools and £2.10 in secondary schools (Figure 13). This is broadly similar to the average cost of a school lunch reported by the School Food Trust 2011-2012 report<sup>7</sup> (£1.93 for primary schools and £2.03 for secondary schools). However there was a wide range in the reported cost of school lunches; the cost in primary schools ranged from free school lunches for all pupils to a maximum cost of £3.15, whereas in secondary schools the range was from £1.10 to £2.80. The cost of a hot school lunch did not vary by academy status, the average cost was £2.10 in both academy and non-academy status secondary schools (Figure 65).

Figure 13 Average cost of hot school lunch, by school type

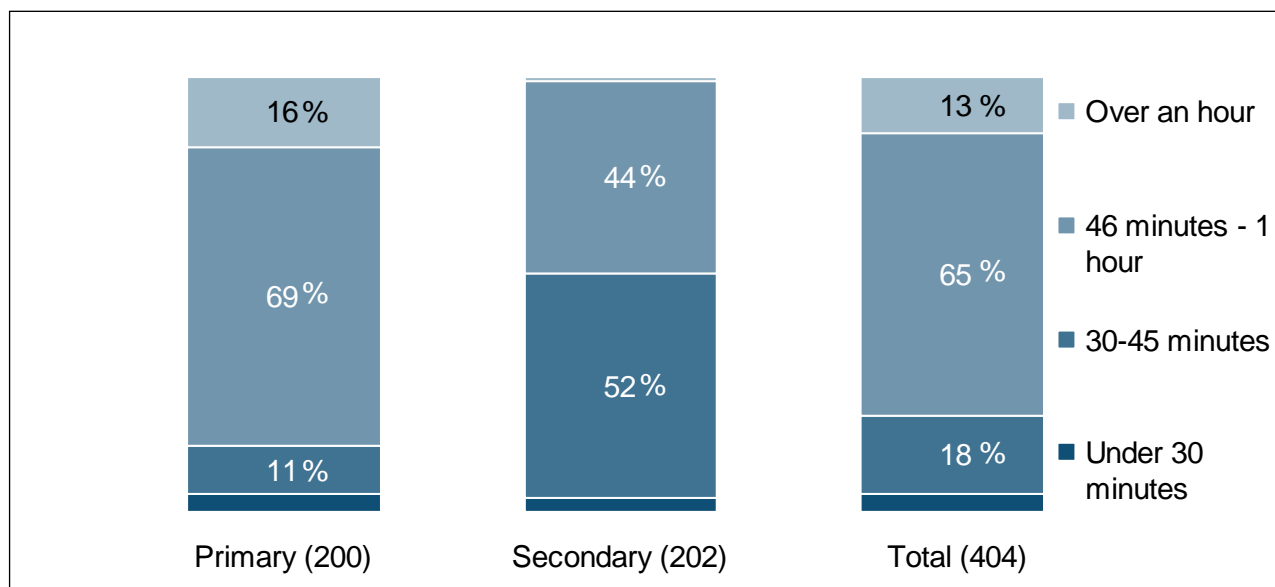
	Primary	Secondary	Total
	£	£	£
Mean	2.0	2.1	2.0
Median	2.0	2.1	2.0
Minimum	0	1.10	-
Maximum	3.15	2.80	-
<i>Unweighted base</i>	199	197	396

Source: All schools (N=396)

<sup>7</sup> Nelson. M., Nicholas. J., Riley. K. and Wood. L (2012) Seventh annual survey of take up of school lunches in England.

## 4.1.2 School lunch time

Figure 14 Length of school lunch time, by school type



Source: All schools (N= 404)

Secondary schools were more likely to have shorter lunch times than primary schools. The most common length of lunch time in secondary schools was 30 to 45 minutes (52 per cent). The majority of pupils in primary schools had a lunch time of 46 minutes to one hour (69 per cent, Figure 14). Schools in urban areas were more likely to have short lunch times, less than 30 minutes, than schools in rural areas (five per cent and one per cent respectively, Figure 67).

There was no difference in school lunch time by academy status (Figure 68).

The vast majority of schools reported that they had a stay on-site policy for their pupils during lunch time; secondary schools were more likely to report this policy (92 per cent) than primary schools (80 per cent, Figure 69).

## 4.2 School lunch take-up

On average, school lunch take-up was around half of pupils, with primary schools having a slightly lower take-up (50 per cent) compared with secondary schools (54 per cent, Figure 15). The take-up figures reported by schools in this study are higher than the national figures reported in the School Food Trust 2011-2012 report, which reported take-up of 46 per cent in primary schools and 40 per cent in secondary schools. This may indicate that the schools who completed the current survey represent schools where school food is a higher priority, which is supported by the high levels of engagement with school food reported earlier. There are also likely to be differences in the way that head teachers and senior managers estimated take-up compared to the way it was collected by the School Food Trust.

Head teachers and senior managers reported a wide range of take-up figures:

- For primary schools, the take-up of school lunches ranged from 0 per cent to 100 per cent
- For secondary schools, the take-up of school lunches ranged from 10 per cent to 100 per cent.

Figure 15 School lunch take-up, by school type

	Primary	Secondary	Total
	%	%	%
Mean	50	54	51
Median	50	60	50
Minimum	0	10	-
Maximum	100	100	-
<i>Unweighted base</i>	188	182	370

Source: All schools (N=370)

Among the schools in the survey, there was no difference in take-up of school lunches by the school's level of engagement with school food (Figure 16). Average (mean) take-up was around 50 per cent of pupils in schools where the head teacher and school senior manager saw food as a priority and in schools where they did not see it as a priority. Take-up did not vary by academy status amongst secondary schools, with average (mean) take-up of 54 per cent in academy secondary schools and 55 per cent in non-academy secondary schools (Figure 17).

Figure 16 School lunch take-up, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Mean	51	50	51	51
Median	50	50	50	50
Minimum	0	10	10	-
Maximum	100	97	100	-
<i>Unweighted base</i>	122	98	145	370

Source: All schools (N=370)

Figure 17 School lunch take-up, by academy status

	Academy	Non-academy	Total
	%	%	%
Mean	54	55	54
Median	55	60	60
Minimum	10	18	-
Maximum	90	100	-
<i>Unweighted base</i>	90	92	182

Source: Secondary schools (N=182)

Take-up of school lunches tended to be on an upward trend. Nearly two-thirds of head teachers and senior managers (63 per cent) reported that it had increased over the last three years and 27 per cent that it had stayed the same (Figure 18). This is in line with the trend reported by the School Food Trust in the 2011-12 Annual Survey, which observed small increases in take-up between 2008-09 and 2011-12. There was not a statistically significant difference between the proportions of head teachers and senior managers in primary schools (61 per cent) and secondary schools (70 per cent) reporting that take-up had increased. The perceived trend in take-up also did not vary by academy status, Free School Meal eligibility, region or whether the school was in an urban or rural area (Figure 71 to Figure 74).

Figure 18 Whether take-up of school lunches has increased or decreased, by school type

	Primary	Secondary	Total
	%	%	%
Increased	61	70	63
Decreased	10	10	10
Stayed the same	29	20	27
<i>Unweighted base</i>	191	195	386

Source: All schools (386)

### 4.3 Factors which affect the take-up of school lunches

Head teachers and school senior managers were asked to rate a number of factors on how important they were to whether pupils took school lunches (Figure 19). The top factors which head teachers and senior managers identified as being very important for their pupils were:

- taste (62 per cent)
- affordability (44 per cent)
- healthiness (40 per cent)
- choice (37 per cent)

Figure 19 Factors which are very important in increasing the take-up of school food, by school type

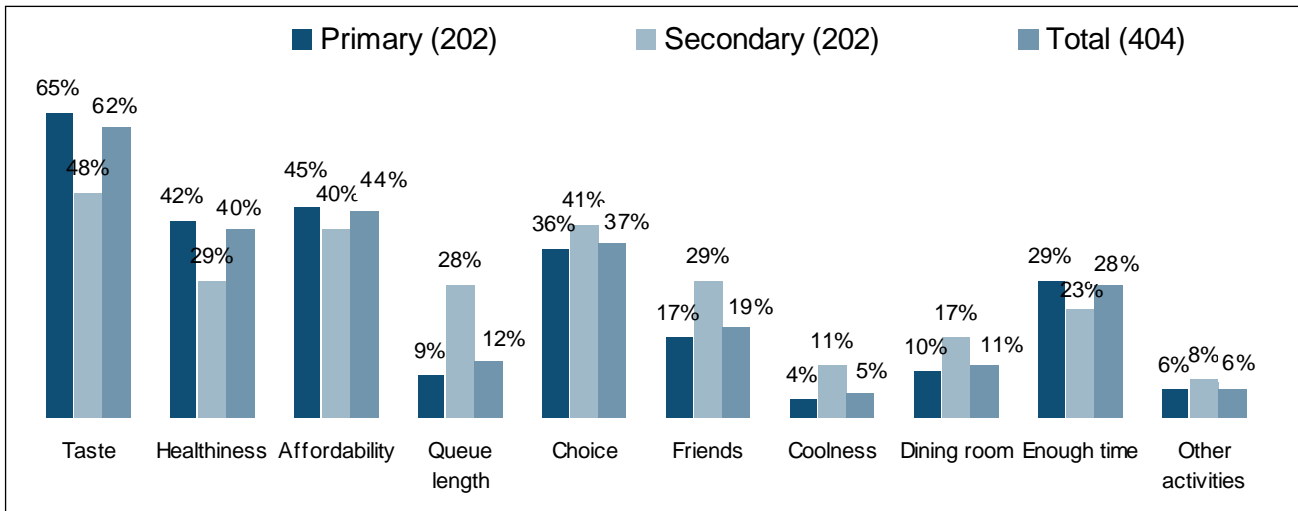
	Primary	Secondary	Total
	%	%	%
Taste	65	48	62
Healthiness	42	29	40
Affordability of school dinners	45	40	44
Queue length	9	28	12
Choice	36	41	37
What friends do	17	29	19
Coolness	4	11	5
Attractiveness of dining room	10	17	11
Enough time to eat	29	23	28
Competition with other activities	6	8	6
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (404)

Both primary and secondary schools rated ‘taste’, ‘healthiness’, ‘affordability’ and ‘choice’ as the most important factors. Secondary school head teachers and senior managers also identified social and environmental factors as very important, such as ‘queue length’ and ‘what friends do’ (Figure 20). This may reflect the more influential role that parents/carers have in deciding whether pupils take school lunch at primary school, with secondary school pupils more likely to be deciding for themselves hence social and environmental factors being more important. This is supported by the finding that primary school head teachers and senior managers were far more likely to identify the social and environmental factors as not at all important; for example 33 per cent saw ‘queue length’ as not at all important compared with two per cent of secondary schools and 29 per cent thought ‘coolness’ was not important, compared with 11 per cent (Figure 21).

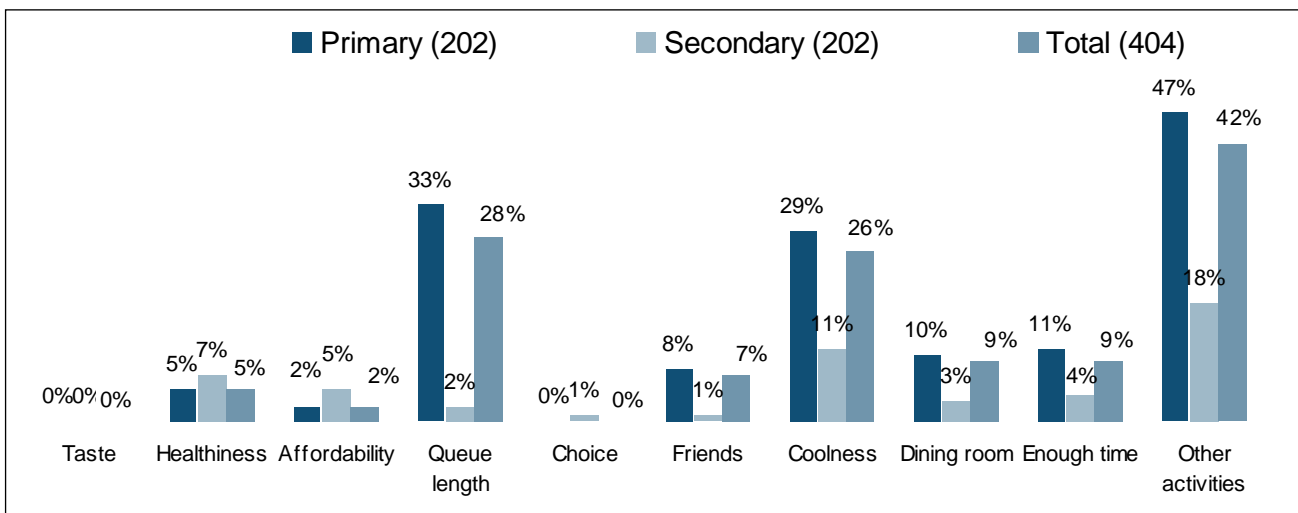


Figure 20 Important factors in increasing take-up of school food, by school type



Source: All schools (N=404)

Figure 21 Unimportant factors in increasing take-up of school food, by school type



Source: All schools (N=404)

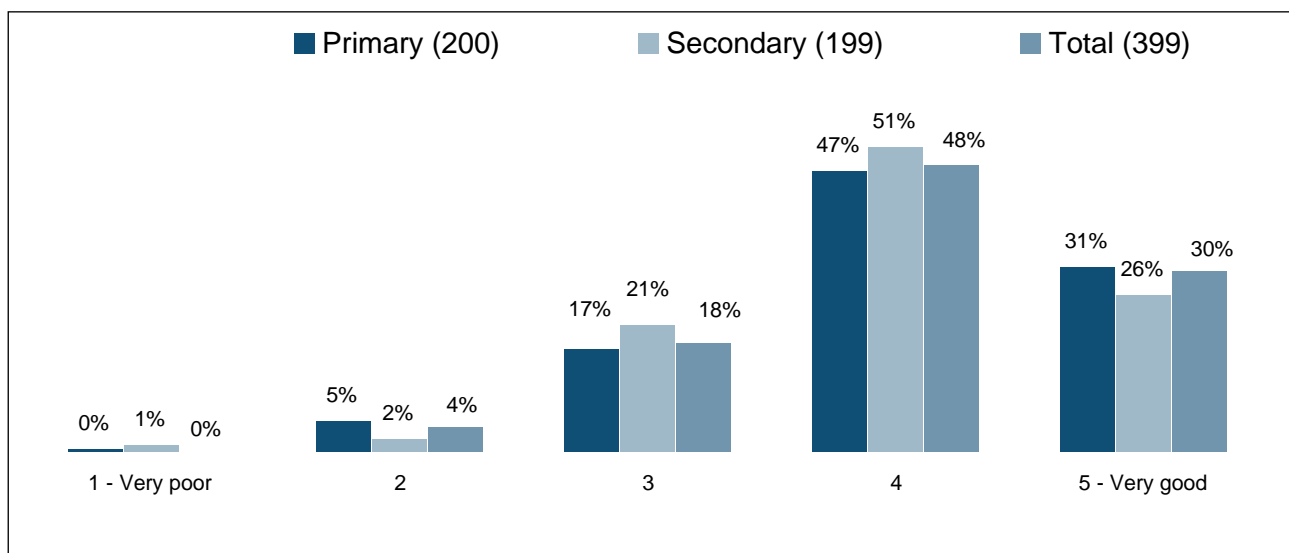
Around half of head teachers and senior managers identified other factors that were important to whether a pupil eats a school lunch (54 per cent, Figure 78). An extensive list of factors was identified; parental/carer choice (18 per cent), the quality of food (nine per cent), the availability and importance of hot food (7 per cent) and pupil involvement (six per cent) were the commonly cited additional factors. Primary schools were more likely to identify parental/carer choice (20 per cent) as a factor than secondary schools (nine per cent, Figure 79).

## 4.4 Rating school lunches

When asked how their school lunches performed in relation to taste, healthiness and affordability, the majority of head teachers and senior managers reported that their schools were performing well, (Figure 22, Figure 23 and Figure 24):

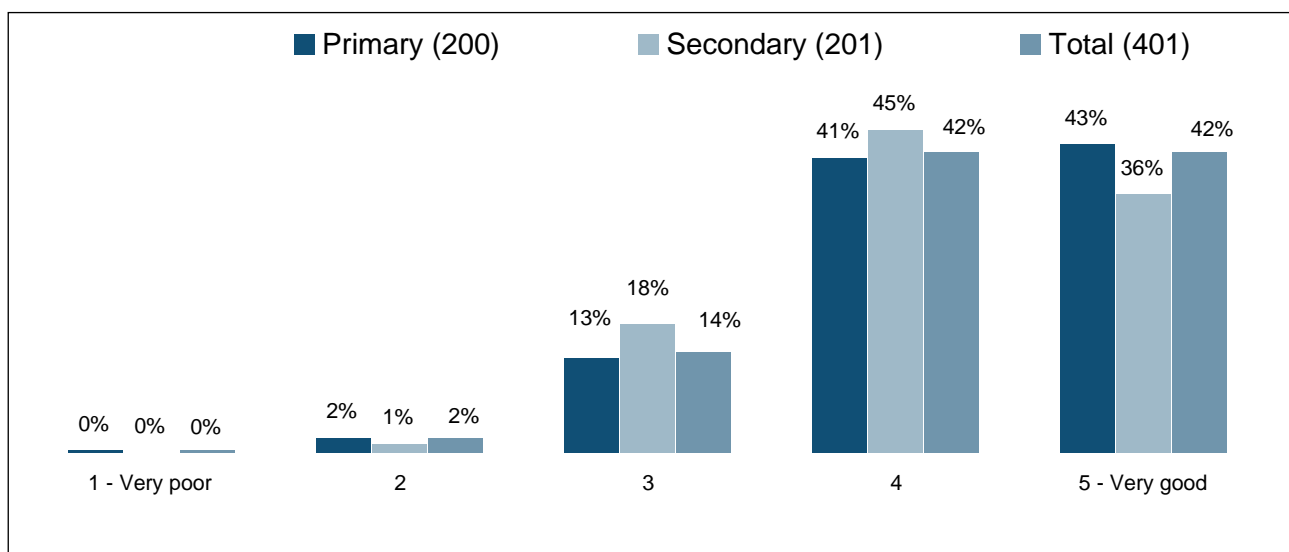
- 78 per cent said their school lunches rated 'good' or 'very good' in terms of taste
- 84 per cent said their school lunches rated 'good' or 'very good' in terms of healthiness
- 61 per cent said their school lunches rated 'good' or 'very good' in terms of affordability, compared with other options

Figure 22 How well school performs in relation to taste, by school type



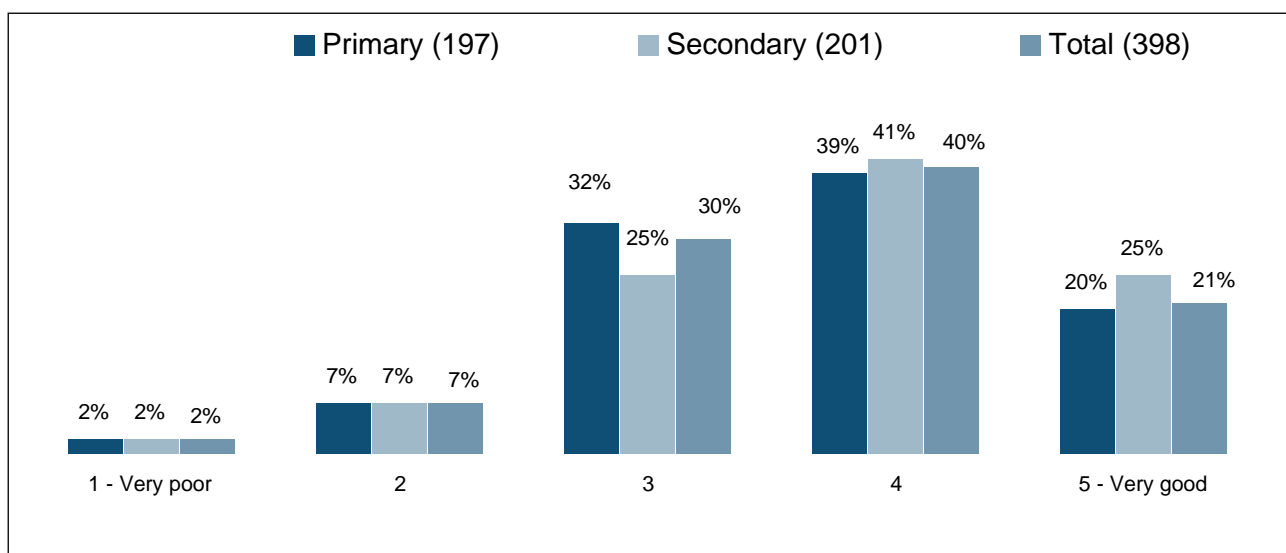
Source: All schools (N=399)

Figure 23 How well school performs in relation to healthiness, by school type



Source: All schools (N=401)

Figure 24 How well school performs in relation to affordability, by school type



Source: All schools (N=398)

Although there was no difference in how head teachers' and senior managers' rated their school lunches in terms of school type, amongst secondary schools, academies were more likely to report their schools were 'very good' in terms of healthiness (45 per cent), compared with non-academies (29 per cent, Figure 82 )

## 4.5 School lunch policies

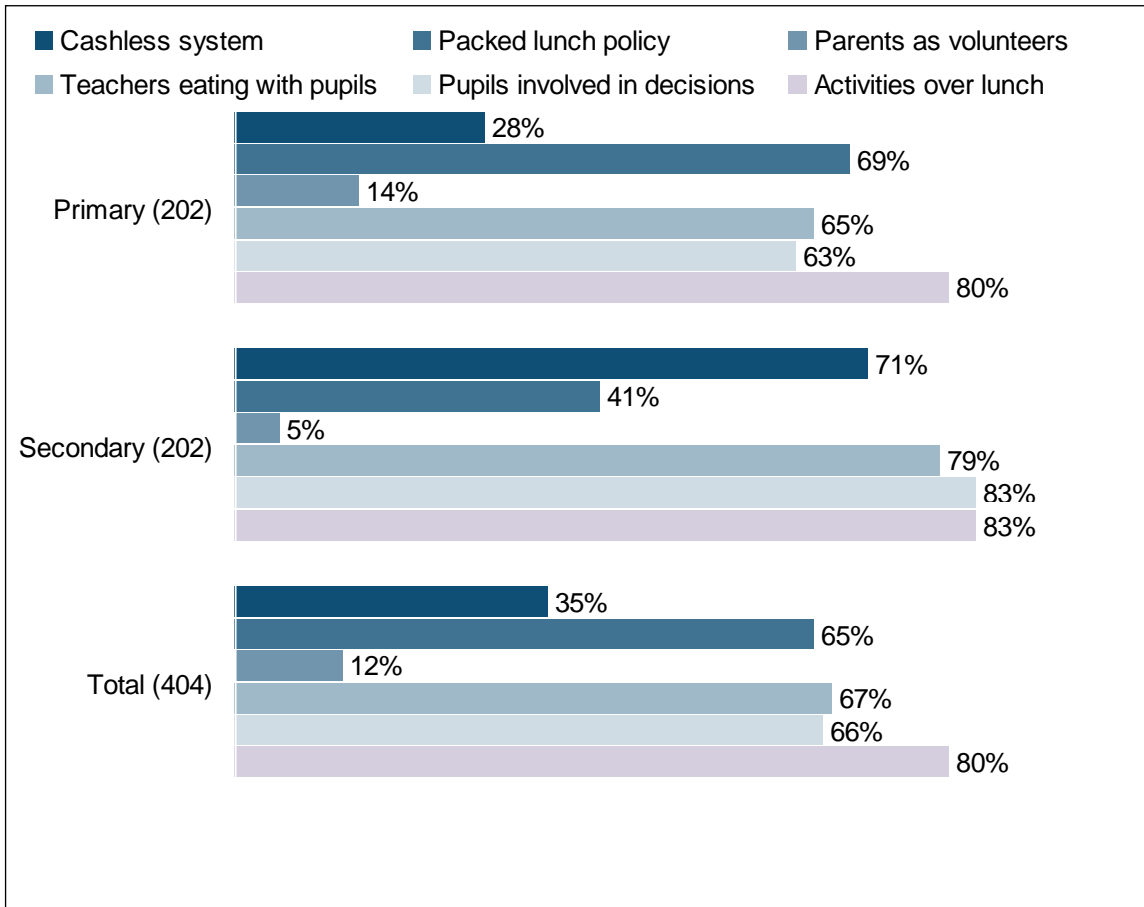
Schools had adopted a range of school lunch policies. The majority of primary schools had a packed lunch policy (69 per cent), teachers eating with pupils (65 per cent) and pupil involvement in decisions about school lunches (63 per cent, Figure 25). Only a minority of primary schools had a cashless payment system (28 per cent) or used parents/carers as volunteers at lunch time (14 per cent).

The majority of secondary schools also had policies of teachers eating with pupils (79 per cent) and involving pupils in decisions about lunches (83 per cent). Secondary schools were less likely than primary schools to have a packed lunch policy, with 41 per cent of secondary schools reporting this. However, secondary schools were much more likely than primary schools to have a cashless system for payment (71 per cent of secondary schools reported this). Parent/carer volunteers were used in only a small proportion of secondary schools (five per cent).

Most schools (80 per cent of primary and 83 per cent of secondary schools) ran activities over lunch time, which could be seen as competing with or distracting from school lunches. However, it is worth noting that very few head teachers and senior managers (six per cent in primary schools and eight per cent in secondary schools) thought that competition with other activities was a very important factor in whether pupils took a school lunch. In general policies did not vary according to academy status (Figure 86) or by school engagement (Figure 85), although teachers were more likely to eat with pupils

in schools where school food was a priority (78 per cent) than where it was not (55 per cent).

Figure 25 Policies in place, by school type



Source: All schools (N=404)

## 5 School lunch provision

This chapter reports how lunch was provided in schools, looking at whether lunch was cooked on site, the provision models in place and why these were chosen, and provision of food outside lunch time (for example, through breakfast clubs, vending machines and tuck shops).

### 5.1 Lunchtime provision

#### 5.1.1 Where school lunch is cooked

The vast majority of schools had their school lunch cooked on site (85 per cent). Secondary schools were more likely to have lunch cooked on the school premises than primary schools (96 per cent compared to 83 per cent respectively, Figure 26).

Figure 26 Where school lunch is cooked, by school type

	Primary	Secondary	Total
	%	%	%
Cooked on site	83	96	85
Cooked off site	16	2	14
Some prepared off site; some on site	1	2	1
<i>Unweighted base</i>	202	202	404

Source: All schools

There was no significant difference by secondary school academy status in whether lunch was cooked on site (Figure 87).

Among the 14 per cent of schools who reported that their school lunch was cooked off site, most (85 per cent) had food supplied cooked by another school (85 per cent) (Figure 88).

#### 5.1.2 Type of provision model used

The types of provision model used by schools (who have lunch cooked on site) varied considerably between primary and secondary schools (Figure 27). The majority of primary schools (64 per cent) had a contract between the school and the local authority, with other types of provision model used by between seven and 13 per cent of primary schools. In contrast, secondary schools were split fairly evenly between three main types of provision model: in-house catering (35 per cent), a contract between the school and a private catering company (32 per cent) and a contract between the school and the local authority (29 per cent).

Figure 27 Type of provision model used by schools who cook lunch on site, by school type

	Primary	Secondary	Total
	%	%	%
Contract between school and LA	64	29	58
Contract between a group of schools and LA	9	1	7
In house – organised and run within the school	7	35	12
Contract between school and private catering company	13	32	17
Contract between a group of schools and private catering company	7	3	6
<i>Unweighted base</i>	161	193	354

Source: All schools who cook lunch on site (N=354)

Secondary schools without academy status were more likely to have a contract between their school and the local authority than academy schools (42 per cent compared to 16 per cent). Academy secondary schools were more likely than non-academies to have in-house catering (47 per cent and 23 per cent respectively, Figure 28).

Figure 28 Type of provision model used by schools who cook lunch on site, by secondary school academy status

	Academy	Non-academy	Total
	%	%	%
Contract between school and local authority	16	42	29
Contract between a group of schools and local authority	1	1	1
In house – organised and run within the school	47	23	35
Contract between school and private catering company	35	29	32
Contract between a group of schools and private catering company	1	5	3
<i>Unweighted base</i>	96	97	193

Source: Secondary schools who cook lunch on site (N=193)

### 5.1.3 Choice of provision model

Among primary schools that had lunch cooked on the school premises, the most common reason for choosing that model of provision was that they inherited it (31 per cent, Figure 29). Other common reasons in primary schools were quality (19 per cent), 'because I had to' (18 per cent), financial sense (17 per cent) and logistical ease (17 per cent).

The reasons chosen by secondary schools for choosing the type of provision model were similar to primary schools, although secondary schools were as likely to cite financial sense (28 per cent) and quality (27 per cent) as inheriting the provision model (25 per

cent). There were some indications that secondary head teachers and senior managers had more autonomy than those in primary schools. Secondary school head teachers and senior managers were less likely than primary head teachers and senior managers to say they chose the provision model because they had to (nine per cent compared with 18 per cent). Twelve per cent of secondary head teachers and senior managers had chosen their provision model because they preferred to have control, compared to just three per cent of primary head teachers and senior managers.

**Figure 29 Why provision model was chosen by schools who have lunch cooked on site**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
Financially made more sense	17	28	19
Logistical ease	17	16	17
Quality	19	27	21
Because I have to	18	9	17
Healthier	2	1	2
Inherited the provision model	31	25	30
Because of local authority	7	2	7
Unhappy with provider	0	3	1
Don't have own kitchen	6	1	6
Prefer to have control	3	12	4
Other specific answer	2	2	2
<i>Unweighted base</i>	202	197	399

Source: Schools who have lunch cooked on site (N=399)

## 5.2 Food provision at other times

### 5.2.1 Breakfast clubs

The majority (62 per cent) of schools had a breakfast club on the school premises (Figure 30). Secondary schools were slightly more likely to have a breakfast club than primary schools (71 per cent compared with 60 per cent respectively).

**Figure 30 Breakfast club provision, by type of school**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
Yes	60	71	62
No	40	29	38
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

There was no significant difference in the likelihood of secondary schools having breakfast clubs by their academy status (Figure 89). However schools in urban areas were significantly more likely to report having a breakfast club (67 per cent) than schools in a rural area (37 per cent, Figure 90).

### **5.2.2 Vending machines and tuck shops**

The majority of schools did not have a vending machine, with just one in twenty reporting that they had a vending machine on site (five per cent, Figure 91). They were more common in secondary schools (23 per cent) than in primary schools (just one per cent had a vending machine). The proportion of secondary schools with a vending machine did not vary significantly by academy status (Figure 92).

Tuck shops, although not present in the majority of schools, were more common in primary schools (26 per cent) than in secondary schools (16 per cent, Figure 93). As with vending machines, the proportion of secondary schools with tuck shops was similar for academy and non-academy schools (Figure 94).



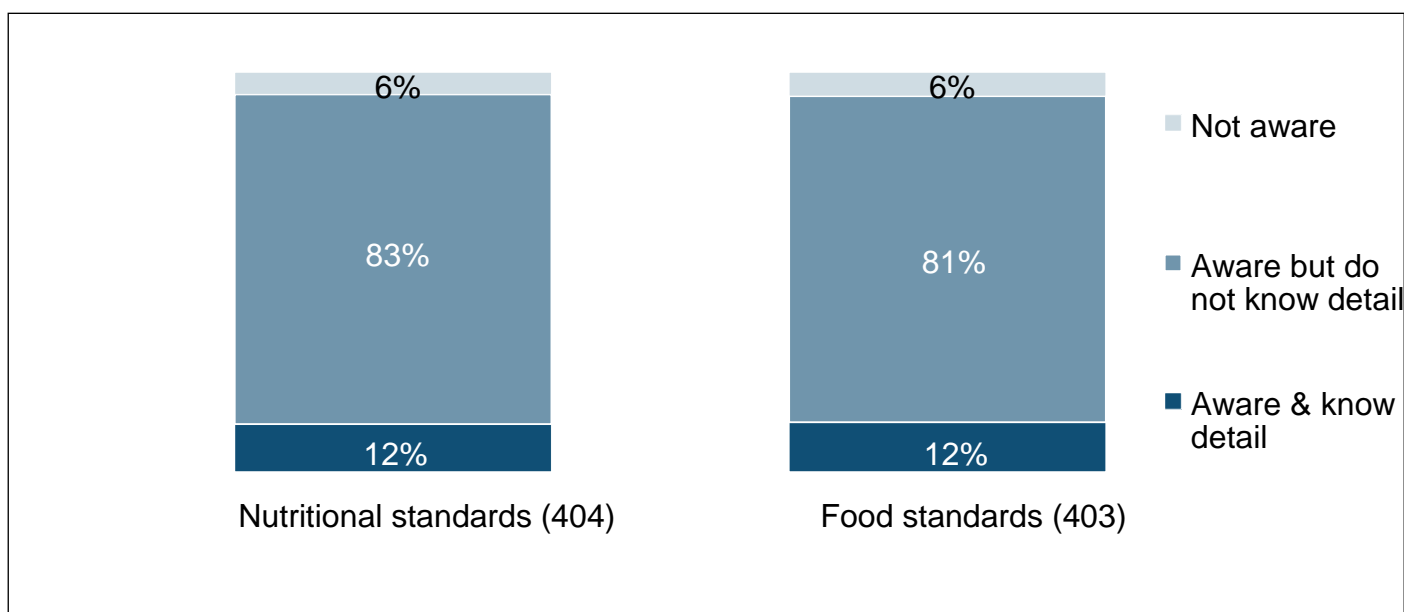
## 6 How to improve school lunches

This chapter reports head teacher and school senior managers' views on how to improve school lunches. It begins by looking at their knowledge and perceptions of the current food and nutrition standards. It then discusses head teachers' and senior managers' views on whether paying more for head chefs would improve school lunches and looks at who schools would involve in improving school lunches. Finally, it reports on the changes that schools would make to school lunches.

### 6.1 Knowledge and views of current standards for school food

Most head teachers and senior managers were aware of the current standards for school food but could not explain them in detail. Levels of awareness were almost identical for the nutritional and the food standards (Figure 31). Around four fifths of head teachers and senior managers were aware of each set of standards but did not know them in detail, while 12 per cent knew them in detail and six per cent were not aware of them at all. Levels of awareness were very similar between primary and secondary head teachers and senior managers and academy and non-academy schools (Figure 95, Figure 97, Figure 98 and Figure 100).

Figure 31 Knowledge of the nutritional and food standards

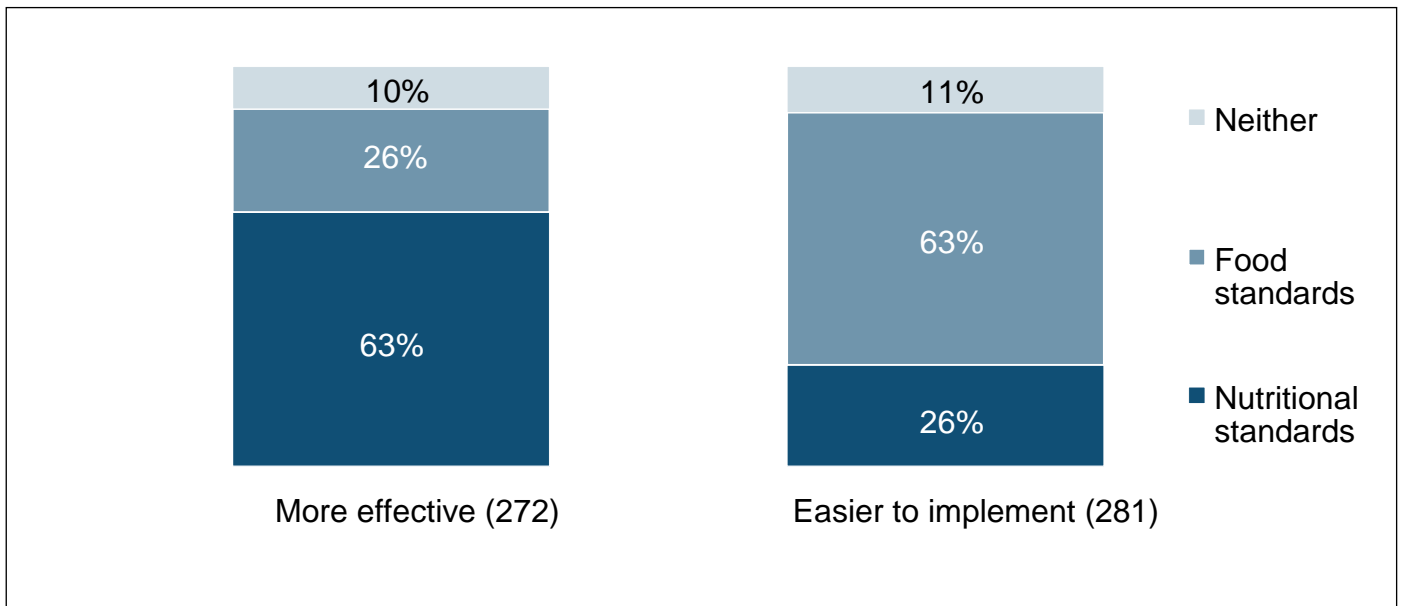


Source: All schools (N=404 for nutritional standards and N=403 for food standards)

The majority of head teachers and senior managers viewed the nutritional standards as being more effective but the food standards as being easier to implement, however it must be noted that as seen above the majority of head teachers and senior managers did not know the nutritional and food standards in detail. Sixty-three per cent of head teachers and senior managers said that the nutritional standards were more effective

than the food standards and the same proportion that the food standards were easier to implement (Figure 32). Around one in ten head teachers and senior managers thought that neither set of standards was more effective or easier to implement than the other. Perceptions of the nutritional and food standards did not vary between primary and secondary schools (Figure 101 and Figure 104). Academy secondary schools were more likely than non-academy schools to say that neither set of standards were more effective (22 per cent compared with seven per cent) but views did not otherwise vary by academy status (Figure 103 and Figure 106).

Figure 32 Views on nutritional and food standards



Source: All schools who are aware of both standards, regardless of whether they know them in detail (N=272 for effectiveness and N=281 for implementation)

## 6.2 Paying for a head chef and improving school lunches

The majority of schools did not agree that paying more for a head chef would improve the cost effectiveness of school lunches, with 27 per cent agreeing with this statement (Figure 107). Head teachers and senior managers were more likely to think that paying more for a head chef would improve the quality of school lunches but still fewer than half (41 per cent) agreed with this (Figure 33).

**Figure 33 'I think paying more for a head chef would be an effective way of improving the quality of food served', by school type**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
1 Strongly disagree	12	13	13
2	22	23	22
3	26	19	24
4	26	22	25
5 Strongly agree	14	23	16
<i>Unweighted base</i>	188	194	382

Source: All schools (N=382)

However, paying more for a head chef was something that most head teachers and senior managers would be prepared to consider, with only one in five (20 per cent) agreeing with the statement 'I wouldn't consider paying more for my head chef's salary – even if I thought this would improve the service' (Figure 108).

Views on the payment of head chefs were similar in primary and secondary schools. Academy secondary schools were more likely than non-academies to agree that paying more for a head chef would improve the cost-effectiveness of school lunches (40 per cent of academies compared with 27 per cent of non-academies, Figure 109). However, there were no differences between academies and non-academies in whether they thought that paying a head chef more would improve the quality of lunches or in whether they would consider paying more for their head chef (Figure 110, Figure 111).

### **6.3 Who to involve in improving school food quality**

Most schools said that they would involve pupils, parents/carers and school governors in improving the school food quality (Figure 34).

Primary schools were more likely than secondary schools to say that they would involve parents/carers (88 per cent compared with 74 per cent), probably because parents/carers have more influence over school lunch take-up in primary schools, and school governors (78 per cent compared with 66 per cent). Other stakeholders were mentioned by fewer than half of schools, the most common being 'other staff', mentioned by 21 per cent of primary schools and 30 per cent of secondary schools, and charities, mentioned by 27 per cent of both primary and secondary schools. There was no significant difference in who secondary school academies and secondary school non-academies wanted to involve in improving school food quality (Figure 112).

Figure 34 Who to involve in improving the quality of school food, by school type

	Primary	Secondary	Total
	%	%	%
Parents/carers	88	74	85
Governors	78	66	76
Charities	27	27	27
Pupils	87	89	88
Local authority	6	4	6
Caterers	14	9	13
Contractor or service provider	5	3	4
County Council	1	1	1
Other schools	2	0	1
Teachers	4	6	5
Kitchen staff	5	3	5
Other staff (non-specific)	21	30	23
School nursing services	0	1	+ <sup>8</sup>
External guidance (such as nutritionists)	4	5	4
Other	2	3	2
<i>Unweighted base</i>	198	202	400

Source: All schools (N=400)

## 6.4 One thing to change about school lunches

When asked what one thing they would change about school lunches, head teachers and senior managers mentioned a wide range of issues (Figure 35). The most common suggestions were to offer more choice (mentioned by 19 per cent of primary schools and 12 per cent of secondary schools) and to improve the quality of food (mentioned by 10 per cent of primary and eight per cent of secondary schools). Nine per cent of secondary school head teachers and senior managers said that they would change the location of the dining room.

Nine per cent of primary schools and 16 per cent of secondary schools said that they would not make any changes.

<sup>8</sup> + signifies a per cent less than 0.5

**Figure 35 One thing they would change about school food, by school type – most common suggestions**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
More choice in general	19	12	18
Better quality food	10	8	9
Make all school meals free	7	4	7
More freedom	5	3	5
Control over portion size	6	1	5
Make changes to cutlery/utensils	4	3	4
Involve children	5	2	4
Change location of dining room	1	9	3
Make sure children have a hot lunch	4	1	3
Grow more food	2	1	2
Use local food	2	2	2
More cultural and religious choice	2	1	2
Have own kitchen	2	0	2
Cook food on site	3	1	2
No change	9	16	10
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)

## 7 Conclusions

The responses given by head teachers and school senior managers in the survey indicated that the majority were engaged with food as an issue. Most believed there was a positive relationship between good food and attainment and behaviour in school, suggesting that food is seen as an issue worth engaging with. For the majority of schools, good food was something that head teachers and senior managers were already engaged in trying to achieve.

It was noticeable that head teachers and senior managers were at different stages in the extent to which they felt they were already working towards good food and the extent to which they saw food as a priority. Levels of engagement with school food were related to whether schools felt they needed more help and guidance. These findings caution against a 'one size fits all' approach to engaging with schools about food and reinforce the need to recognize that some schools are further ahead than others.

Schools were supportive of food in the curriculum – most felt that practical cookery should be in the National Curriculum and the majority of schools felt that they were already embedding learning about food across the curriculum. This indicates that the case for including food in the curriculum has already been accepted by schools and that the focus should be on ensuring that this is being done in the most effective way.

Growing food appears to be one area where more schools, particularly secondary schools, could be encouraged to engage.

In the majority of schools, head teachers' and senior managers' engagement with food as an issue was translated into activity to drive take-up of school lunches and this appeared to be reaping results with an upward trend in take-up identified. Most head teachers and senior managers felt that their school lunches were performing well on two of the criteria most likely to be identified as important factors in take-up – taste and healthiness – although ratings of affordability were not as high.

Some initiatives to support school lunch take-up, such as pupils' involvement in decisions about food, were already in place in most schools, but others were less common, for example, using parents/carers as volunteers. This evidence suggests that schools are willing to adopt policies that encourage take-up and publicising 'best practice' may encourage more schools to introduce initiatives that have been shown to work.

There wasn't a consensus over the best way to improve school lunches and this is likely to reflect the variation in the levels of activity that head teachers and senior managers have already undertaken. In developing future guidance on improving school lunches, it is worth considering the finding that food-based standards were seen as easier to implement but nutrition-based standards were seen as more effective.

## Appendix A Technical Appendix

This appendix provides more details on the methodology for the survey, including details on the sampling and weighting strategies used.

### Overview of methodology

The survey was carried out by telephone, using Computer Assisted Telephone Interviewing (CATI). The sample for the survey comprised primary and secondary schools in England. Interviews were conducted with head teachers, or, in secondary schools, with another member of the senior management team if the school preferred. Interviews were carried out by NatCen Social Research's team of trained telephone interviewers.

Letters were sent to head teachers in advance of telephone calls, to let them know that their school had been selected for the study. A reminder was sent by email during fieldwork to schools we had been unable to contact.

### Sampling

The sample for the school food survey covers schools in England only.

The sample was drawn from the Department for Education database of schools - EduBase<sup>9</sup>. At each sampled school a named head teacher was identified. The sample was designed to be representative of primary and secondary schools. Secondary school Academies were over sampled to enable comparisons using this group. A sample of 1,600 schools was drawn.

### Drawing the sample

Schools that are no longer open were excluded from the sample frame (13,624). A further 5,363 establishments not providing Primary or Secondary phase education were excluded e.g. 16 plus or nurseries. Welsh schools were not included in the sample frame. After the above exclusions 18 schools remained with the following schools types: Special school, Studio school, service children's educational establishment and University Technology College. These were also dropped. Finally any establishments due to close or open within the fieldwork period were excluded from the sample frame (231)<sup>10</sup>. Despite

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<sup>9</sup> EduBase is a register of all educational establishments in England and Wales, maintained by the Department for Education. It allows both the general public and government officials to access up to date information.

<sup>10</sup> Many schools are currently transitioning to Academy status, a new record is created on EduBase as a new URN is assigned when Academy status is confirmed. Therefore, a larger volume of schools than expected are due to open or close currently.

these exclusions this sample frame (19,906 schools) gives the most complete coverage of the maintained Primary and Secondary school population<sup>11</sup>.

The sample was drawn in two stages: at the first stage a binary indicator of whether or not the school was an Academy was created using the EduBase 'Type of Establishment Name' variable. A second binary indicator was created indicating whether the school was a Primary or Secondary school. This enables representation of Primary and Secondary schools, and over sampling of Secondary school Academies.

There are large differences in population size of each of the strata groups; primary academies in particular are a very small proportion of all primary schools (2%), this makes the resulting selection probabilities very unequal. Large differences in selection probabilities mean more variable weights are needed to make the overall sample representative, which reduce sample efficiency and impacts on the effective sample size<sup>12</sup> of the overall sample. Therefore, Primary Academies were not over sampled.

The sample file for Primary schools, Secondary Academies and Secondary non-Academies was sorted prior to sample selection. The stratifiers used were Government Office Region (GOR) and the proportion of pupils receiving Free School Meals (FSM) within each school<sup>13</sup>. This information was correct at the date of extraction of EduBase records which was 09/01/2013.

The first stratifier was region; the Primary, Secondary Academies and Secondary non-Academies were first sorted into nine regions. Within each of the nine regions, the schools were then listed in increasing proportion of FSM. Once the sampling frame had been stratified, 800 Primary, 400 Secondary Academy and 400 Secondary non-Academy schools were selected, making a total sample size of 1,600. An estimated response rate of 25% was expected which is an achieved sample of 400 schools.

## Response Rates

The fieldwork for this project ran between Thursday 24<sup>th</sup> January and Friday 22<sup>nd</sup> March 2013. The fieldwork period for this project was extended due to additional cases being added at the beginning of March.

A total sample of 1,800 schools was released to 16 telephone interviewers:

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<sup>11</sup> Middle deemed Primary and Secondary schools were included in the sample frame.

<sup>12</sup> The effective sample size measures the size of an (unweighted) simple random sample required to achieve the same level of precision as the design being implemented. If the effective sample size is close to the actual sample size then we have an efficient design. The effective sample size is estimated as the sum of the weights squared divided by the sum of the squared weights;  $neff = (\sum n_i w_i)^2 / \sum (n_i w_i^2)$ .

<sup>13</sup> DfE provided a file with 2012 School Census data that included % FSM by school. However, 8.5% of schools had missing data for this variable. In fact 75% of the schools with missing data were Academies, so the EduBase variable was used instead as it was more complete (1.6% missing).



- The original sample of 1,600 schools was released on the 24<sup>th</sup> January, consisting of 800 primary and 800 secondary schools.
- An additional sample of 200 secondary schools was released on the 8<sup>th</sup> March.

The response rates for this project were:

- Overall response rate – 23 per cent of all issued schools and 31 per cent of all in-scope schools.
- Primary school response rate –26 per cent of all issued schools and 39 per cent of all in-scope schools.
- Secondary school response rate – 20 per cent of all issued schools and 26 per cent of all in-scope schools

898 schools refused to participate in the study, which covers both cases where the interviewer was refused access to the head teacher (495 cases) and cases where the head teacher, or the school on behalf of the head teacher, refused to be interviewed (403 cases).

**Figure 36 Response rates for all schools**

		<b>Covered</b>	<b>In-scope</b>
	<b>N</b>	<b>%</b>	<b>%</b>
<b>Cases issued</b>	<b>1800</b>	<b>100</b>	
Other unproductive	1	0	
Disconnected Numbers	0	0	
No direct contact with school after 15 calls	493	27	
<b>In-scope (eligible)</b>	<b>1306</b>	<b>73</b>	<b>100</b>
Refusals	898	50	69
Fully productive	404	22	31
Partially productive	4	0	0
<b>Total Productive</b>	<b>408</b>	<b>23</b>	<b>31</b>

Figure 37 Response rates for all primary schools

		<b>Covered</b>	<b>In-scope</b>
	<b>N</b>	<b>%</b>	<b>%</b>
<b>Cases issued</b>	<b>800</b>	<b>100</b>	
Other unproductive	1	0	
Disconnected Numbers	0	0	
No direct contact with school after 15 calls	493	27	
<b>In-scope (eligible)</b>	<b>276</b>	<b>35</b>	<b>100</b>
Refusals	318	40	61
Fully productive	202	25	39
Partially productive	3	0	1
<b>Total Productive</b>	<b>205</b>	<b>26</b>	<b>39</b>

Figure 38 Response rates for secondary schools

		<b>Covered</b>	<b>In-scope</b>
	<b>N</b>	<b>%</b>	<b>%</b>
<b>Cases issued</b>	<b>1000</b>	<b>100</b>	
Other unproductive	0	0	
Disconnected Numbers	0	0	
No direct contact with school after 15 calls	217	22	
<b>In-scope (eligible)</b>	<b>783</b>	<b>78</b>	<b>100</b>
Refusals	580	58	74
Fully productive	202	20	26
Partially productive	1	0	0
<b>Total Productive</b>	<b>203</b>	<b>20</b>	<b>26</b>

## Weighting

The School Food Survey required the production of a set of weights to adjust for differences in sample selection and response. The weights were calculated in two separate stages; first, a weight for differences in the selection probabilities between school level and academy status. Secondly, non-response weights were generated using logistic regression modelling to account for differential rates of response between schools with a variety of characteristics.

The first stage of weighting was to generate selection weights. This was to take into account unequal selection probabilities across the sampling strata. In this case there were three strata; Primaries, Secondary non-Academies and Secondary Academies. In total, 800 Primary schools were selected, along with 500 each of Secondary Academies and non-Academies. As Figure 39 indicates, both categories of Secondary schools were oversampled with regard to the total make-up of schools.

Figure 39 Sample profile of selected schools

Type	All available schools		Selected schools (unweighted)		Selected schools (with selection weight)	
	Count	%	Count	%	Count	%
1 Primary	16698	83.9	800	44.4	1510	83.9
2 Secondary Academy	1550	7.8	500	27.8	140	7.8
3 Secondary - not academy	1658	8.3	500	27.8	150	8.3
Total	19906	100.0	1800	100.0	1800	100.0

The selection weights were calculated as the inverse of the probability of selection for each school type; 1.89 for Primaries, .28 for Secondary Academies and .3 for Secondary non-Academies. The table also shows the effect of the selection weights on the profile of the sample. It has adjusted the proportion of each type to match the profile of all schools in the sample frame.

The second stage of weighting was to account for non-response in the achieved sample. A non-response analysis was conducted to identify characteristics significantly related to whether schools responded or not. Percentage of pupils receiving free school meals, Academy status, Government Office Region, urban/rural location of school, Primary/Secondary status and number of pupils were checked for associations with response. Urban/rural location and number of pupils were found to be significantly related to whether a school responded, using a logistic regression model. This model was then used to generate a set of non-response weights. Schools with a lower predicted probability of responding get a larger weight, thus increasing their representation in the sample.

The effects of the selection weights and non-response weights in adjusting the final achieved sample to represent the population can be seen in Figure 40.

The number of responding schools was 408. However, due in the main to the oversampling of secondary schools, the survey has a design effect (DEFF) of 1.54, meaning an effective sample size (NEFF) of 265.

Figure 40 Sample profile of responding schools

Type	Responding sample (unweighted)		Responding sample (weighted by selection weight)		Responding sample (weighted by final weight)	
	Count	%	Count	%	Count	%
1 Primary	205	50.2	387	86.8	340	83.2
2 Secondary Academy	102	25.0	29	6.4	33	8.2
3 Secondary - not academy	101	24.8	30	6.8	35	8.6
Total	408	100.0	446	100	408	100

## Appendix B Additional tables

Figure 41 'I believe children eating healthy, nutritious food improves attainment', by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	2	1	1
Two	0	2	1
Three	6	11	9
Four	34	34	34
Five – strongly agree	58	53	55
<i>Unweighted base</i>	100	99	199

Source: Secondary schools (N=199)

Figure 42 'Food is irrelevant – I believe good lessons are the only way to deliver a good education', by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	65	65	65
Two	22	19	20
Three	7	11	9
Four	2	3	2
Five – strongly agree	3	2	2
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 43 'Food is on my radar but not a priority at the moment – I have more important things to deal with at the moment', by school type

	Primary	Secondary	Total
	%	%	%
One – strongly disagree	14	25	16
Two	17	23	18
Three	27	26	27
Four	21	18	21
Five – strongly agree	20	8	18
<i>Unweighted base</i>	199	199	398

Source: All schools (N=398)

Figure 44 'Food is on my radar but not a priority at the moment – I have more important things to deal with at the moment', by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	34	16	25
Two	23	23	23
Three	26	27	26
Four	9	27	18
Five – strongly agree	8	8	8
<i>Unweighted base</i>	<i>100</i>	<i>99</i>	<i>199</i>

Source: Secondary schools (N=199)

Figure 45 'I am totally on board with the principle of good food, and have already worked hard to achieve it', by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	1	0	1
Two	1	2	1
Three	8	15	12
Four	32	36	34
Five – strongly agree	57	47	52
<i>Unweighted base</i>	<i>100</i>	<i>100</i>	<i>200</i>

Source: Secondary schools (N=200)

Figure 46 How actively take-up of school food is driven, by free school meal eligibility

	Low free school meals	Medium free school meals	High free school meals	Total
	%	%	%	%
One – not at all actively	4	6	5	5
Two	4	6	7	6
Three	34	34	29	32
Four	41	37	31	36
Five – very actively	17	17	28	20
<i>Unweighted base</i>	<i>131</i>	<i>156</i>	<i>110</i>	<i>404</i>

Source: All schools (N=404)

Figure 47 How actively take-up of school food is driven, by urban or rural

	Urban	Rural	Total
	%	%	%
One – not at all actively	5	7	5
Two	7	1	6
Three	31	39	32
Four	37	33	36
Five – very actively	20	20	20
<i>Unweighted base</i>	330	74	404

Source: All schools (N=404)

Figure 48 How actively take-up of school food is driven, by academy status

	Academy	Non-academy	Total
	%	%	%
One – not at all actively	4	3	4
Two	7	10	8
Three	26	31	29
Four	37	39	38
Five – very actively	25	18	21
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 49 How actively take-up of school food is driven, by take-up of school lunch

	Low take-up (0 to 33%)	Mid take-up (34 to 66%)	High take-up (67 to 100%)	Total
	%	%	%	%
One – not at all actively	6	5	6	5
Two	2	8	2	6
Three	37	35	15	32
Four	43	36	31	36
Five – very actively	12	16	46	20
<i>Unweighted base</i>	71	222	77	404

Source: All schools (N=404)

Figure 50 Reason why is not active/neutral in driving take-up of school food, by school type

	Primary	Secondary	Total
	%	%	%
Like children to have a school meal	3	0	3
Eating a good meal is important	6	2	5
Eating food on site is important	0	0	0
Eating a hot meal is important	6	3	6
Eating a meal in the middle of the day is important	4	0	3
Positive response from parents/carers or pupils	2	2	2
School food is better for children's learning	0	1	+ <sup>14</sup>
School food is healthier	13	3	11
Children don't have a good meal at home	0	0	0
Like to monitor what children are eating	1	1	1
Choice of school food	8	1	7
Provides value for money	0	0	0
Deprived area	1	2	1
Affordability	7	3	6
Free school meals	9	11	9
Part of a scheme or initiative	2	8	3
Financial reasons (for the school)	1	3	1
Have a good caterer or provider	2	10	3
Parent's/carer's or children make the decision	12	2	11
No need to drive uptake	11	11	11
Packed lunch is healthier	1	1	1
Packed lunch is better value	1	0	1
Children bring packed lunch	2	9	3
School food is not a priority	10	19	12
Meal standards have gone down	4	0	4
Other	16	11	15
<i>Unweighted base</i>	89	84	173

Source: Schools who have not driven take-up/neutral (N=173)

<sup>14</sup> + signifies a per cent less than 0.5



Figure 51 Reason why is active in driving take-up of school food, by school type

	Primary	Secondary	Total
	%	%	%
Like children to have a school meal	11	9	11
Eating a good meal is important	6	14	7
Eating food on site is important	2	3	2
Eating a hot meal is important	12	11	12
Eating a meal in the middle of the day is important	7	4	6
Positive response from parents/carers or pupils	0	4	1
School food is better for children's learning	2	4	2
School food is healthier	26	22	25
Children don't have a good meal at home	11	4	9
Like to monitor what children are eating	5	0	4
Choice of school food	8	2	7
Provides value for money	3	1	3
Deprived area	6	5	5
Affordability	4	3	4
Free school meals	7	4	6
Part of a scheme or initiative	1	3	2
Financial reasons (for the school)	3	6	4
Have a good caterer or provider	9	12	9
Parent's/carer's or children make the decision	3	0	2
No need to drive uptake	1	2	1
Packed lunch is healthier	0	0	0
Packed lunch is better value	0	0	0
Children bring packed lunch	2	0	2
School food is not a priority	0	1	+ <sup>15</sup>
Meal standards have gone down	1	0	+
Other	3	11	5
<i>Unweighted base</i>	113	118	231

Source: Schools who have driven take-up (N=231)

<sup>15</sup> + signifies a per cent less than 0.5

Figure 52 'I am totally on board with the principle of good food, but would really appreciate some guidance/help as I have a lot to juggle as a head', by school type

	Primary	Secondary	Total
	%	%	%
One – strongly disagree	16	15	16
Two	16	25	18
Three	27	29	27
Four	21	17	20
Five – strongly agree	20	14	19
<i>Unweighted base</i>	200	201	401

Source: All schools (N=401)

Figure 53 'I am totally on board with the principle of good food, but would really appreciate some guidance/help as I have a lot to juggle as a head', by whether school has worked towards good food

	Not on board/ worked hard or neutral	On board/ worked hard	Total
	%	%	%
One – strongly disagree	8	18	16
Two	15	18	18
Three	19	30	27
Four	32	17	20
Five – strongly agree	26	17	19
<i>Unweighted base</i>	72	326	401

Source: All schools (N=401)

Figure 54 'I am totally on board with the principle of good food, but would really appreciate some guidance/help as I have a lot to juggle as a head', by academy status

	Academy	Non-academy	Total
	%	%	%
One – strongly disagree	19	11	15
Two	23	26	25
Three	27	32	29
Four	20	13	17
Five – strongly agree	11	18	14
<i>Unweighted base</i>	101	100	201

Source: Secondary schools (N=201)

Figure 55 Should practical cookery be part of the National Curriculum, by academy status

	Academy	Non-academy	Total
	%	%	%
Yes	94	97	95
No	6	3	5
<i>Unweighted base</i>	100	99	199

Source: Secondary schools (N=199)

Figure 56 Should practical cookery be part of the National Curriculum, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Yes	90	89	93	91
No	10	11	7	9
<i>Unweighted base</i>	131	107	156	400

Source: All schools (N=400)

Figure 57 Whether practical cookery should be part of the National Curriculum, by free school meal eligibility

	Low free school meals	Medium free school meals	High free school meals	Total
	%	%	%	%
Yes	89	93	89	91
No	11	7	11	9
<i>Unweighted base</i>	130	154	109	400

Source: All schools (N=400)

Figure 58 Extent to which learning about food is embedded into lessons throughout the curriculum, by school type

	Primary	Secondary	Total
	%	%	%
A lot	30	40	32
A fair amount	52	47	51
A little	18	14	17
<i>Unweighted base</i>	202	199	401

Source: All schools (N=401)

**Figure 59 Extent to which learning about food is embedded into lessons throughout the curriculum, by academy status**

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
A lot	42	38	40
A fair amount	49	44	47
A little	10	17	14
<i>Unweighted base</i>	99	100	199

Source: Secondary schools (N=199)

**Figure 60 Extent to which learning about food is embedded into lessons throughout the curriculum, by engagement with school food (whether food is a priority)**

	<b>Food not a priority</b>	<b>Neutral</b>	<b>Food a priority</b>	<b>Total</b>
	%	%	%	%
A lot	31	34	30	32
A fair amount	52	49	52	51
A little	17	17	17	17
<i>Unweighted base</i>	131	108	156	401

Source: All schools (N=401)

**Figure 61 Schools who grow food on the premises, by academy status**

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
Yes	40	27	34
No	60	73	66
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

**Figure 62 Schools who grow food on the premises, by engagement with school food (whether food is a priority)**

	<b>Food not a priority</b>	<b>Neutral</b>	<b>Food a priority</b>	<b>Total</b>
	%	%	%	%
Yes	65	65	58	62
No	35	35	42	38
<i>Unweighted base</i>	132	110	156	404

Source: All schools (N=404)

Figure 63 Schools who grow food on the premises, by free school meal eligibility

	Low free school meals	Medium free school meals	High free school meals	Total
	%	%	%	%
Yes	65	62	59	62
No	35	38	41	38
<i>Unweighted base</i>	131	156	110	404

Source: All schools (N=404)

Figure 64 Schools who grow food on the premises, by urban or rural

	Urban	Rural	Total
	%	%	%
Yes	60	78	62
No	40	22	38
<i>Unweighted base</i>	330	74	404

Source: All schools (N=404)

Figure 65 Average cost of hot school lunch, by academy status

	Academy	Non-academy	Total
	£	£	£
Mean	2.1	2.1	2.1
Median	2.1	2.1	2.1
Minimum	1.20	1.10	-
Maximum	2.80	2.75	-
<i>Unweighted base</i>	99	98	197

Source: Secondary schools (N=197)

Figure 66 Length of school lunch time, by school type

	Primary	Secondary	Total
	%	%	%
Under 30 minutes	4	3	4
30 - 45 minutes	11	52	18
46 minutes - 1 hour	69	44	65
Over an hour	16	1	13
<i>Unweighted base</i>	200	202	402

Source: All schools (N=402)

Figure 67 Length of school lunch time, by urban or rural

	Urban	Rural	Total
	%	%	%
Under 30 minutes	5	1	4
30 - 45 minutes	19	14	18
46 minutes - 1 hour	63	72	65
Over an hour	13	13	13
<i>Unweighted base</i>	328	74	402

Source: All schools (N=402)

Figure 68 Length of school lunch time, by academy status

	Academy	Non-academy	Total
	%	%	%
Under 30 minutes	5	0	3
30 - 45 minutes	55	50	52
46 minutes - 1 hour	39	49	44
Over an hour	1	1	1
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 69 Whether has a stay on-site policy, by school type

	Primary	Secondary	Total
	%	%	%
Yes – has a stay on-site policy	80	92	82
No – does not have a stay on-site policy	20	8	18
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

Figure 70 Whether take-up of school lunch has increased or decreased, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	
Increased	60	57	70	63
Decreased	13	7	9	10
Stayed the same	27	36	21	27
<i>Unweighted base</i>	125	105	150	386

Source: All schools (N=386)

Figure 71 Whether take-up of school lunch has increased or decreased, by academy status

	Academy	Non-academy	Total
	%	%	%
Increased	70	70	70
Decreased	10	10	10
Stayed the same	20	20	20
<i>Unweighted base</i>	97	98	195

Source: Secondary schools (N=195)

Figure 72 Whether take-up of school lunch has increased or decreased, by urban/rural

	Urban	Rural	Total
	%	%	%
Increased	64	56	63
Decreased	10	7	10
Stayed the same	25	37	27
<i>Unweighted base</i>	315	71	386

Source: All schools (N=386)

Figure 73 Whether take-up of school lunch has increased or decreased, by region

	North	Midlands	South	Total
	%	%	%	%
Increased	65	59	63	63
Decreased	12	13	7	10
Stayed the same	23	28	30	27
<i>Unweighted base</i>	118	61	207	386

Source: All schools (N=386)

Figure 74 Whether take-up of school lunch has increased or decreased, by free school meal take-up

	High	Medium	Low	Total
	%	%	%	%
Increased	64	63	64	63
Decreased	8	9	12	10
Stayed the same	28	28	24	27
<i>Unweighted base</i>	127	150	104	386

Source: All schools (N=386)

**Figure 75 Factors which are very important in increasing the take-up of school lunch, by academy status**

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
Taste	50	46	48
Healthiness	30	28	29
Affordability of school dinners	41	39	40
Queue length	27	29	28
Choice	35	46	41
What friends do	25	33	29
Coolness	10	12	11
Attractiveness of dining room	19	14	17
Enough time to eat	24	21	23
Competition with other activities	11	6	8
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

**Figure 76 Factors which are not at all important in increasing the take-up of school lunch, by school type**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
Taste	0	0	0
Healthiness	5	7	5
Affordability of school dinners	2	5	2
Queue length	33	2	28
Choice	0	1	0
What friends do	8	1	7
Coolness	29	11	26
Attractiveness of dining room	10	3	9
Enough time to eat	11	4	9
Competition with other activities	47	18	42
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)



**Figure 77 Factors which are not at all important in increasing the take-up of school lunch, by academy status**

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
Taste	0	2	1
Healthiness	4	9	7
Affordability of school dinners	5	5	5
Queue length	2	3	2
Choice	1	0	1
What friends do	1	1	1
Coolness	10	12	11
Attractiveness of dining room	2	4	3
Enough time to eat	2	6	4
Competition with other activities	21	16	18
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

**Figure 78 Whether any other factor is important in whether a pupil eats a school lunch, by school type**

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
Yes	55	52	54
No	45	48	46
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)

Figure 79 Other factors which are important in whether a pupil has a school lunch, by school type

	Primary	Secondary	Total
	%	%	%
Taste	2	3	2
Healthiness	2	4	2
Affordability of school dinners	7	11	8
Queue length	0	2	+
Choice	10	9	10
What friends do	1	0	1
Coolness	2	0	1
Attractiveness of dining room	5	7	5
Enough time to eat	0	7	1
Competition with other activities	0	1	+
Promotion of school food and friendliness of staff	5	2	5
Pupil involvement	6	5	6
Fussiness of children	5	1	5
Quality of food	10	5	9
Dietary requirements	3	4	3
Parental/carer choice	20	9	18
Availability and importance of hot food	7	5	7
Sociability	4	6	4
Free school meals	5	3	4
Whether food is locally produced	3	2	3
Staff eating with children	1	0	1
Importance of 'wrap around' care	1	0	+
Issues regarding food or nutrition standards	2	3	2
Concentration	2	5	2
Whether any shops near the school	1	8	2
Online payment system or cashless system	0	3	+ <sup>16</sup>
Other	16	21	17
<i>Unweighted base</i>	109	104	213

Source: All schools (N=213)

<sup>16</sup> + signifies a per cent less than 0.5

Figure 80 How well school performs in relation to taste, by academy status

	Academy	Non-academy	Total
	%	%	%
1 – very poor	0	1	1
2	2	1	2
3	17	24	21
4	50	53	51
5 – very good	31	21	26
<i>Unweighted base</i>	99	100	199

Source: Secondary schools (N=199)

Figure 81 How well school performs in relation to taste, healthiness and affordability, by school type

	Primary	Secondary	Total
	%	%	%
<b>Taste</b>			
1 – very poor	+ <sup>17</sup>	1	+
2	5	2	4
3	17	21	18
4	47	51	48
5 – very good	31	26	30
<b>Healthiness</b>			
1 – very poor	+	0	+
2	2	1	2
3	13	18	14
4	41	45	42
5 – very good	43	36	42
<b>Affordability</b>			
1 – very poor	2	2	2
2	7	7	7
3	32	25	30
4	39	41	40
5 – very good	20	25	21
<i>Unweighted base (taste)</i>	200	199	399
<i>Unweighted base (healthiness)</i>	200	201	401
<i>Unweighted base (affordability)</i>	197	201	398

Source: All schools (N= 398-401)

<sup>17</sup> + signifies a per cent less than 0.5

Figure 82 How well school performs in relation to healthiness, by academy status

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
1 – very poor	0	0	0
2	1	0	1
3	12	23	18
4	42	48	45
5 – very good	45	29	36
<i>Unweighted base</i>	<i>100</i>	<i>101</i>	<i>201</i>

Source: Secondary schools (N=201)

Figure 83 How well school performs in relation to affordability, by academy status

	<b>Academy</b>	<b>Non-academy</b>	<b>Total</b>
	%	%	%
1 – very poor	2	2	2
2	2	11	7
3	21	28	25
4	45	38	41
5 – very good	30	20	25
<i>Unweighted base</i>	<i>100</i>	<i>101</i>	<i>201</i>

Source: Secondary schools (N=201)

Figure 84 School lunch policies, by school type

	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	%	%	%
Cashless system	28	71	35
Packed lunch policy	69	41	65
Parents/carers as lunch volunteers	14	5	12
Teachers eating with pupils	65	79	67
Pupils involved in decisions	63	83	66
Sports and other activities over lunch time	80	83	80
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)

Figure 85 School lunch policies, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Cashless system	31	35	41	35
Packed lunch policy	62	60	70	65
Parents/carers as lunch volunteers	18	5	12	12
Teachers eating with pupils	55	69	78	67
Pupils involved in decisions	66	62	71	66
Sports and other activities over lunch time	79	77	84	80
<i>Unweighted base</i>	132	110	156	404

Source: All schools (N=404)

Figure 86 School lunch policies, by academy status

	Academy	Non-academy	Total
	%	%	%
Cashless system	71	71	71
Packed lunch policy	40	42	41
Parents/carers as lunch volunteers	3	6	5
Teachers eating with pupils	83	76	79
Pupils involved in decisions	82	84	83
Sports and other activities over lunch time	79	88	83
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 87 Where school lunch is cooked, by secondary school academy status

	Academy	Non-academy	Total
	%	%	%
Cooked on site	95	98	96
Cooked off site	3	1	2
Some prepared off site; some on site	2	2	2
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 88 Who provides school lunch, if cooked off site

	Total
	%
Supplied cooked from another school	85
Supplied cooked from the caterer	33
<i>Unweighted base</i>	41

Source: Schools who have lunch cooked off site (N=41).

Figure 89 Breakfast club provision, by secondary school academy status

	Academy	Non-academy	Total
	%	%	%
Yes	74	69	71
No	26	31	29
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 90 Breakfast club provision, by urban or rural

	Urban	Rural	Total
	%	%	%
Yes	67	37	62
No	33	63	38
<i>Unweighted base</i>	330	74	404

Source: All schools (N=404)

Figure 91 Vending machines on site, by type of school

	Primary	Secondary	Total
	%	%	%
Yes	1	23	5
No	99	77	95
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

Figure 92 Vending machines on site, by secondary school academy status

	Academy	Non-academy	Total
	%	%	%
Yes	27	20	23
No	73	80	77
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 93 Tuck shop on site, by type of school

	Primary	Secondary	Total
	%	%	%
Yes	26	16	24
No	74	84	76
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

Figure 94 Tuck shop on site, by secondary school academy status

	Academy	Non-academy	Total
	%	%	%
Yes	15	16	16
No	85	84	84
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

Figure 95 Awareness of nutritional standards, by school type

	Primary	Secondary	Total
	%	%	%
Yes, fully aware and could explain them to me now	11	13	12
Yes, aware - but could not explain the detail of them to me	83	82	83
No, not aware	6	5	6
<i>Unweighted base</i>	<i>202</i>	<i>202</i>	<i>404</i>

Source: All schools (N=404)

Figure 96 Awareness of nutritional standards, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Yes, fully aware and could explain them to me now	12	6	17	12
Yes, aware - but could not explain the detail of them to me	82	87	80	83
No, not aware	5	7	4	6
<i>Unweighted base</i>	<i>132</i>	<i>110</i>	<i>156</i>	<i>404</i>

Source: All schools (N=404)

Figure 97 Awareness of nutritional standards, by academy status

	Academy	Non-academy	Total
	%	%	%
Yes, fully aware and could explain them to me now	14	12	13
Yes, aware - but could not explain the detail of them to me	81	82	82
No, not aware	5	6	5
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

Figure 98 Awareness of food standards, by school type

	Primary	Secondary	Total
	%	%	%
Yes, fully aware and could explain them to me now	12	14	12
Yes, aware - but could not explain the detail of them to me	82	81	81
No, not aware	6	5	6
<i>Unweighted base</i>	201	202	403

Source: All schools (N=403)

Figure 99 Awareness of food standards, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Yes, fully aware and could explain them to me now	14	5	16	12
Yes, aware - but could not explain the detail of them to me	82	87	78	81
No, not aware	4	8	6	6
<i>Unweighted base</i>	131	110	156	403

Source: All schools (N=403)

Figure 100 Awareness of food standards, by academy status

	Academy	Non-academy	Total
	%	%	%
Yes, fully aware and could explain them to me now	17	11	14
Yes, aware - but could not explain the detail of them to me	77	84	81
No, not aware	6	5	5
<i>Unweighted base</i>	101	101	202

Source: Secondary schools (N=202)

Figure 101 Which standard is more effective when fully implemented, by school type

	Primary	Secondary	Total
	%	%	%
Nutritional based standards	64	60	63
Food based standards	26	27	26
Neither	10	14	10
<i>Unweighted base</i>	139	133	272

Source: All schools who are aware of standards (N=272)



Figure 102 Which standard is more effective when fully implemented, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Nutritional based standards	63	60	67	63
Food based standards	29	22	27	26
Neither	9	18	6	10
<i>Unweighted base</i>	79	79	113	272

Source: All schools (N=272)

Figure 103 Which standard is more effective when fully implemented, by academy status

	Academy	Non-academy	Total
	%	%	%
Nutritional based standards	47	71	60
Food based standards	32	22	27
Neither	22	7	14
<i>Unweighted base</i>	64	69	133

Source: Secondary schools who are aware of standards (N=133)

Figure 104 Which standard is easier to implement, by school type

	Primary	Secondary	Total
	%	%	%
Nutritional based standards	26	21	26
Food based standards	62	70	63
Neither	12	9	11
<i>Unweighted base</i>	137	144	281

Source: Schools who are aware of standards (N=281)

Figure 105 Which standard is easier to implement, by engagement with school food (whether food is a priority)

	Food not a priority	Neutral	Food a priority	Total
	%	%	%	%
Nutritional based standards	26	25	26	26
Food based standards	66	54	67	63
Neither	8	22	7	11
<i>Unweighted base</i>	89	79	112	281

Source: School who are aware of standards (N=281)

Figure 106 Which standard is easier to implement, by academy status

	Academy	Non-academy	Total
	%	%	%
Nutritional based standards	18	24	21
Food based standards	70	69	70
Neither	11	6	9
<i>Unweighted base</i>	73	71	144

Source: Secondary schools who are aware of standards (N=144)

Figure 107 'I think paying more for a head chef would be an effective way of improving the cost effectiveness of my catering service', by school type

	Primary	Secondary	Total
	%	%	%
1 Strongly disagree	20	14	19
2	28	26	27
3	27	27	27
4	15	17	15
5 Strongly agree	11	16	12
<i>Unweighted base</i>	181	192	373

Source: All schools (N=373)

Figure 108 'I wouldn't consider paying more for my head chef's salary – even if I thought this would improve the service', by school type

	Primary	Secondary	Total
	%	%	%
1 Strongly disagree	27	28	27
2	23	29	24
3	31	20	29
4	13	17	14
5 Strongly agree	6	6	6
<i>Unweighted base</i>	167	188	355

Source: All schools (N=355)

Figure 109 'I think paying more for a head chef would be an effective way of improving the cost effectiveness of my catering service', by academy status

	Academy	Non-academy	Total
	%	%	%
1 Strongly disagree	11	16	14
2	21	30	26
3	27	27	27
4	24	11	17
5 Strongly agree	17	16	16
<i>Unweighted base</i>	96	96	192

Source: Secondary schools (N=192)

Figure 110 'I wouldn't consider paying more for my head chef's salary – even if I thought this would improve the service', by academy status

	Academy	Non-academy	Total
	%	%	%
1 Strongly disagree	31	25	28
2	31	26	29
3	19	21	20
4	11	23	17
5 Strongly agree	8	5	6
<i>Unweighted base</i>	96	92	188

Source: Secondary schools (N=188)

Figure 111 'I think paying more for a head chef would be an effective way of improving the quality of food served', by academy status

	Academy	Non-academy	Total
	%	%	%
1 Strongly disagree	15	10	13
2	20	27	23
3	14	24	19
4	25	18	22
5 Strongly agree	26	21	23
<i>Unweighted base</i>	99	95	194

Source: Secondary schools (N=194)

Figure 112 Who to involve in improving the quality of school food, by academy status

	Academy	Non-academy	Total
	%	%	%
Parents/carers	74	74	74
Governors	64	68	66
Charities	23	30	27
Pupils	88	90	89
Local authority	3	6	4
Caterers	11	6	9
Contractor or service provider	1	4	3
County Council	1	0	1
Other schools	0	0	0
Teachers	6	5	6
Kitchen staff	3	2	3
Other staff (non-specific)	30	31	30
School nursing services	0	1	1
External guidance (such as nutritionists)	4	5	5
Other	3	2	3
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

Figure 113 One thing they would change about school food, by school type

	Primary	Secondary	Total
	%	%	%
Grow more food	2	1	2
Take control away from head teachers and governors	1	0	1
Use local food	2	2	2
More choice in general	19	12	18
More cultural and religious choice	2	1	2
Better quality food	10	8	9
Control over portion size	6	1	5
Have own kitchen	2	0	2
Have own cook	1	0	1
Cook food on site	3	1	2
Serve food on site	2	0	1
Employ own catering staff	1	2	1
Make all school meals free	7	4	7
Make sure children have a hot lunch	4	1	3
Provide a breakfast	1	1	1
Refrigerated packed lunch area	1	0	+ <sup>18</sup>
Make dining more sociable	1	1	1
Change location of dining room	1	9	3
Increase size of kitchen	1	2	1
Make changes to cutlery/utensils	4	3	4
Change head catering staff	1	1	1
Have a tuck shop	1	+	1
Involve children	5	2	4
More freedom	5	3	5
Have more nutritional and food guidance	1	2	1
No change	9	16	10
Other	22	34	24
<i>Unweighted base</i>	202	202	404

Source: All schools (N=404)

<sup>18</sup> + signifies a per cent less than 0.5

Figure 114 One thing they would change about school food, by academy status

	Academy	Non-academy	Total
	%	%	%
Grow more food	2	1	1
Take control away from head teachers and governors	0	0	0
Use local food	2	1	2
More choice in general	12	13	12
More cultural and religious choice	1	0	1
Better quality food	7	9	8
Control over portion size	0	2	1
Have own kitchen	0	0	0
Have own cook	0	0	0
Cook food on site	0	2	1
Serve food on site	0	0	0
Employ own catering staff	3	1	2
Make all school meals free	5	3	4
Make sure children have a hot lunch	1	1	1
Provide a breakfast	0	1	1
Refrigerated packed lunch area	0	0	0
Make dining more sociable	2	0	1
Change location of dining room	9	8	9
Increase size of kitchen	2	2	2
Make changes to cutlery/utensils	5	1	3
Change head catering staff	0	2	1
Have a tuck shop	0	+ <sup>19</sup>	0
Involve children	2	3	2
More freedom	3	4	3
Have more nutritional and food guidance	0	4	2
No change	14	18	16
Other	38	31	34
<i>Unweighted base</i>	<i>101</i>	<i>101</i>	<i>202</i>

Source: Secondary schools (N=202)

<sup>19</sup> + signifies a per cent less than 0.5



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