

SODEXHO SCHOOL CATERING SCRUTINY TASK GROUP

SCHOOL VISITS

Aims

- (1) To observe and discuss how school food is provided currently at the school, including lunch break, tuck shops and liquid refreshments
- (2) To observe and discuss the practical challenges of delivering an enhanced school food service
- (3) To discuss with school, parent, pupil and catering representatives
 - (a) their views and reactions to the Governments proposed new standards
 - (b) how they intend to respond to the new standards and approach to school food and the teaching of Food Technology

Suggested Structure of Visit

- (1) Approximately a one hour visit
- (2) Visit to commence approximately 30 minutes prior to the lunch hour - followed by 15 minutes to observe the lunch break, i.e. to see the kitchen and dining facilities and the way delivery of the lunch is managed, (perhaps being escorted by a pupil and a dinner lady, or a senior teaching staff member) – followed by a 15 minute de-brief with a senior member of teaching staff
- (3) Schools have been invited to include a representatives from one or more of the following in the visit:
 - teaching staff
 - pupils
 - parents
 - governors
 - caterers
 - mid day supervisory assistants (MDSAs)
- (4) Members of the Task Group are asked to record
 - (a) answers to the suggested questions on the attached questionnaire
 - (b) answers to any other questions they consider to be relevant to raise
 - (c) all other observations made during the visit

Follow Up from the Visit

- (1) Members of the Task Group are asked to submit a copy of their completed questionnaires to Karen Linaker as soon as possible after carrying out their visits
- (2) Karen to collate and summarise the findings of these visits, as recorded on the questionnaires, and to submit this to the March meeting of the Task Group
- (3) The Chairman is asked to write to each of the schools visited to thank them for taking part in the review (Karen to facilitate)
- (4) The findings from the visits and the Task Group's subsequent consideration of these at the March meeting will form part of the evidence for the final report

QUESTIONNAIRE

During the 30 minutes informal meeting with teaching, parent, pupil and catering representatives									
<u>LUNCHES</u>									
(1)	How are the school lunches provided? (please tick box below)								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 90%; padding: 5px;">(a) as part of the Sodexho Contract</td> <td style="width: 10%; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">(b) by a local arrangement, i.e. with the nearby pub (please give brief description)</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">(c) there is no meal service, pupils bring in their own packed lunches</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">(d) other arrangement (please give brief description)</td> <td style="padding: 5px;"></td> </tr> </table>	(a) as part of the Sodexho Contract		(b) by a local arrangement, i.e. with the nearby pub (please give brief description)		(c) there is no meal service, pupils bring in their own packed lunches		(d) other arrangement (please give brief description)	
(a) as part of the Sodexho Contract									
(b) by a local arrangement, i.e. with the nearby pub (please give brief description)									
(c) there is no meal service, pupils bring in their own packed lunches									
(d) other arrangement (please give brief description)									
(2)	How satisfied are each of the representatives with the current lunch service? (perhaps ask for the top three most / least satisfactory aspects and/or enquire as to what level of training and support the kitchen and catering staff receive and/or how many catering staff/cooks helped to provide the school lunch – how did this compare with the number of pupils who ate a school lunch?)								
(3)	How long is set aside for the lunch break?								
(4)	Is this long enough? (what are the arrangements to ensure efficient queuing and progress of pupils through the school lunch process?)								
(5)	Does the school foresee the need to extend the lunch break as a result of more traditional / healthier meals being provided? If so, what impact is this likely to have on the rest of the school day?								

TUCK SHOPS / REFRESHMENT BREAKS

(1)	If there is a tuck shop / refreshment break service – what type of refreshments does it provide, mainly crisps, sweets and chocolates, or balanced with more healthy options?
(2)	Who runs the tuck shop?
(3)	Is there a fresh water service in the school? If so, is it used well? If there is no such facility, would the school like to see this being introduced?

FOOD TECHNOLOGY

(1)	What facilities does the school have to teach Food Technology (FT)?
(2)	Are they regarded as sufficient?
(3)	How enjoyable / effective are these classes?
(4)	Will changes need to be made to meet possible new standards in the teaching of FT? If so, what?

During the lunch hour (for approximately 15 minutes)

Hopefully you will have the opportunity to be escorted to see the lunch break with a teacher or a pupil, or even a member of the catering / mid day supervisory assistant staff

Try to record your observations of the:

- a) type of food served

- b) the type of food / drink seemingly the most popular amongst pupils

- c) how quickly the service is (does the queue seem to move?)

- d) whether or not teaching members of staff eat with the children

- e) any other observations

<u>During the 15 minute debrief with the senior member of teaching staff</u>	
(1)	What degree of change will be required to meet the proposed new standards for school meals (please tick as appropriate and provide a brief explanation for the option selected)
	<div>(a) an unreasonable amount of change</div> <div></div>
	<div>(b) a justified amount of change</div> <div></div>
	<div>(c) slight change</div> <div></div>
	<div>(d) no change</div> <div></div>
(2)	Does the school have a plan (however rudimentary) to meet the changes? If so, please give a brief description
(3)	Other questions prompted by the visit
(4)	
(5)	
(6)	