

Head Teacher Self-Audit Document

Use this document to help you evaluate your performance against the plan and prioritise your areas of activity in the coming months.

Aim to achieve an improved score each term.

Lead the change	Max. Score	Actual Score	Priority for Next Term ☑/☒/NA
I have created a clear vision of what our lunch time experience must 'look like'	3		
I have shared this vision with/ clarified the roles of: PUPILS	2		
PARENTS	2		
SCHOOL GOVERNORS	2		
TEACHERS	2		
OTHER SCHOOL STAFF	2		
ON-SITE CATERING STAFF	2		
DINING ROOM ASSISTANTS	2		
CATERING MANAGEMENT See - Children's Food Trust/Learning Network - Primary/Secondary School Food: Involving parents, carers and children	2		
I have produced a contract specification that reflects the catering service that I want to achieve and contains sufficient detail to ensure that it can be delivered.	3		
I have sought expert advice to assist me in producing the above.	2		
The contract specification requires the successful supplier to hold the following quality standards: Soil Association's Food for Life Catering Mark	1		
Children's Food Trust Schools Award	1		
Other	1		
I have identified the practical, operational and financial changes required to achieve the vision and put plans in place to deliver these.	2		
I have made specific individuals responsible for delivering each element of the change required and have made them accountable for their performance.	2		
I have agreed, with my caterer, a written plan for increasing meals uptake. The plan clearly identifies the actions that both parties are required to take.	2		
I have in place, an agreed system for monitoring the quality of my service. I meet with my caterer on a regular basis to discuss performance against specification, against the meals uptake plan, to acknowledge successes to date and to identify areas for further improvement.	3		
I have provided clear direction about how children's plates are to be filled e.g. once main course selected – appropriate vegetables and accompaniments automatically included on plate. I have made clear the amount that children will be required/encouraged to consume e.g. everything selected/ a little of everything placed on plate etc.	2		
Along with the benefits to them, I continuously promote the above policy to parents and pupils.	2		
I eat in the dining room at least once per week.	2		
I have provided incentives for teachers to eat in the dining room on a regular basis.	2		

	Max. Score	Actual Score	Priority for Next Term ☑/☒/NA
I have taken action to ensure that bringing a packed lunch does not create a better dining experience than taking a school meal e.g. permitted to eat outside during warm weather etc.	2		
I have removed any hidden incentives to bring a packed lunch e.g. seated first, earlier access to the playground etc.	2		
I have provided parents with guidelines for producing a good quality packed lunch.	1		
I have introduced a stringent packed lunch policy which excludes them from containing sugary drinks, crisps, chocolate and confectionery. See - Children's Food Trust/Learning Network – Introducing a healthy packed lunch policy	3		
I have banned packed lunches.	2		
I have ensured that the service of foods consumed in school over the course of the morning – tuck shop, cool milk, fruit etc., is managed and timed so that it will not diminish pupil appetites at lunch time.	2		
TOTAL SCORE	56		

Concentrate on the Things Children Care About	Max. Score	Actual Score	Priority for Next Term ☑/☒/NA
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I regularly 'walk the walk' and undergo the complete lunch time experience from my pupils' perspective.	3		
I use my findings to improve systems and make it easier for pupils to access and enjoy the service.	3		

Food	Max. Score	Actual Score	Priority for Next Term ☑/☒/NA
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I have made sure that menu content meets The School Food Standards and the specific needs of my pupils. See - The School Food Plan www.schoolfoodplan.com The Universal Free School Meals Toolkit	3		
I am satisfied that the food offered consistently looks appealing and tastes delicious.	3		
I am confident that the service counter looks attractive and exciting right up to the point of the last pupil being served. Food is presented in such a way that it is likely to stimulate pupil interest.	2		
I have made certain that food is presented in such a way that all pupils can actually see the day's options.	2		
I have provided catering and dining room staff with clear direction/training to help them effectively encourage pupils to try new foods e.g. they frequently remind younger pupils that fruit can be cut up for them. See - Children's Food Trust/Learning Network – Customer Service for School Caterers	2		
I carry out checks to ensure that catering and dining room staff are consistently following the direction/training provided.	2		
We use a good amount of seasonal produce. I promote this in the dining room and on our printed menus and promotional materials.	1		
I make sure that the food is stored, presented and served in such a way that hot food is still hot and cold food still chilled by the time it is consumed by the children	2		
We use produce grown in the school garden. I promote this usage both in the dining room and to parents.	1		
We use a number of local suppliers. I promote this in the dining room and on our printed menus and promotional materials. See - Children's Food Trust/Learning Network – School Food Procurement	1		
Our food has achieved a range of accreditations (Red Tractor Award, MSC etc.) I promote this in the dining room and on our printed menus and promotional materials.	1		
I have made sure that fresh drinking water is available to pupils throughout the day - and that pupils understand the importance of keeping well hydrated.	2		
I have put systems in place to ensure that, as far as possible, every day each pupil receives their first choice of meal.	3		

Environment		Max. Score	Actual Score	Priority for Next Term ☑/☒/NA
My dining room provides an attractive place to socialise and eat. It:	is well-presented, tidy and uncluttered. Free from unnecessary equipment.	3		
	Remains clean throughout the service period. Tables are wiped properly. The floor is kept free from food debris.	2		
	Smells fresh.	2		
	Contains equipment which is spotlessly clean. Crockery and cutlery are checked. To prevent stale smells, service trays are dried thoroughly before stacking.	2		
	Is well lit and the temperature is not too hot or too cold.	2		
	Is designed to help naturally suppress noise. This is in recognition of the fact that even normal conversation levels, by a high volume of customers, in an area with many hard surfaces, will generate high levels of noise.	2		
	Has been given an identity and brand that fits within the wider school day and ethos.	1		
See - Children's Food Trust/Learning Network – Improving School Dining at low or no cost				
Social Life				
I have implemented a stay-on site policy for lunch and break time.		2		
I allow pupils to choose their own place to sit. Packed lunches aren't segregated from school meals.		2		
I have made sure that, whether attending a lunch-time club, activity or not, every pupil is given sufficient time to eat their meal.		3		
In recognition of the fact that a busy dining room can be an intimidating place for some – particularly younger pupils, I have put special provisions in place – e.g. introduction of 'Lunch Buddies', eating at quieter times etc.		2		
Getting the Price Right				
I have robust systems in place to ensure that all entitled parents continue to register for free school meals.		2		
See - Children's Food Trust/Learning Network – Free School Meals: Increasing registration and take up Newham/ Brighton websites for examples of good practice				
In recognition of the fact that small regular (but not frequent) price increases achieve less customer resistance than ad hoc/higher increments, I have put in place a sensible strategy for raising prices.		1		
I have taken timely action to ensure that those pupils currently entitled to UIFSM are encouraged to continue taking them in September, when they have to pay.		2		
In recognition of the fact that pupils who start eating school lunches often carry on, even once they have to pay, I have subsidised the price of meals to year 7 students.		2		
I offer discounts to:	Those children eating a school lunch every day.	2		
	Those families making multiple purchases each day.	2		
Improve the Brand				
I make written menus available in advance to pupils and parents:	Hard copy	2		
	Online	2		
The menu:	Is in a format and, where applicable, a physical form that creates a strong first impression of the service.	2		
	Works well as a source of information.	2		

	Max. Score	Actual Score	Priority for Next Term <input checked="" type="checkbox"/> /☒/NA
Works well as a sale document i.e. it grabs customer Attention , generates their Interest , stimulates a Desire to use the service and encourages them to take the appropriate Action .	2		
I have put effective systems in place to ensure that pupils take part in tasting sessions/are regularly encouraged to try samples of new foods.	2		
I have ensured that a schedule of themed or special events is planned for the dining room. These are well promoted in advance of each event. The success of each is reported back to parents and other interested parties.	2		
I have included school meals as a standing item on the agenda of the school council. The Cook and/or Catering Management regularly attend. Discussions cover the whole of the dining experience (not just food).	2		
I give pupils opportunities to prepare, cook and serve the food.	1		
With a view to creating advocates for the service, I regularly invite parents and other family members to take a school meal.	1		
I have arranged for the school to host regular luncheon clubs for the community.	1		
I ensure that school meals is given high profile at parent evenings and other events. Parents are given the opportunity to sample a cross section of the meals offered (rather than just puddings and biscuits) and to discuss their child's eating habits with a senior member of the catering team.	2		
I have arranged for the school to host a cookery club.	1		
I have arranged for the school to maintain a vegetable plot/garden.	1		
I ensure that parents are invited to be involved with both of the above. See - Children's Food Trust/Learning Network – Planning cooking activities for different audiences/ How to run practical cooking clubs	1		
I work with partners in the community to support the above and other activities within school <i>e.g. local restaurants, chefs, food producers/suppliers and allotment growers.</i>	1		
I manage parent expectations of the service. I use a range of media to convey positive messages, our plans for developing and improving the service and the benefits of school meals to parents and other stakeholders. See - http://www.thegreatschoolslunch.co.uk/uifsm-free-resources-for-you/	2		
I have put in place, formal recognition systems to provide further encouragement to those pupils attempting to broaden their diet.	2		
TOTAL SCORE	103		
Adopt a Whole School Approach			
I make sure that all stakeholders treat lunch time service as an integral part of the school/ education process.	3		
I use cooking and growing to teach subjects across the curriculum.	2		
I arrange for kitchen and dining room staff to attend regular meetings with senior management to discuss issues and challenges associated with the efficient service of lunch.	2		
I ensure that pupils and parents receive consistent messages about diet and nutrition in lessons, at lunchtime, at open events and in promotional materials: Pupils are not rewarded with sweets and confectionery	2		
The correct messages are agreed in advance and passed to teachers and other school staff to convey	2		
TOTAL SCORE	11		
OVERALL SCORE	170		

For further support, access the 'What Works Well' and 'Free Resources' Sections of the school plan website www.schoolfoodplan.com

