

Northwest Regional Development Agency

**Final Evaluation – The Academy
of Culinary Arts – Chefs Adopt a
School Programme**

Final Report

May 2010



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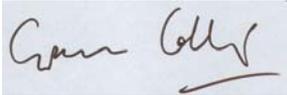
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Northwest Regional Development Agency

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School Programme**

Draft Report

May 2010

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1 Introduction

1.1 Overview

In February 2010 the Northwest Regional Development Agency (NWDA) commissioned GENECON to undertake a final evaluation of the Academy of Culinary Arts Chefs Adopt a School Programme in the Northwest.

The Academy of Culinary Arts runs the Chefs Adopt a School Programme (CAAS) in other parts of the country; NWDA funding is being used to deliver CAAS in the Northwest. The Programme commenced in April 2007 as a three year initiative with a total budget of £243,000. The Programme is focused on *healthy eating* and has recruited a Regional Chef (and supports local ‘Ambassador’ chefs) to deliver sessions in primary schools across the Northwest with the aim of promoting healthy choices and good food habits amongst children. The Programme targets primary schools in deprived areas of the region and is therefore also focused on tackling *health inequalities*. The overall objective of the Programme is:

‘to increase children’s knowledge of food, cookery and food provenance and so they can make informed and healthy choices for the rest of their lives on what they choose to eat’.

1.2 Purpose of the evaluation

Given the investment made by the NWDA in the CAAS project and the commitment of the Agency to strengthening its evaluation evidence base, it is now appropriate to undertake a Final Evaluation of the CAAS Programme, in order to assess the achievements of the Programme as compared with its original aims and objectives and to summarise the evaluation’s findings as to the validity of its theory of change over the entire life of the Programme. Overall, the purpose of the evaluation is to deliver comprehensive, robust evidence of the impact of RDA investment. This evaluation is therefore set within the context of the RDA Impact and Evaluation Framework (IEF)¹ which guides the assessment and looks to ensure that the evaluation of the impact of RDA interventions is robust and carried out on a consistent basis, in order to promote a better understanding of what works and why.

As identified in the brief the purpose of the evaluation is to:

Primary objectives

- provide robust evidence of the impact of the interventions (both direct and strategic activities), assessing how they have contributed to key target outcomes that would not otherwise have been achieved;
- determine how far the Programme has achieved its objectives;
- identify the lessons on the impact (summative) and on the methods of delivery (formative) from the interventions for wider dissemination.

Secondary objectives

- understand what continued need there is for the Programme;
- identify relevant good practice from elsewhere to inform future investment;
- provide recommendations for further funding.

¹ PA Consulting, SQW Ltd (February 2006) DTI Occasional Paper No. 2, *Evaluating the impact of England’s Regional Development Agencies: Developing a Methodology and Evaluation Framework*

1.3 Approach to the evaluation

This is not a 'typical' NWDA project. Given the nature of the Programme, the evaluation has been more focused on the social impact (for example behaviour change amongst children and their families in relation to healthy eating or the impact on school curriculum) than on the economic impact of the CAAS Programme.

It has not been possible to undertake a meaningful value for money assessment of this Programme. This would have involved quantifying the impact of any change in children's healthy eating behaviour as a result of the CAAS Programme. For this type of project, any quantifiable benefits are likely to be seen in the long (not short/medium) term, i.e., if children adopt healthy eating behaviours they are likely to maintain a healthy weight and are therefore less likely to be subject to ill health in the future. This would require longitudinal research, tracking project beneficiaries possibly over decades and is therefore outside the remit of this Final Evaluation.

The approach to the evaluation has comprised both quantitative and qualitative data collection and analysis and has comprised primary research with stakeholders and beneficiaries, a review of secondary evidence and analysis of relevant information made available by the NWDA. Our methodology is outlined further below:

- ❑ **Analysis of existing monitoring and evaluation data from the project** – a review of the Programme's administrative, appraisal, financial and monitoring information in order to assess performance against the forecast outputs and outcomes for the Programme and where possible, its contribution to the NWDA's 'New Tasking Framework' outputs. Our objective has been to identify under and over performance of the Programme based on quantitative analysis and the likely reasons for this. The Programme also gathers evaluation data from children and teachers: children complete a pre and post session questionnaire and teachers complete a session evaluation form. This data has been analysed to help evaluate project delivery and the impact of the Programme on beneficiaries.
- ❑ **Review of secondary evidence** - a short review of evidence on 'what works' in changing the food habits of children. The review informed the key evaluation questions for this assignment and has provided a good practice framework against which to 'test' the CAAS Programme. Evidence is included on interventions designed to promote healthy eating amongst primary school aged children and the effectiveness of school based interventions. Where available, this focuses on the impact of curriculum based interventions.
- ❑ **Primary research** - qualitative methods are essential to capturing non-quantifiable outcomes and impacts and in understanding process and context. Within this evaluation, qualitative methods have been used to try and determine any change in knowledge about food and healthy eating and in eating habits amongst the children who have taken part in the CAAS Programme and any wider benefits to schools, families, communities and businesses. The following research methods have been used:
 - Focus groups with primary school aged children and their parents;
 - A survey of teachers within primary schools who have received an input from the CAAS Programme; and,
 - Telephone interviews with other key stakeholders identified by the NWDA, including the CAAS Project Co-ordinator, Project Chef and the NWDA Programme Manager.

1.4 Structure of the report

The evaluation report is structured around our assessment of the requirements for undertaking evaluation and is set within the context of the IEF. The structure of the report is summarised below:

- Section 2 – sets out an overview of the CAAS Programme;
- Section 3 – a review of the existing secondary evidence base;
- Section 4 – assess the ways in which the CAAS Programme was delivered and its impact;
- Section 5 – sets out the key issues emerging from the stakeholder and beneficiary consultations;
- Section 6 – assesses the Strategic Added Value of the CAAS Programme;
- Section 7 – sets out the key evaluation findings and the lessons learnt from the Programme; and
- Section 8 – provides recommendations for the future of the CAAS Programme.

2 The Programme – an overview

2.1 Introduction

This section provides a review of the national and regional policy context for the CAAS Programme, together with background information on the Programme and its components. This includes the ‘theory of change’ behind the CAAS Programme.

2.2 Policy context

2.2.1 National policy – health inequalities

Overall the health of people in the UK has improved over the past twenty years, with average life expectancy gradually increasing and improvements across a range of indicators including infant mortality and morbidity. However, the gap in health outcomes between the best and worst off has continued to grow, and there remain persistent health inequalities across the socio-economic gradient. The evidence in relation to child health inequalities is particularly stark. For example, a child in the lowest social class is twice as likely to die before the age of 15 as a child in the highest social class. Whilst mortality has markedly decreased over the last century, reported ill health among children is rising, with particular increases in respiratory diseases (including asthma) and emotional problems.²

Health inequalities and social inequalities are inextricably linked.³ A recent report from the World Health Organisation emphasised the links between health outcomes and social factors, asserting the need for action to address the social determinants of health inequalities:

‘These inequities in health, avoidable health inequalities, arise because of the circumstances in which people grow, live, work, and age, and the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by political, social, and economic forces’⁴.

These arguments are not new. Twelve years ago the 1998 Acheson Report - the first major inquiry into health inequalities in England - provided the catalyst for government action on health inequalities. The Inquiry recommendations provided the cornerstone for the national health inequalities strategy, *Tackling Health Inequalities: a Programme for Action*.⁵ Since then, successive policy documents and reviews have reiterated the importance of reducing health inequalities, the most recent being the *Post 2010 Strategic Review of Health Inequalities* (Marmot Review) commissioned by the Secretary of State for Health, and which was due to report at the end of 2009. The purpose of the Marmot Review is to provide an evidence-based strategy for reducing health inequalities from 2010.

The greater focus on the social determinants of health (the social, economic and environmental conditions which influence the health of individuals and communities) has resulted in a growing recognition of the need to look beyond the ‘health sector’ to address health issues. It has also highlighted the importance of preventative strategies to promote health and wellbeing, as an alternative to ameliorating the effects of ill-health. This includes an emphasis on the role of individuals and communities in promoting health and reducing health inequalities. There is also a strong interest in ‘what works’ in reducing

² Roberts, H (2000) *What Works in Reducing Inequalities in Child Health*, Barnardos: London

³ The Government’s Response to the Health Select Committee Report on Health Inequalities, 2009

⁴ *Closing the Gap in a Generation: Health equity through action on the social determinants of health*, World Health Organisation, 2008

⁵ Department of Health, *Tackling Health Inequalities: A Programme for Action*, 2003

health inequalities. There is a strong body of evidence to demonstrate the extent of health inequality and the links with social determinants, less is known about what interventions can effectively make an impact.

In this context, it is clear that the CAAS Programme has a good strategic fit with the direction of current public health policy. It is a partnership between 'non-health organisations': schools, the hospitality industry and the statutory and voluntary sectors. It focuses on prevention and presents an innovative approach to tackling health inequalities: empowering children to improve their own health and well-being. The Programme's focus on primary schools which provide 50% or more free school meals has ensured that it has tried to reach the most disadvantaged families and therefore address health inequalities.

2.2.2 National policy – child health, food and schools

In recent years Britain has become a nation where overweight is the norm. The rate of increase in overweight and obesity, in children and adults, is striking. By 2050, Foresight modelling indicates that 60% of adult men, 50% of adult women and about 25% of all children under 16 could be obese.

Obesity increases the risk of a range of chronic diseases, particularly type 2 diabetes, stroke and coronary heart disease and also cancer and arthritis. The NHS costs attributable to overweight and obesity are projected to double to £10 billion per year by 2050. The wider costs to society and business are estimated to reach £49.9 billion per year (at today's prices).

Lifestyles and habits established through childhood and adolescence influence a person's health throughout their life. For example, up to 79% of obese adolescents remain obese in adulthood (CMO 2007). Therefore, a key public health concern in recent years has been 'health living' with considerable attention being given to children. Healthy eating (along with physical activity) is a core part of this.

In January 2008 the Government published *Healthy Weight, Healthy Lives: A Cross-Government strategy for England* as the first step in a programme to reduce obesity and support people to maintain a healthy weight. The healthy growth and development of children and promoting healthier food choices are two of the five key areas of the strategy. As part of this, the Government has set an ambitious target:

*'to reverse the rising tide of obesity and overweight in the population by ensuring that all individuals are able to maintain a healthy weight. Our initial focus is on children: by 2020 we will have reduced the proportion of overweight and obese children to 2000 levels.'*⁶

In addition to promoting good food habits at home, the role of school features heavily within government activity, with considerable focus on school lunches. For example, the *School Food Trust* was established by the Department for Education and Skills in September 2005. Its remit is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.⁷

Furthermore, there has been growing recognition of the renewed need to develop children's skills and understanding about food and cooking within the school curriculum. Funded by the DCSF, *Food in Schools* is a training programme which provides teachers with an opportunity to enhance and develop their knowledge, skills and understanding about food and cooking in the primary curriculum.⁸ It is part of the Healthy Schools Programme (also funded by the DCSF) and helps schools meet two of the criteria for the

⁶ www.dh.gov.uk/dr_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_084024.pdf

⁷ www.schoolfoodtrust.org.uk

⁸ www.foodinschools.org

Healthy Schools Standard by providing ‘practical food education for staff’ and ensuring that ‘pupils have opportunities to learn about different types of food in the context of a balanced diet.’⁹

The CAAS Programme is in line with government policy on healthy eating due to its focus on early intervention with children to help them make healthier choices and maintain a healthy weight, in order to prevent ill health in adult life.

2.2.3 Regional policy

The aims of the Programme support the delivery of the following Regional Economic Strategy (RES) actions:

Table 2.1: Strategic fit between the CAAS programme and RES Actions			
	RES Action Number	RES Action description	How the Programme helps to deliver this RES Action
Main RES action	112	Deliver the Investment for health strategic plan with a focus on tackling health inequalities	The Programme aims to enable children to make informed, lifelong choices around <i>healthy eating</i> . As a result, the Programme is ultimately aimed at improving child health, reducing childhood obesity and preventing health problems in adulthood such as obesity, coronary heart disease and diet-related cancers. As the Programme targets schools in deprived areas (50% or more children having free school meals) it is focused on tackling <i>health inequalities</i> .
Linked RES action	118	Promote sustainable farming and food production and its role in the management of rural environmental assets	A visit to a local farm is a core part of Programme activity and the Regional Chef uses local food produce in the CAAS sessions. The Programme raises awareness of farming and food production in the classroom and local community by providing opportunities to learn about different types of food available, knowledge of origins of food with the emphasis on local food and the seasonality of fresh foods.
Linked RES action	58	Encourage organisations to develop workplaces and become health promoting organisations	The Programme is part of a ‘whole school’ approach to healthy eating and aims to embed healthy eating messages into all aspects of the school curriculum and school activity by working in partnership with teachers, school cooks and parents.

CAAS is aligned to other key regional policies, which are summarised below:

- ❑ **A Northwest Framework to Achieve Healthy Weight in Children & Families** – published in January 2008 by the Department for Health and Northwest Regional Health Group, this Framework reflects the key principles and themes of the

⁹ www.healthyschools.gov.uk

Government's Healthy Weight, Healthy Lives Strategy (2008). CAAS is one of the key stakeholders named in the Framework document (section 9), which also refers to the CAAS Programme's role within the Northwest Food in Schools Cluster; and,

- **The Northwest Regional Rural Delivery Framework (2006)** – at priority for this framework is to promote a sustainable farming and food sector which contributes to the environment and social wellbeing of the region. Within this a key outcome is to reduce health inequalities that can be related to food and a key objective is to support action to improve health and wellbeing through better food and nutrition. The CAAS approach of 'from plant to plate' has a clear fit with the Framework.

2.3 The Academy of Culinary Arts

The Academy of Culinary Arts (ACA)¹⁰ is the lead organisation for the Northwest CAAS Programme. ACA is a professional association of Head Chefs, Pastry Chefs, Restaurant Managers and suppliers in Great Britain. Its primary aims are to raise standards and awareness of food, food provenance, cooking and service and to encourage young people to enter the industry through its education and training programmes and the provision of career opportunities. The ACA also campaigns for food education and cookery to be restored to the national curriculum in primary and secondary schools.

The ACA launched their national CAAS Programme in 1990, which has been run (since 2001) through the Chefs Adopt a School Trust - a standalone educational charity. The CAAS Programme works across the country, with members of the ACA (all experienced head chefs in senior positions) delivering sessions in schools.

2.4 The Chef's Adopt a School Programme in the North West

2.4.1 Programme overview

The NWDA funded CAAS Programme in the Northwest commenced in April 2007 and is a three year initiative with a total budget of £243,000. The overall objective of the Programme is *'to increase children's knowledge of food, cookery and food provenance and so they can make informed and healthy choices for the rest of their lives on what they choose to eat'*.

The Programme team comprise a Regional Co-ordinator and a Regional Chef. The Regional Co-ordinator's role is focused on project management and administration; the recruitment of new Ambassador Chefs to the Programme; promoting the CAAS Programme across the region; developing and maintaining partnerships with the regional Healthy Schools programme and other key initiatives, partnerships and organisations working within food, schools and health in the Northwest. The role of the Regional Chef is to deliver the CAAS Programme through structured sessions/workshops suitable for primary aged children; parent and family learning groups and to recruit and support new Ambassador Chefs.

2.4.2 Programme intervention

The main CAAS intervention is classroom based sessions in primary schools with children aged 5-11 years old, delivered by the Regional Chef. The CAAS Programme in the Northwest adopts the same approach used by the CAAS Programme across the country. An overview of the core elements of CAAS model of intervention is provided below.

¹⁰ www.academyofculinaryarts.org.uk

2.4.2.1 CAAS sessions

The model used by CAAS combines classroom based sessions with an 'offsite' visit, in the case of the Northwest this is generally to a local farm. The Regional Co-ordinator liaises with the individual school to set up a session (or sessions) which is then delivered by the Regional Chef. All schools who have been involved with the Programme have taken part in one or more classroom based sessions. The farm visit is an optional part of the Programme and something which schools organise independently of CAAS, although the Regional Co-ordinator has built up good relationships with a number of farms in the region and plays a key role in signposting and encouraging schools to take up farm visits.

Rather than concentrating simply on cooking (although this is an integral part of the Programme) the CAAS Programme is concerned with a holistic approach to food: 'from plant to plate'. The table below summarises the areas covered by the CAAS classroom based session and a 'typical' farm visit.

Table 2.2: The CAAS Programme Sessions	
Classroom based session (2 hours)	
<ul style="list-style-type: none"> <input type="checkbox"/> The role of the chef and his/her responsibilities; <input type="checkbox"/> The importance of hygiene and safety; <input type="checkbox"/> Why we need food and where it comes from; <input type="checkbox"/> The introduction to the five senses and the four principal tastes; <input type="checkbox"/> A diagram of the tongue indicating bitter, sour, salt and sweet taste buds; <input type="checkbox"/> Ideas for identifying these taste areas using different coloured jellies; <input type="checkbox"/> Identifying fresh ingredients (local produce where possible); <input type="checkbox"/> Importance of a balanced diet; <input type="checkbox"/> Practical session – make a healthy dish with the ingredients (local produce where possible). 	
Farm visit (2 hours)	
<ul style="list-style-type: none"> <input type="checkbox"/> A 'Wellie Walk' looking at what is growing on the farm, picking and tasting food and looking at the wildlife; <input type="checkbox"/> Children can see how and where food is grown and then take the food into schools for the classroom based sessions. 	

Recently, the CAAS Programme has begun to deliver some family and parent only sessions. These have some of the core components outlined in the table above but also include other activities such as cooking on a budget, healthy family meals and healthy packed lunches. The majority of CAAS sessions are delivered in primary schools but the Programme has run sessions in community settings, at events and to primary school children in non-school settings. For example, the CAAS Programme has linked with Playing for Success in the Northwest. The Playing for Success initiative is a partnership between the Department of Education, local authorities and sports clubs which establishes study support centres within sports club grounds and sports centres. The aim is to provide study support out of hours to young people who are underachieving, using sports as a motivating stimulus.

2.4.2.2 CAAS Resources

The CAAS Programme has also produced two key resource packs for schools. The **CAAS Resource Booklet** is given to schools when they sign up for the Programme. In addition to providing background information on CAAS and details of the sessions run by the Programme, it also provides materials to help schools embed the learning from the Programme within other aspects of the curriculum and school activity. CAAS provide lesson ideas for a range of subjects including Geography, Science, English, Personal, Social and Health Education. The **CAAS Programme Package Booklet** is provided to 'returner' schools (i.e. schools that have already received sessions from the programme and have requested further sessions). The booklet emphasises CAAS activities such as parent and pupil sessions and farm visits. It also highlights how the Programme can support schools to achieve Healthy School Status and the ways in which CAAS messages and activities can be integrated within the National Curriculum.

2.4.2.3 Ambassador Chefs and Academicians

In addition to the Regional Chef, CAAS recruits Ambassador Chefs and Academicians who then volunteer for the Programme and deliver classroom based sessions in local schools. Academicians, as defined by the ACA, are *senior members of the cookery and service disciplines of the culinary arts*.¹¹ There are strict criteria for becoming an Academician which includes an expectation that an individual will devote time to the ACA's activities and education initiatives. Given the time and number of requirements needed to recruit Academicians, the Northwest CAAS Programme developed a 'new' role – the Ambassador Chef – which whilst having high expectations of a chef's involvement in the Programme, has a less onerous and time consuming recruitment process.

Some of the Ambassador Chefs and Academicians in the Northwest are 'inherited' from the ACA. For example, Paul Heathcote has been a member of the ACA for over 10 years. Other Ambassador Chefs and Academicians have been recruited to the Programme over the past three years.

2.4.3 The 'theory of change' behind the CAAS Programme

As part of the final evaluation and based on the project documentation received, we have attempted to articulate the 'theory of change' behind the CAAS Programme. A 'theory of change' is a 'hypothesis' as to the relationship between interventions/activities and intended outcomes over time (why will doing X create Y?). Two hypotheses underlie the Programme's work – one being focused on delivery and another focused on influencing. These theories of change will form the basis on which the achievements of the CAAS Programme will be 'tested' through this final evaluation:

Theory of Change (delivery)

A Chef delivering interactive classroom based sessions in primary schools for children aged between 5-11 years old which focus on healthy eating, food provenance, food

¹¹ For further details on ACA Membership see www.academyofculinaryarts.org.uk/membership.html

appreciation and cooking will increase those children's knowledge of food, cookery and food provenance and stimulate their interest in food appreciation so they can make life long informed and healthy choices about the food they eat.

□ Theory of Change (influencing)

A programme undertaking the above across primary schools in the Northwest and which is supported by a Regional Co-ordinator who can provide resources and support for teachers and other key organisations and partnerships, will enable healthy eating, food provenance, food appreciation and cooking to be embedded within the school curriculum and the programme to make a wider contribution to regional policy and practice.

3 A review of the existing evidence base

3.1 Introduction

There is a growing interest in how to influence food choices among children and young people, as eating patterns that develop during those formative years are likely to be maintained and preserved into adulthood. Children's active participation in food preparation is frequently advocated as a method to increase both nutritional knowledge and their consumption of healthier food.

Summary of findings

The research identified for this review focused mainly on improving children's food consumption of healthy food and their nutritional knowledge, through school or curriculum-based interventions. The majority of studies adopted a multi-component approach, by combining different elements, such as classroom teaching, practical cooking and tasting sessions, changes to the lunchtime environment, and some also involved parents. While all the studies report a positive affect on children's nutritional knowledge, cooking skills and confidence, most report a modest positive impact on children's food consumption. This highlights that while curriculum-based interventions have an important role to play in increasing children's knowledge about healthy food and practical cooking skills, children's eating behaviours are embedded in complex cultural contexts and consequently more difficult to change.

Features that increased the effectiveness of interventions:

- A whole-school approach, where classroom teaching and practical cooking sessions were supported through improvements to the provision food during school lunches and breaks;
- Practical cooking sessions that enabled children to prepare healthy meals and taste new foods in small groups;
- Children's involvement in the planning of cooking sessions;
- The involvement of parents in the implementation of cooking sessions.

3.2 Methodology

The aim of this review is to inform the evaluation of the CAAS Programme, by identifying interventions that are most effective in changing behaviour and by highlighting 'best practice' among programmes intending to change children's eating habits.

The search strategy included searching the following databases:

- ISI Web of Knowledge (including Social Science Citation Index and Medline);
- Scopus;
- Sigle (for unpublished grey literature).

The databases were searched using a combination of the following search terms:

- Student/pupil
- Child/children
- Food
- Eat/eating
- School

- Curriculum
- Chef
- Cook/cooking
- Evaluation
- Programme
- Intervention.

By reviewing the abstracts, the identified articles were scanned and narrowed down according to relevance, while the final set of articles were read in full. Further articles were also identified through references and citations. This strategy was devised so as to identify a range of different types of studies and publications, within our time and resource limits, in order to produce a targeted overview of the key messages from the evidence base.

3.3 The evidence base

A study of 228 Swedish adolescents shows that practical, hands-on experience with diverse foods increases dietary acceptance of the same foods when they are offered during school lunch. By focusing on young people's consumption of fish, the study highlights that changes in the school canteen, together with a focus on fish in home economics lessons (by increasing fish sessions from three to five), significantly increased pupils' fish consumption and enhanced their knowledge about the nutritional benefits of fish (Prell et al. 2004). Pupils in the intervention group cooked fish recipes selected by the children, received a visit from a fish retailer who discussed different fish species and how to fillet them, and learned about fish and nutrition. Such practical sessions were enhanced by changes made to how fish dishes were served during school meals (Ibid). The results show that there were more 'fish eaters' in the intervention group than in the control group at the follow-up evaluation, suggesting that changes in behaviour were sustained after the intervention finished (Prell et al. 2004).

A study by Cullen et al. (2007) assessed the impact of *Squire's Quest!*, a classroom curriculum intending to increase fruit, juice and vegetable consumption among nine and ten year old children. Pupils in the Houston area, US took part in ten weekly sessions that supported children in setting and meeting specific food goals, such as to eat fruit or vegetables at specific meals, and to prepare fruit juice or vegetable recipes at home. The authors report that girls and Hispanic students achieved the most recipe preparation goals. The diaries of 671 children's food intake show that recipe goal setting was a useful procedure primarily for those with high baseline consumption of fruit, juice and vegetables.

Liquori et al. (1998) examined the effectiveness of a nutrition education intervention, the *Cookshop* programme. The programme was designed to increase preferences for and consumption of whole grains and vegetables through cooking these foods in the classroom, along with exposure to the same foods in the school cafeteria. The programme also incorporated a parental component, which included newsletters and parents workshops. The evaluation, based on 590 US students, shows that participatory classroom lessons and practical cooking sessions both have a positive impact on food preferences and knowledge, while cooking sessions have a bigger, although modest impact, on consumption of vegetables and whole grains during school lunches. The results suggest that practical cooking experiences and eating food with peers, accompanied by cognitive learning, provide a promising approach to nutrition education, especially for younger children.

Levy et al. (2004) demonstrate that young people attending their first year at university in the US benefit from taking part in four 2-hours cooking classes, compared to a 1-hour

demonstration class. While both groups showed increased confidence, the intervention group gained greater cooking-related knowledge and a more positive attitude to healthy eating. Given limited resources, demonstration cooking-classes reach a larger audience in varied settings, but the impact appears to be weaker than that of participatory cooking classes.

The US programme *Cooking with Kids* (Walters and Stacy 2009) was developed as a formal nutritional education curriculum that uses practical learning as a teaching approach. Elementary school children took part in eleven sessions annually, which included fruit and vegetable tasting and cooking lessons. The programme also connected classroom learning with the school lunch environment by serving school meals based on *Cooking with Kids* recipes twice a month. While an outcome evaluation of the programme is underway, the authors report positive feedback from both teachers' and parents' questionnaires with regard to children's improved knowledge about healthy foods, and concludes that 'hands-on nutrition education curricula that focus on food exploration and cooking provide positive experiences with a variety of foods' (Walters and Stacy, 2009: 373).

Looking specifically at interventions that include practical cooking and tasting sessions, Wu et al. (2008) identified seven examples of good practice for school-based cooking interventions:

- Education on the value of whole foods and where food comes from, in addition to nutrition, food preparation and food safety;
- Include new foods introduced in the cooking sessions in the school lunches;
- Ensure that recipes are suitable and children have access to the ingredients and equipment needed to prepare the recipes at home;
- Involve parents – newsletters, meetings, as potential cooking instructors or facilitators;
- Smaller groups for cooking sessions to enable all children to actively participate;
- Using school kitchens and lunchrooms for cooking sessions and involving cooking personnel; and,
- Opportunity for children to sit down together (with staff) and eat the meal they prepared (Wu et al. 2008: 67).

3.4 Incorporating children's views

Children's views offer valuable insights into their experiences of food and healthy eating. To identify barriers and facilitators in the promotion of healthy eating amongst children, the EPPi-Centre (Thomas et al. 2003) reviewed the research literature focusing on children's perspectives on food, eating and healthy eating. As a result they identified six contextual issues that programmes should consider when planning interventions targeting children:

- Children do not see it as their role to be interested in health;
- Children do not see messages about future health as personally relevant or credible;
- Fruit and vegetables have very different meanings for children, and should therefore be promoted separately or in different ways;
- Children actively seek ways to exercise their own choices with regard to food;
- Children value eating as a social occasion; and,
- Children see the contradiction between what is promoted in theory and what adults provide in practice.

These issues led the EPPI to set out a range of recommendations for school-based interventions aiming to promote fruit and vegetables to children. Interventions should:

- Include active learning, such as cooking and tasting sessions;
- Ensure easy access to fruit and vegetables at lunch and break time;
- Include children's views and experiences when planning interventions;
- Encourage parental involvement in the promotion of fruit and vegetables;
- Promote fruit and vegetables separately or in different ways;
- Brand fruit and vegetables as being a 'tasty' rather than as a 'healthy' product;
- Create opportunities for children to have ownership over the social context in which they eat their food; and,
- Target children from lower socio-economic backgrounds to reduce health inequalities. (Recommendations based on Thomas et al. 2003: 114-117, shortened for this overview).

3.5 Limitations of the evidence

One important limitation of the current evidence base is the relative lack of UK based projects or programmes that have been evaluated. The majority of research studies originate in the US. This affects the generalisability of research findings, as the context in which children grow up differs significantly between the two countries.

In a similar review conducted by City University (Wu et al. 2008) on behalf of the Academy of Culinary Arts, the investigators highlight that their literature search identified only a small number of relevant studies and of those identified many were of lower quality, due to either inaccurate reporting or a less rigorous design. This assessment is backed up by Boyce et al. (2008) in a review of health interventions aimed at changing health behaviour:

'There is little systematic evidence to help determine which interventions or combinations of interventions are most effective in changing particular behaviours in various population groups' and the authors call for 'more investment in developing a stronger evidence base' (Boyce et al. 2008: viii).

With regard to the economic impact of behaviour change programmes there appears to be a significant gap in the evidence about the cost effectiveness of healthy eating programmes (Nice 2007: 55). Commissioned by the School Food Trust, London Economics has developed a model to assist in the estimation of the economic benefits associated with healthy eating initiatives (London Economics 2007). However, such modelling relies on detailed and thorough evaluation data which is able to capture the medium and long term impact of an intervention, something which is often lacking.

3.6 Practice examples (UK)

With the exception of The Food Dudes, most of the listed programmes in this section have not been evaluated or are in the process of being evaluated. Consequently, the effectiveness of such initiatives is not yet established. However, the table below does illustrate some similar initiatives which are operating at a national level (with the exception of Can Cook Liverpool)

Table 3.1: UK Practice Examples

The Food Dudes

<http://www.fooddudes.co.uk/>

A learning programme aimed at getting children to eat more fruit and vegetables and to eat a wider range. Using role models (the Food Dudes), rewards and visual stimulation (DVD's of the Food Dudes), as well as repeat testing, the programme creates a culture that strongly supports children to try and eat fruit and vegetables.

Parents involvement: parents are supplied with a home pack

Funding: run by Bangor University with funding from various funders

Evaluation: this programme was evaluated using a control group and evidenced a sustainable increase in consumption of fruit and vegetables among the poorest eaters (Horne et al. 1998, Lowe et al. 2003).

Let's get cooking

www.letsgetcooking.org.uk

A national network of cooking clubs that aims for children, families and communities to develop new cooking and preparation skills, and for families to increase their intake of nutritionally healthy food. These school-based clubs are required to organise practical cooking sessions for a minimum of 12 times yearly.

Parents involvement: parents are encouraged to take part in cooking sessions as participants or helpers

Funding: by the Big Lottery

Evaluation: report available in 2012, based on a sample of 10% of the planned 5000 national clubs

Open Futures (South East)

www.openfutures.com

A skills and enquiry based curriculum, which afford children the opportunity to explore gardening, horticulture, cooking and film, through a number of teaching resources. The 'cookit' strand utilises a cooking bus to provide schools with practical experiences of cooking

Parents involvement: none

Funding: Run by the Helen Hamlyn Trust

Evaluation: An overall evaluation was conducted by Newcastle University focusing on the curriculum development model, but it provides no details on the nutritional impact of cooking experience, although children did appear to learn specific cooking skills as a result of the programme.

'Focus on Food' campaign

www.focusonfood.org

A national campaign to raise the profile of food education in schools, by providing school with access to teaching resources, visiting cooking buses and illustrated cooking techniques. The programme has recently opened a cooking school in Halifax

Parents involvement: none

Funding: a range of partners and funders, including Big Lottery Fund, Food Standard Agency and Department of Health

Evaluation: being conducted by British Nutrition Foundation, at the time of writing, no details on when it will be available.

‘Food in Schools’ primary training

www.foodinschools.org

A training and curriculum development programme that enables teachers to develop their knowledge, skills and understanding about food and cooking. Training sessions with local trainers provide teachers with hands-on cooking sessions and teaching recourses for classroom use. Forms part of the Healthy School Programme

Parents involvement: none

Funding: DCSF

Evaluation: unknown

Food ‘a Fact of Life’

www.foodafactoflife.org.uk

A food and nutrition education programme for schools, which provide curriculum based teaching resources for four age groups, such as video podcasts, recipes and teaching resources. The programme also includes a Food Life Skills course for students aged 14-19.

Parents involvement: none

Funding: The British Nutrition Foundation’s education programme

Evaluation: unknown

Can Cook (Liverpool)

www.cancook.org.uk

A social enterprise cooking facility in Liverpool, that aims to give corporate, as well as community groups access to practical cooking experiences, with the aim to building skills and introduce healthier foods. Community sessions (including sessions with children and young people) take the form of a two-day courses run by a chef.

Parents involvement: parents are encouraged to take part in cooking sessions as participants

Funding: Liverpool PCT and local Sure Start

Evaluation: evaluation process to beginning in autumn 2010, carried out by City University

3.7 Conclusion and implications for the CAAS Programme

The research suggests that school or curriculum-based interventions have a bigger impact if they take a whole-school (or whole-child) approach to food and nutrition, by incorporating multiple components. Interventions that combined practical, hands-on cooking experiences; taste testing; active participatory classroom learning; involved parents; and made improvements to the lunchtime environment generated a whole-school environment that better supported and promoted children’s healthier diets.

In terms of the improvements programmes can expect to make to children’s consumption, Thomas et al. (2003) pointed out that ‘the implementation of school-based interventions will lead to, on average, an increase in children’s intake of fruit and vegetables equivalent to one fifth of a portion of fruit per day and a little less than one fifth of a portion of vegetables per day’ (Thomas et al. 2003: 115). These positive, but modest changes highlight the role curriculum-based interventions have in improving children’s knowledge and skills base, as well as influencing children’s eating habits. However, based on the existing outcome studies, programmes should be cautious when making claims about the long-term impact of interventions on children’s eating habits, as food choices are influenced by multiple factors, often outside the reach of school-based interventions.

Based on the evidence review, the following are key aspects of good practice in this area of work. Many of these are already components of the CAAS Programme or could provide areas for added emphasis or development in the future. The table has been colour coded to reflect the extent to which the CAAS approach reflects 'good practice' as defined by the evidence base:

- Green** - a clear fit between CAAS and the evidence base;
- Orange** - some fit between CAAS and the evidence but could be an area for added emphasis in the future; and,
- Red** - currently not a feature of CAAS and a potential future area for development.

Table 3.2: Messages from the evidence review and the CAAS Programme	
Key messages from the evidence review	The CAAS Programme
<input type="checkbox"/> Whole school approach combining classroom teaching, practical cooking, school lunches etc	<input type="checkbox"/> CAAS already provides lesson plans for other areas of the curriculum and encourages other school activity (e.g. 'grow your own' or cookery clubs) in order to embed key messages across the 'whole school'. It also works with school cooks where possible.
<input type="checkbox"/> Run a number of sessions within individual schools to maximise impact.	<input type="checkbox"/> CAAS has more recently begun this type of approach through the extended schools programme. This could be a key area for development for CAAS in the future.
<input type="checkbox"/> Develop and improve links between classroom learning and school meal provision, for example by adapting recipes prepared during cooking sessions for school dinners	<input type="checkbox"/> There are examples of the food prepared in a CAAS session being served as school dinners that day but this does not appear to be commonplace. This may not be possible in some schools (i.e. where school meals are outsourced and not prepared on school premises). However, where possible, this could form part of future CAAS activity in order to further embed key messages across the 'whole school'.
<input type="checkbox"/> Involve children in the planning of sessions, for example by letting them select recipes to be prepared during cooking sessions	<input type="checkbox"/> This is not an approach that CAAS has used to date. However, a greater level of involvement of children in choosing recipes could lead to them being more engaged in sessions and increase the possibility of them cooking the same recipes at home.
<input type="checkbox"/> Promote freshly cooked food as tasty and healthy and promote the value of food and where it comes from	<input type="checkbox"/> This is the core message of CAAS.
<input type="checkbox"/> Enable all children to be actively involved in the preparation of food, by keeping groups small - a participatory cooking element as well as demonstration	<input type="checkbox"/> CAAS does actively involve children in its sessions. All the children chop the fruit and vegetables to be used in the dish that the chef cooks. Also, a small number of children are involved in a cooking demonstration as part of the session. There are limits to the extent to which children can be more actively involved in cooking – many primarily schools do not have cooking facilities and sessions are usually delivered to a whole class or year group which can be 30 pupils or more. However, the project may wish to consider further small group work where practical.
<input type="checkbox"/> Enable children to enjoy and eat the food they have prepared in a relaxed and sociable atmosphere	<input type="checkbox"/> The CAAS session ends with the children tasting a small portion of the food that has been cooked. They are encouraged to use different senses and to think about the different tastes.

<input type="checkbox"/> Increase parents' involvement in the project by inviting them to partake in cooking sessions	<input type="checkbox"/> CAAS has more recently begun this type of approach through the extended schools programme. This could be a key area for development for CAAS in the future.
<input type="checkbox"/> Encourage children to cook with their parents at home, by providing them with suitable recipes to bring home and introduce goal setting between sessions, e.g. to try one new food before next session	<input type="checkbox"/> CAAS does provide children with the recipe for the dish cooked in the lesson and encourages them to cook with their parents at home. Working with teachers to introduce 'goal setting for the children could be an area for development in the future in order to maximise the impact of CAAS and to introduce something small and tangible that children could do to improve their diet.
<input type="checkbox"/> Target children from lower socio-economic backgrounds.	<input type="checkbox"/> CAAS targets schools with a 50% or more free school meals, so is aiming to reach the most disadvantaged children in the region.

3.8 References

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4 The delivery and impact of the programme

4.1 Introduction

In this section we review the delivery of the CAAS Programme and assess performance by analysing the achieved outputs, outcomes and impacts compared with those originally forecast. Section 5 provides further qualitative evidence of the outcomes and impacts of the Programme based on primary research undertaken as part of this evaluation.

4.2 Project implementation

The ACA is the lead organisation for the Programme and employs the Regional Co-ordinator and Regional Chef. NWDA investment in CAAS has been supported by in-kind contributions from the following:

- Food Northwest** who 'host' the Programme - the Regional Co-ordinator is based at their office in Runcorn; and
- Academicians** more particularly, Paul Heathcote, Nigel Haworth and Craig Bancroft, Steven Doherty, Andrew Bourne, Robert Marshall-Slater and Colin Martin who act as Programme Ambassadors.

The co-location of the Regional Co-ordinator and Food Northwest has enabled the Programme to benefit from the existing contacts of Food Northwest and has supported information sharing on key issues relating to regional food policy and practice. Furthermore, Food Northwest has an additional link with CAAS as its Chief Executive sits on the Programme's steering group.

In addition to Food Northwest, the Programme's steering group comprises representatives from ACA, the NWDA Programme Manager, the Regional Co-ordinator and Regional Chef. The original D&A form envisaged a wider steering group membership involving representatives from regional food and education partnerships. Although this has not happened in practice, the Regional Co-ordinator does sit on the Northwest Food School Cluster Group a key strategic partnership which has a membership across health and education.

4.2.1 NWDA project administration

The Regional Co-ordinator and Regional Chef have remained in post for the three year duration of the Programme. Having a consistent project team has had real benefits for CAAS in terms of delivery, partnership working and is evident in the achievements of the Programme (see sections 4.5 and 4.6 below).

Management and monitoring systems are an integral requirement of any investment programme. There are four primary benefits of an effective project delivery and management system:

- Help improve decision making;
- Aid management by pre-empting problems;
- Improve value for money; and
- Ensure financial propriety in the use of public funds.

The project management and monitoring systems adopted by the NWDA for the CAAS programme are recognised as standard NWDA practice. This has included quarterly review meetings between the NWDA project officer and project contacts, along with regular telephone and email contact on issues such as milestones, risks, management,

claims/invoices and new opportunities. It has also included the completion of a Progress Monitoring Report on a quarterly basis during the lifetime of the project. This would appear an appropriate system in terms of meeting NWDA's requirements.

4.2.2 Project risks

The D&A form and the first progress monitoring report set out a number of key risks for the Programme. These included:

- Staffing and organisation* – failure to recruit or retain staff and a lack of organisational capacity or stakeholder commitment;
- Costs* – cost overrun;
- Timescales* – delays and slippage;
- Outputs* – failure to achieve outputs.

The Programme team and steering group have mitigated against all these risks throughout the life of the Programme and have ensured that none of these risks have materialised or impacted on Programme delivery.

4.2.3 Alternative delivery options

The D&A form for the Programme did consider an alternative delivery option which was to recruit one post which would act as both Regional Chef and Regional Co-ordinator. Whilst this would have resulted in some outputs - this alternative option would have enabled the Programme to reach 120 schools - this is half of the target outputs of the actual delivery option for the CAAS programme adopted by the NWDA. Therefore, the project appraisal did not identify any other options that could have resulted in a better impact than the actual delivery.

4.2.4 Forward strategy

The CAAS D&A form contains a brief outline of the proposed arrangements for the Programme once NWDA funding came to end. The forward strategy relied primarily on the Ambassador Chef role to continue the work of the CAAS Programme:

Once the project is part of the 'psyche' of the Northwest we will have a pool of Academicians and chefs to continue the delivery of the programme in the NW using the lesson plans as a legacy. The links made with the schools, chefs, communities and potential customers will be maintained and developed further through the strength and network of the Academy of Culinary Arts and its ownership of the Chefs Adopt a School project.

As the Programme has been implemented, the important role played by the Regional Co-ordinator and Regional Chef has become clear (see section 5) and a proposal for an extension to NWDA funding has recently been submitted. Currently, there is not a more developed succession strategy for the Programme, which considers alternative funding or income streams in order to continue the delivery of the Programme in its current form, if the NWDA decided not to continue funding CAAS. In section 8.2 we make recommendations for a possible succession strategy for the Programme.

4.3 Expenditure

This section of the report looks to assess the progress of the CAAS Programme in terms of forecast targets and actual investment. This analysis is based on:

- Quarterly progress and monitoring reports supplied by the NWDA for the period April 2007 – March 2010;

- NWDA Project Management System; and,
- Grant offer letter and appendices.

The original contract for the CAAS Programme allocated a budget of £243,000. NWDA funding into the programme was specifically required for staff costs and overheads. In June 2008, CAAS sought an additional £12,000 through the NWDA Change Control process for the delivery of an additional 220 sessions in schools. This was approved in June 2008, and increased the NWDA programme funding to £255,000. Table 4.1 below provides an overall picture of the actual revenue spend on a year-by-year basis for a three year period from April 2007 – March 2010, and also identifies future spend post 2010.

Table 4.1: Overall funding by year (April 2007 – March 2010)

	Year 1		Year 2		Year 3		Total		Future Spend	
Funding	2007-08		2008-09		2009-10		2007-2010		2010+	
	Forecast	Actual Spend	Forecast	Actual Spend	Forecast	Actual Spend	Forecast	Actual Spend	Forecast	Spend
NWDA Funding	£80,000	£70,103	£82,000	£102,491	£81,000	£81,000	£255,000	£253,594	£0	£11,539

* Forecast following Change Control process in June 2008

The information in the table indicates that in terms of total NWDA funding from April 2007 to March 2010, the programme underspent in the first year by £9,897. The NWDA has identified that this occurred due to a delayed start to the Programme. The Regional Co-ordinator was appointed in July 2007, just as schools were about to start their summer holidays, and therefore it was September before promotional activity started. Schools plan their teaching programmes in advance, and therefore this stalled the project further - i.e. schools signed up for the programme but for the delivery of sessions in a couple of months time.

As a result of the underspend in Year 1, the programme overspent in Year 2, but this was when the programme started to pick up momentum, and was delivering sessions in schools.

In addition, the CAAS required additional expenditure for £11,539 for administration costs in April 2010, which included this final evaluation of the programme. This was not part of the additional contracted funding allocation, and therefore in February 2010 this was approved by the NWDA.

4.4 Revenue

CAAS offers one free classroom based session to primary schools. If schools wish to receive additional sessions or a return visit from the Programme, they are asked to make a donation which covers the cost of session (travel expenses, food and other materials). The donation does not currently contribute to the salary costs of the Regional Chef or Regional Co-ordinator. The table below presents the number of schools who have paid for return of additional sessions and the total revenue received. The table indicates that, based on the number of sessions delivered, the average contribution per session is £257.26.

Table 4.2: Number of schools who received additional sessions		
Programme Year	Number of Sessions	Fee received
Year 1	10	£2,360
Year 2	18	£5,245
Year 3	14	£3,200
Total		£10,805

The practice of charging schools for extra sessions was something adopted in the final year of the Programme. It does give an early indication of the ‘value’ of the sessions from a school perspective and that charging schools could be developed into a revenue stream for the Programme in the future. Further research could be undertaken into how much schools would be prepared to pay for the CAAS Programme, giving the option of charging a fixed fee in the future (which could also help cover the costs of salaries).

The Programme has spent minimal amounts on promotional literature and activity over its lifetime. The Regional Co-ordinator has generated a significant amount of free publicity and marketing and has put significant effort into promoting the Programme amongst key organisations and partnerships across the region. This has not only saved CAAS money but has also raised its profile across the Northwest. The CAAS progress monitoring reports contain details of the level of promotional activity and media exposure and examples include:

- A space devoted to CAAS on the Food North West Website;
- Various magazines, including Food Northwest Magazine ‘Blend’;
- Television appearances including Granada Reports; and,
- Newspaper coverage including The Chorley Guardian and the Tameside Reporter.

4.5 Outputs

This section of the report presents an overview of the outputs which the CAAS Programme has delivered over the past 3 years. CAAS is not a typical RDA programme, as it delivers minimal RDA core outputs. This evaluation report also presents the specific target and additional outputs which have been delivered by the Programme.

4.5.1 Core and target outputs

CAAS was contracted to deliver one NWDA core output and also set two target outputs which were Programme specific. As set out in the Programme D&A form, these were: two jobs created; the delivery of 240 ‘healthy eating’ sessions; and the recruitment of 30 Ambassador Chefs / Academicians.

Table 4.2 below identifies the target and actual outputs from the CAAS programme by March 2010. This is based on a desk based analysis of information provided by the NWDA contained in Programme progress monitoring reports and the Extension to Funding Brief. The table uses the BRAG colour coded system¹² to identify where the programme is meeting and exceeding targets.

¹² BRAG colour code relates to: Blue – Complete; Red – Significantly behind timescale; Amber – Slightly behind timescale; Green – On time.

As shown in Table 4.2, the CAAS Programme has achieved its core outputs and exceeded all target output requirements as set out in the D&A form. Most notably, this includes the delivery of 790 sessions, which exceeds the target by 329%.

Table 4.2: CAAS Outputs			
Output	Total 2007-2010		
	Target	Actual	%
Core outputs			
Jobs Created	2	2	
Programme specific target outputs			
Number of healthy eating sessions delivered	240	790	
Number of Ambassador Chefs recruited	30	38	

Another key output referred to in the Programme D&A Form is the development of Key Stage 1 and 2 'healthy eating' lesson plans. The CAAS Programme has achieved this output and has also produced a number of other resources to support the delivery of the classroom based sessions and as a way of helping schools to embed the CAAS messages within other aspects of the school curriculum. This has included:

- A lesson plan has been produced for Key Stage 1 & 2, incorporated into the CAAS Resource Book which is given to all schools on 'adoption';
- Development of a laminated A3 taste poster utilised within session delivery; and
- Programme Package with details of all CAAS activities, for 'returner' schools.

4.5.2 Other project specific outputs

The Programme has also delivered a number of project specific outputs, which do not have targets and which were not referred to in the original D&A form. We felt it was important to capture these as part of the final evaluation as they represent key achievements for the Programme. The key project specific outputs are summarised in table 4.3 below.

Table 4.3: Project specific outputs	
Output	Total achieved 2007- 2010
Number of schools adopted	288
Number of pupils supported*	11,850
Number of farm visits	13
Number of children attending farm visits*	390

*Based on an average of 30 pupils per class

As presented in the above table over its lifetime the Programme adopted 288 'schools', which includes the following breakdown:

- Primary level (mainstream) – 245;
- Primary level (SEN) – 6;
- Secondary level (mainstream) – 14;
- Secondary level (SEN) – 4;
- Secondary level (Pupil Referral Unit) – 3;
- Playing for Success Centres (out of school study support) – 12;
- Professional Sports Clubs, Rugby – 1; and,
- Children Centres – 3.

There are relatively few farm visits compared with the number of classroom based sessions delivered through the Programme. This is because the Programme only introduced the idea of farm visits in its final year. Furthermore, this is an optional part of the CAAS Programme. The Regional Co-ordinator signposts schools to local farms and encourages them to take up a farm visit, however the decision is left to an individual school.

The Regional Co-ordinator and the Regional Chef have also been involved in a number of events across the region, in order to raise the profile of the CAAS Programme and take its key messages to a wider audience. Progress Monitoring Reports list a significant number of events, some of which include:

- Food Northwest Awards Gala Dinner, where the programme paired an Academician with a secondary school from each region;
- Improvement Foundation – Everyone's Cooking Learning Workshops, where the CAAS programme delivered 6 workshops to 3 schools and attending delegates;
- The Manchester Food and Drink Festival, which included the delivery of 2 cookery sessions in a live theatre, and the presence of a trade stand; and,
- The Lancashire Young Chef Competition, where the CAAS NW Regional Chef chaired the panel of judges.

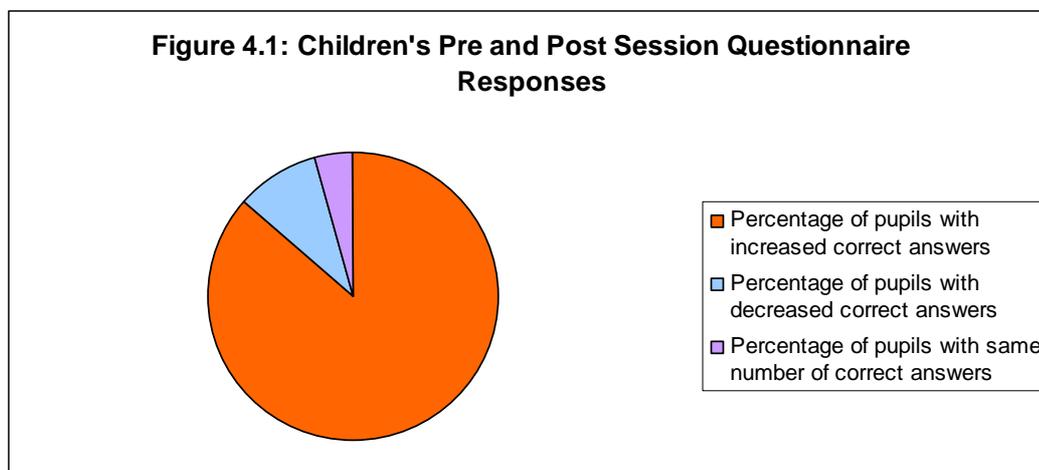
4.6 Outcomes

Given the nature of this RDA Programme, the primary research section of this report will provide the bulk of the qualitative evidence in relation to outcomes and impact. However, as part of its self evaluation and monitoring processes, the CAAS Programme has been collecting beneficiary data which relates to outcomes.

A questionnaire was developed by the Regional Co-ordinator. Children are asked to complete the questionnaire before the CAAS session in order to provide a baseline of the children's knowledge of food provenance, food appreciation and healthy eating. The children are asked to complete the same questionnaire after the session in order to determine the impact of the session on their knowledge of food provenance, food appreciation and healthy eating.

Before and after questionnaire data has been collected for the majority of schools who have taken part in the CAAS Programme. However, due to capacity issues, only a sample of this data has been inputted electronically. It is this sample data which has been used as part of the final evaluation. We make some recommendations for evidencing the impact of the Programme in section 7.3.3.

The sample of completed baseline and follow questionnaires is spread over a total of 18 schools across three districts: Cheshire (6 schools), Cumbria (8 schools) and Merseyside (4 schools). A summary of the findings is presented in the graph below.



The questionnaire findings are promising and indicate that the majority of the children in the sample had improved knowledge of food provenance, food appreciation and healthy eating as a result of the CAAS session. 85.8% of children answered more questions correctly on the follow up questionnaire than on the baseline questionnaire.

4.7 The additionality of outputs and outcomes

This section looks at the additionality of the outputs and outcomes achieved through the CAAS Programme, namely to what extent these are 'additional' to the counterfactual (outputs and outcomes which would have occurred anyway, without the Programme).

The findings of the primary research, more particularly the teacher survey and the stakeholder interviews, have been used to inform a gross to net analysis of outputs and outcomes. (For more detail on the primary research findings see section 5 of this report).

4.7.1 Outputs

When focusing on the outputs which would have occurred anyway without the Programme, there are two potential deadweight impacts: other similar services within the Northwest region and the CAAS sessions which would be delivered on a voluntary basis through the Academicians based in the Northwest region.

- ❑ *Other similar services* - stakeholder interviews (for further details see section 5.3.) identified some small scale, localised cookery projects and a handful of one off 'ready steady cook' events aimed at children and young people in some parts of the region. The Adopt a School model is something different than what is being offered elsewhere – it is the only classroom based, regional Programme targeting primary school aged children, more particularly in deprived communities. As a result, we have assumed that the deadweight impact of other similar services is nil.
- ❑ *Academicians* – the ACA does operate the CAAS Programme in other regions using volunteer Academician chefs. In the Northwest Paul Heathcotes and a handful of other volunteer Chefs were already involved with the ACA and have been delivering a small number of CAAS sessions each year. As a result, the Academicians would generate a small number of outputs that would have occurred without the NWDA investment in the Programme.

Based on the above analysis, table 4.4 presents the net additionality model used within the evaluation and the net outputs for the CAAS Programme. The following assumptions underpin the net additionality model: five Academicians continued to deliver two sessions per year over the three year period to 30 children per session. It is assumed that no farm visits would have taken place as these were organised through the Regional Co-ordinator and not part of the Academician role.

Table 4.4: Net additionality model			
Output description	Gross outputs	Deadweight	Net outputs
Jobs created	2	0	2
Healthy eating sessions delivered	790	30	760
Ambassador Chef's recruited	38	5	33
Schools adopted	288	5	283
Pupils supported	11,850	900	10,950
Farm visits	13	0	13
Children attending farm visits	390	0	390

4.7.2 Outcomes

The key outcomes of the CAAS Programme are to improve knowledge of food provenance, food appreciation and healthy eating amongst primary school aged children in the Northwest and in turn, improve their healthy eating habits and behaviours as a result. Whilst the delivery model used by the CAAS Programme differs from anything in the region, it is not the only initiative within schools which is aimed at healthy eating.

Healthy eating is already a high priority for primary schools and this is evident in the range of school based activities available to promote healthy eating messages and encourage children to eat more healthily. Indeed, the teachers who responded to the evaluation survey (see section 5.2 for details) identified a range of other healthy eating activities which currently took place in their school the most common of which were the Healthy School Standards; breakfast and after school clubs; cookery clubs; and nutritional standards within school lunches.

When teachers were asked '*to what extent would the outcomes of the CAAS Programme have been achieved anyway (for example through other school activity) without engagement with the CAAS Programme?*' 83.3% of respondents felt that without the engagement of the CAAS programme, the outcomes would not have been achieved to the same scale. The remaining 16.7% were unsure or felt unable to comment.

Teachers felt that the involvement of the CAAS Programme enabled schools to maximise the impact on children's knowledge of healthy eating messages and food habits and behaviours. In particular, teachers emphasised the impact of key health eating messages being reinforced by a Chef (viewed as an external 'expert') and the practical and memorable nature of the sessions. CAAS was seen to contribute to a 'whole school' approach to healthy eating, something which research evidence identifies as good practice when attempting to change the food habits and healthy eating behaviours of children. (See the review of the existing evidence in section 3 of this report for further details).

4.8 Wider impacts

As highlighted above, this is not a typical NWDA project. The project is focused on generating social and health outcomes and wider benefits in line with national and regional policy, rather than delivering core RDA outputs. In addition to the outputs and outcomes above, the programme has also delivered wider impacts, more particularly in relation to partnerships and contribution to policy.

4.8.1 Partnerships

In order to maximise the impact and reach of the Programme, CAAS has linked with a number of businesses and initiatives in the region. More particularly, the Programme has worked in partnership with:

- ❑ *Heathcotes* – is a renowned high quality restaurant chain across the Northwest and Yorkshire. The restaurant owner, Paul Heathcotes has had an active role in the Programme, as a member of the ACA and as an Ambassador Chef delivering sessions in the schools. As a key employer in the Northwest, Heathcotes actively encourages its Chefs to get involved with their communities, which in many cases has led to Heathcotes chefs adopting schools through the CAAS Programme. The restaurant chain also delivers children’s cookery classes across the Northwest, which mirrors the approach and objectives of CAAS.
- ❑ *Farm Visits* – as part of the Year of Food and Farming (YOFF), which was launched by his Royal Highness the Prince of Wales in September 2007, the initiative sought to offer every school child the opportunity to visit a local farm in order to learn more about where food comes from. The CAAS Programme has aligned itself with this initiative and has introduced farm visits as part of the Programme intervention. The Regional Co-ordinator has worked in partnership with a number of local farms to deliver this aspect of the Programme including Claremont Farm, Wirral and Shipbrook Hill Farm, Cheshire.
- ❑ *Playing for success* – the CAAS programme has widened its delivery to include ‘Playing for Success’ (PFS), an initiative which seeks to establish out of school hours study support centres within football clubs (e.g. Tranmere Rovers and Everton). This has enabled CAAS to reach more primary school aged children and has helped PFS deliver its programme of work around the development of skills.
- ❑ *Primary Food Producers* – the CAAS programme seeks to engage with primary food producers across the region in order to promote local produce and to ensure that CAAS sessions use local produce where possible. In addition, the Regional Co-ordinator encourages schools and primary producers to build independent links, suggesting activities such as food producers visiting schools or local fresh produce being used in school dinners.

CAAS is also a key partner on the *Northwest School Food Cluster* a regional partnership which brings together organisations working on the issue of school food and food education. The aim of the partnership is twofold, first, to provide a forum for these organisations to share information, resources and ideas. Second, to provide a co-ordinated school food and food education ‘offer’ to schools across the region (rather than individual organisations targeting individual schools). The impact of the School Food Cluster has been largely due to the reciprocal relationships across the partnership (organisations benefitting from each other in terms of shared information, skills and resources) and between the Cluster and schools. For further details see 5.3.2.

4.8.2 Contribution to policy

As set out in section 2.2, the CAAS Programme has a clear strategic fit with a number of national and regional policies – in particular it supports the delivery of key actions within the Regional Economic Strategy and is referenced within the Northwest Framework to Achieve Healthy Weight in Children & Families, the regional mechanism for delivery of the Government's Healthy Weight, Healthy Lives Strategy (January 2008).

The policy area in which the CAAS Programme has made the most significant contribution is the Healthy School Standard. CAAS has worked in partnership with Healthy Schools Co-ordinators across the region to promote the Programme to primary schools. Furthermore, it has made explicit links between CAAS and the Healthy School Standards in order to demonstrate to schools how the Programme can help them achieve Healthy School Status.

As a result, the work of the Programme has formed part of schools' evidence towards meeting Healthy School criteria 2 in relation to healthy eating, namely that *pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.*

Whilst CAAS can help schools meet the healthy eating criteria across the board, it is most relevant to Criteria 2.9 - *ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Good Health) and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables.*¹³

¹³ For further guidance on the Healthy School Standard in relation to health eating visit <http://audit.healthyschools.gov.uk/Themes/Themes.aspx?theme=2>

5 Primary research findings

5.1 Introduction

In addition to using the monitoring and evaluation data gathered by the CAAS Programme and reviewing the existing evidence base, the views of beneficiaries and stakeholders have formed a key aspect of the evaluation. The purpose of conducting primary research was to:

- understand the Programme objectives and delivery process;
- understand the Programme context including alignment to government policy;
- capture non-quantifiable outcomes and impacts of the Programme;
- understand the wider benefits and the strategic added value of the intervention; and,
- identify good practice and what has worked well and less well.

Below we outline the methodology and key findings for the three areas of primary research: a survey of teachers from primary schools who have 'adopted a chef'; telephone interviews with other key stakeholders identified by the NWDA; and focus groups with primary school aged children and their parents.

5.2 Teacher survey

5.2.1 Methodology

As part of the evaluation, GENECON developed a survey which was sent out to schools who had taken part in the Programme. The aim of the survey was to elicit the views of teachers, who had been directly involved with the CAAS sessions, on the effectiveness of programme delivery and the impact of the Programme. In particular, the survey questions focused on:

- Identifying the type of support and contact between the schools and the CAAS programme;
- Obtaining a teacher viewpoint on the effectiveness of programme delivery;
- Understanding the impact and benefits of the Programme from a school perspective;
- Identifying the added value that has occurred due to the engagement of schools with the programme, i.e. what would have happened without the delivery of sessions.

A total of 184 surveys were sent out to teachers via email and they were given two weeks to complete it online. After a period of a week, schools which had not yet completed the survey were followed up with a telephone call to encourage them to complete the survey online. 36 surveys were completed by the deadline, which is a 20% response rate.

As with all surveys, there were a number of issues which impacted on the response rate achieved. Firstly, the email contact for the school was not always the teacher who had been involved in the CAAS session. In these cases, we had to rely on the email contact (often the school administrator or Headteacher) forwarding on the email before the survey deadline. Secondly, some of the schools on the contact list had yet to receive a session from CAAS and were therefore unable to complete the questionnaire.

A copy of the survey is attached in Appendix i and Appendix ii contains a report on the full range of responses, below we summarise the key findings.

5.2.2 Context

The teachers surveyed had heard about the Programme from a variety of sources. Most respondents (27.8%) heard about the CAAS Programme from another school through 'word of mouth' which is an indication that CAAS has been positively received by schools. 16.7% of respondents were contacted directly by the Programme.

In addition to the free classroom based session offered to schools, 25% of respondents had paid for an additional or return session. This is particularly significant, as CAAS only began offering return visits to schools in the last year of the Programme. Schools willingness to pay for CAAS demonstrates its 'value' from a teacher's perspective and could represent a potential revenue stream for the Programme in the future (see section 8.2. for further details).

CAAS is not working in isolation, primary schools are taking part in a range of activities designed to promote healthy eating behaviours. Other initiatives identified by teachers who responded to the survey include:

- Healthy School Standards (83.3%);
- Breakfast Clubs / After School Clubs (77.8%);
- Cookery Clubs (61.1%);
- Nutritional Standards within School Lunches (36.1%); and,
- Other (includes cookery lessons, gardening clubs, and healthy lunch box policy) (16.7%).

These activities, along with CAAS can provide a 'whole school' approach to healthy eating. This has greater potential to impact on children's eating habits and to enable schools to attain Healthy School Status.

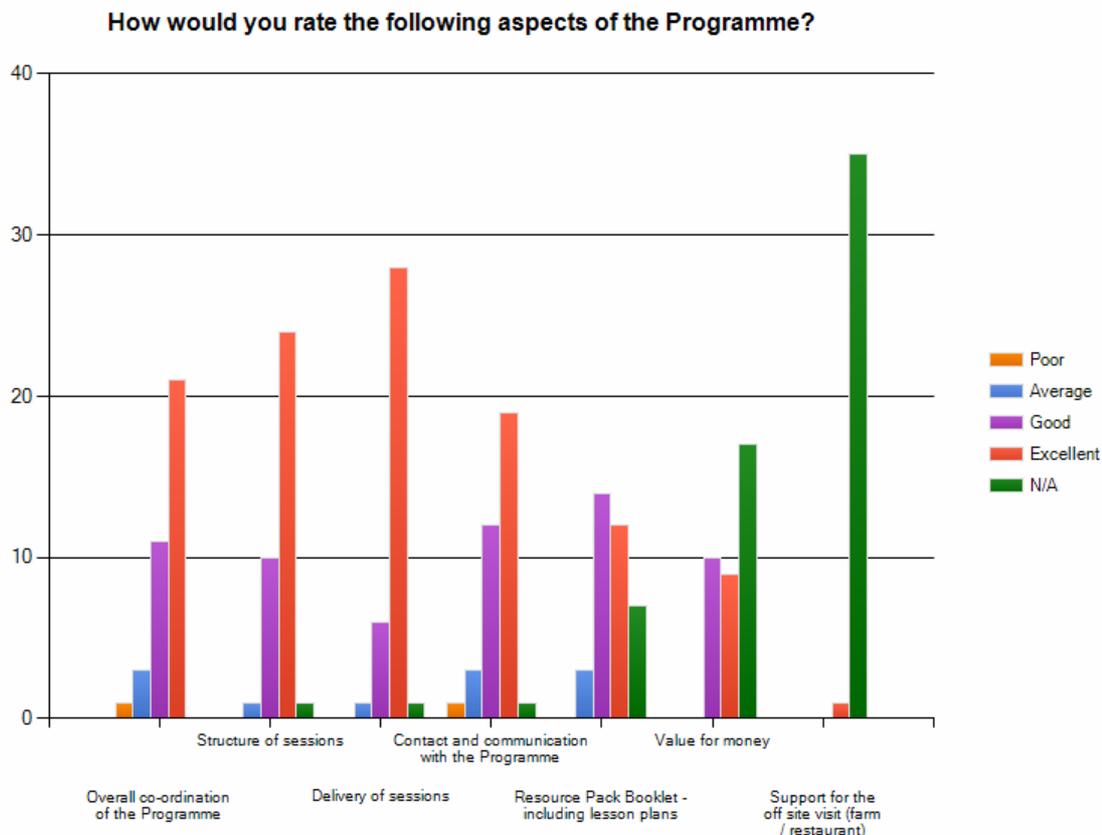
5.2.3 Delivery

Respondents to the teacher survey rated the CAAS sessions as highly appropriate and highly engaging for the children involved and of high quality:

- 91.7% of respondents ranked the CAAS Programme as 4 or 5 in terms of the appropriateness of the sessions for the children involved (with 5 being highly appropriate and 1 being inappropriate).
- When asked to rate the level of engagement of the children achieved through CAAS (with 5 being highly engaging for children and 1 being not engaging), 91.7% of respondents scored 4 or 5.
- In terms of quality of the sessions delivered, 94.5% of respondents ranked the Programme as either 4 or 5 (with 5 being high quality and 1 being poor quality).

The respondents were asked to rate specific aspects of the Programme delivery. The graph below illustrates the responses. It is clear from these findings that the teachers felt that the Programme had been delivered effectively. The majority of respondents rated the follow aspects of delivery as excellent: overall co-ordination of the Programme, the structure and delivery of sessions, contact and communication with the Programme. There was a more mixed response in relation to Resource Pack Booklet, although the majority of respondents still rated it good or excellent. A significant number of teachers stated not applicable when asked to provide feedback on the Resource Pack suggesting that they did not receive one or did not recall receiving a copy. In relation to value for money, most respondents stated not applicable. It is assumed that this is because the first session delivered at the schools was free.

Figure 5.1 Teachers’ feedback on specific aspects of Programme Delivery



5.2.4 Impacts

Teachers were asked to comment on the impact of the Programme in relation to children’s interest, knowledge and behaviour in relation to food and healthy eating. Respondents were also asked to feedback on any impact CAAS may have had on schools.

☐ Children

97.2% of respondents felt that the programme either had a significant impact or some impact in stimulating children’s interest in food and food provenance, and the same percentage felt that the programme either had a significant impact or some impact in raising the awareness of healthy eating messages to children. As a result it is clear that the CAAS Programme is making a difference to children’s knowledge and attitude towards food and healthy eating.

Teachers were less clear about the impact of CAAS on the healthy eating habits of children. The majority of respondents felt that the programme had made some impact (47.2%) on the healthy eating habits of the children, 41.7% of respondents were unsure of the impact that the programme had made to children’s healthy eating habits. Given the challenges in changing eating habits amongst children (see section 3) it is promising that over half of the teachers surveyed felt that the Programme had at least had some impact. When asked to explain their responses, a key theme was that teachers felt the children were more likely to try different foods as a result of the sessions, and that in some cases, improvements to the children’s lunch boxes or the selection of ‘healthy options’ in school meals provided evidence that the children’s eating habits had changed.

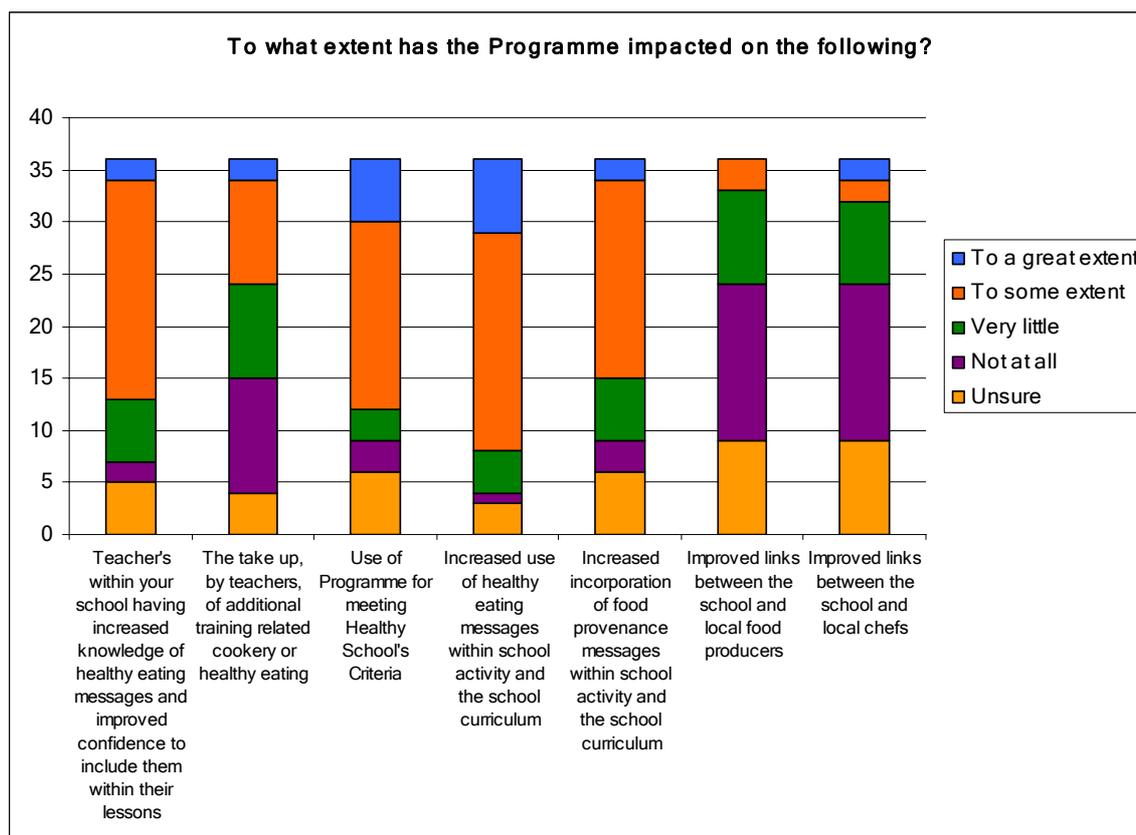
☐ **Schools**

It appears that the key messages from the Programme are being embedded across the relevant primary schools, with 80.6% of respondents indicating that since working with the Programme, they have gone on to incorporate the food and healthy eating messages promoted within CAAS into other aspects of the curriculum and / or school activities. The key areas identified within the survey included¹⁴:

- PSHE (73.3%);
- Geography (56.7%);
- DT (53.3%);
- Growing of fruit and vegetables (46.7%);
- Cookery Clubs (40%); and,
- Before / After School Clubs (26.7%).

Respondents were asked to rate the extent to which the Programme impacted on a range of teacher, classroom based and whole school activities. The graph below provides further details.

Figure 5.2 Teachers' feedback on the impact of the Programme



The graph indicates that the Programme impacted, to some extent, on the following:

¹⁴ Other responses were also identified. See Appendix iii for full list.

- Increased knowledge of healthy eating messages amongst teachers;
- Supporting the school to meet Healthy School criteria;
- Increased use of healthy eating messages within school activity and the school curriculum; and,
- Increased incorporation of food provenance messages within school activity and the school curriculum.

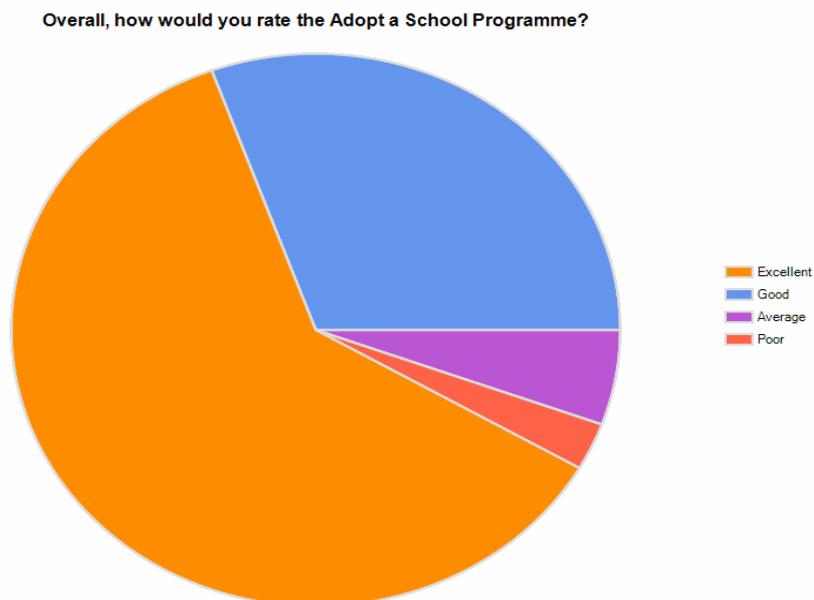
The areas where the Programme has had less impact are to be expected as they are not part of the core focus of CAAS. However, for example, helping to improve links between schools and local food producers or local chefs could be an area in which the programme may wish to focus its efforts in the future.

83.3% of respondents felt that without the engagement of the CAAS programme, the impacts highlighted above would not have been achieved to the same scale. When asked to provide reasons for their answer, teachers highlighted the role of Programme in increasing awareness of food and health issues amongst staff; helping to persuade management to incorporate food into the curriculum; and emphasised the impact of the Programme's practical approach to delivering the healthy eating agenda.

5.2.5 Overall rating

When respondents were asked to rate the CAAS programme overall, this elicited overwhelmingly positive results with 91.7% of teachers rating the Programme as either excellent or good.

Figure 5.3 Teachers' overall rating for the Programme



5.2.6 Teacher Feedback Forms

As part of the Programme's monitoring and evaluation processes, teachers are asked to complete a feedback form after a session has been delivered in their school. A sample of these feedback forms have been thematically analysed by GENECON as part of this

evaluation. This information has been used to supplement the teacher survey and highlights the following key themes:

- ❑ **Context** – teachers felt that the sessions were well planned to include topics which were interesting and relevant to the Healthy School Standard and other curriculum areas. Many teachers said that they would recommend the sessions to other schools, and would be passing on positive feedback to other teachers.
- ❑ **Delivery** – the majority of teachers felt that the session was pitched / paced appropriately to the age and development of the children; that the chef's hat and aprons added to the atmosphere and engaged children from the outset; and that the practical 'hands-on' approach was conducive to learning. Teachers emphasised that the sessions were well organised, informative and fun.
- ❑ **Impact** – teachers believed that the Chef was an excellent role model. They stated that the children had learnt about the importance of food hygiene and food provenance. Teachers pointed to links to other parts of the curriculum and said that input from the CAAS Programme had increased their confidence to do more cooking in school.

Overall, the feedback from the teachers was incredibly positive both about the way the Programme has been delivered and the impact it made on the children and the school. As illustrated by the quotes from teachers below:

"The children (and staff!) thoroughly enjoyed the chef's visit. The content and coverage of the session was varied and extremely engaging, and the children's knowledge about food and healthy eating was greatly improved"

"What a great afternoon! The children thoroughly enjoyed the experience from start to finish. It was great for the staff to see what is possible in a relatively short time. There was just the right balance of activities to keep the children engaged, too. I liked the way James used his time, giving information, q & a session, doing, observation and finally tasting! Thank you very much - your work is vital and we feel inspired to do more ourselves now."

Few teachers raised any criticisms of the Programme. Amongst the sample of feedback forms analysed as part of this evaluation, there were only two issues raised:

- ❑ In one school, there were a lot of children in the hall at one time, and therefore it was difficult for some children to see / hear the Chef at times; and,
- ❑ A 5-10 minute break half way through would have helped the children to maintain attention / interest.

5.3 Interviews with key stakeholders

In addition to a survey of teachers from schools who have had input from the CAAS Programme, a number of other key project stakeholders were consulted as part of the evaluation. Telephone interviews were carried out with the stakeholders listed below. In-depth discussions were also had with Janet Horn the Project Co-ordinator and James Holden the Project Chef. In addition, Claire Turner observed a CAAS session at a Manchester primary school.

- ❑ Alison Hill, Programme Manager Skills and Employment, NWDA;
- ❑ Sara Jayne Stanes, Director Academy of Culinary Arts;
- ❑ Pat Foreman, Chief Executive, Food Northwest;
- ❑ Sylvia Cheater, Regional Co-ordinator North West Food and Nutrition Team, Department of Health;
- ❑ Loraine Gleave, Head of PSHA/Citizenship Services, Stockport;

- ❑ Gary Richards, Club Centre Manager, Playing for Success;
- ❑ Andrew Pimbley, Claremount Farm;
- ❑ Paul Heathcote, Chief Executive, Heathcotes Restaurants Ltd (and an Academician); and,
- ❑ Steve Midgley, Head Chef, Grado Restaurant and Tapas Bar (and an Ambassador Chef).

Some of these stakeholders were able to comment on the Programme delivery and its impact on beneficiaries. Others have provided a more strategic view of the Programme rationale, delivery and impact. The key findings which emerged from the stakeholder interviews are presented below.

5.3.1 **Programme rationale and ‘theory of change’**

All stakeholders supported the rationale for the CAAS Programme and its overall objective ‘to increase children’s knowledge of food, cookery and food provenance so they can make informed and healthy choices for the rest of their lives on what they choose to eat.’ Furthermore, stakeholders believed that the Programme was making good progress towards achieving its overall objective.

When discussing the ‘theory of change’ behind the Programme and the relationship between Programme interventions and intended outcomes (i.e. what was it about X that achieves Y), stakeholders identified a number of aspects of Programme activity which they believed were integral to the Programme’s ‘theory of change’:

- ❑ **Stimulating an interest in food** – the focus of the CAAS sessions is on food and where it comes from in order to benefit the health of children. As a result, it is much more about captivating children’s curiosity and kick starting an interest in food than about skills and healthy eating messages.
- ❑ **The ‘wow factor’** - having a Chef delivering the sessions was seen as a key aspect of engaging the children and stimulating their interest in food. Stakeholders felt that the underlying healthy eating messages of the CAAS Programme were not necessarily anything different from what they could learn from teachers or parents but the fact that the message was coming from a Chef had more impact. Also, some stakeholders pointed to the benefits of having a male role model in primary schools where the majority of the school staff are often female.
- ❑ **Session activities** – many stakeholders highlighted the methods used by the Programme to engage children in thinking more about food. The use of the 4 tastes and 5 senses was viewed as unusual and something which differentiated the CAAS sessions with other projects aimed at healthy eating. The food practical, using local produce was also commonly referred to amongst stakeholders, as were the farm visits.
- ❑ **‘Demonstration’ element** – some stakeholders emphasised the approach of the Programme in showing schools what they can do to promote healthy eating and cookery even without a school kitchen or cookery facilities in the classroom. Furthermore, the lesson plan ideas for other curriculum activities were also referred to as a positive way to embed messages about food and healthy eating into other aspects of school activity.

5.3.2 **Performance and impact**

It is clear that the CAAS Programme is well regarded amongst the stakeholders interviewed. All spoke positively about the way the Programme had been delivered and

the impact it had made to date. They believed that the Programme had been managed efficiently and had developed strong links across the region with schools and other relevant agencies. Furthermore, those who felt able to comment said that from their perspective, the Programme had made a difference to children, families and schools. The following are the key messages from stakeholders in relation to performance and impact:

- **Innovation** – the CAAS Programme was seen as an example of innovative practice within the Northwest Region in the field of food, schools and healthy eating. It was also seen as filling a gap which was not being met by other organisations. Stakeholders felt that there was ‘nothing else like it’ in the Region. As a result, stakeholders felt that it had been easy to promote the Programme across schools.
- **Programme team** – many stakeholders highlighted the passion and commitment of Janet Horn and James Holden as a key ingredient in the Programme’s success. Stakeholders commented that the Programme had a big task and a small resource but that the Programme team appear highly motivated and willing to go the ‘extra mile’ to deliver CAAS. Furthermore, from the perspective of the ACA and the Ambassador Chefs, there were huge benefit in having a Regional Co-ordinator (something not available as part of ACA in other regions). A key aim of the Programme from an ACA perspective was to develop a presence in the Northwest region and the ACA believes that the Regional Co-ordinator post has been central to achieving this.
- **Catalyst** – stakeholders described the CAAS Programme as a catalyst project, one which stimulated the interest of children, parents and schools and enabled further food and healthy eating activity to kick start within schools and the wider community;
- **Involving parents** - opening up the Programme to parent and family sessions was viewed as a key strength of the Programme and an area for development. Stakeholders believed that involving parents had more impact of children’s healthy eating habits than pupil only sessions, as parents were a key influence on what their children ate. James Holden highlighted what he believed were the key aspects of successful parent sessions:
 - Calling it a ‘masterclass’ and making it ticket only makes the sessions more appealing to parents;
 - Focus on sharing ideas and working together – not telling parents what to do;
 - A practical element such as cooking on a budget or recipes for healthy family meals.
- **Extended schools/cluster schools model** – where the Programme has worked through the extended schools agenda and with a ‘cluster’ of primary schools, the Regional Chef has been able to deliver a range of CAAS sessions to different year groups, families and parents only. Stakeholders believed that this approach enabled the chef to build up a relationship with the school. This, in turn, helped to ensure that the key messages within the CAAS Programme could be embedded within the school curriculum and the school community.
- **Planned curriculum and whole school approach** – the role of the Headteacher was seen as key to the success of the CAAS Programme. Where the Programme has been able to work in partnership with the Head and classroom teachers, there has been greater opportunity to embed the Programme within the school curriculum and other school activities (such as breakfast and after school clubs). This has worked best as part of a planned curriculum and within a whole school approach – only achievable with a supportive and proactive Head.
- **Policy fit** – all stakeholders felt that the CAAS Programme had a strong fit with a range of government policies spanning health, education, children’s services, food

and farming. In particular, the Programme was seen to have best fit with the Healthy School agenda and government policies on reducing childhood obesity. Stakeholders believed that the CAAS Programme was helping schools to achieve Healthy School Status and helping to deliver regional objectives around child health and health inequalities.

- **Partnership working** – from the beginning of the Programme the NWDA have been keen not to deliver the Programme in isolation and to build links and collaborations where possible and avoid duplication of efforts. From a stakeholder perspective, the Programme has been very successful at partnership working. In particular, it has played an active role in the Northwest School Food Cluster Group. Through the Cluster Group the Programme has been able to promote its work and share ideas and information with key partners. Furthermore, as a result of its involvement with the Cluster Group and local Healthy Schools Co-ordinators, the Programme has partnered with Healthy Schools across the 22 Northwest Local Authorities, enhancing curriculum delivery on healthy eating; supporting schools to address the National Healthy School Status.
- **Links with the hospitality industry** – the Programme has built good relationships with Heathcotes Restaurants and this has led to an increasing number of Ambassador Chefs volunteering for CAAS. The partnership is seen to be of mutual benefit. Ambassador Chefs provide extra capacity for the Programme enabling CAAS to expand its reach. Involvement with the Programme has had a positive impact on the Ambassador Chef's who highlight the benefits of engaging with local communities and the sense of satisfaction this brings, as one consultee stated, *'As a chef you don't get enough back and it's nice to see that as an Ambassador you are making a difference to children and their food habits.'*
- **Links with the farming industry** – the offsite farm visit is a potential area for development for the Programme. In its final year, CAAS began promoting farm visits to schools as a positive way in which schools could reinforce the message of from 'plant to plate'. The Regional Co-ordinator has built up good relationships with a number of farms in the region. The farmer interviewed as part of the evaluation spoke highly of the CAAS Programme and said it had motivated and supported him to set up farm walks and educational visits, something he had only considered before working with CAAS. As with the Chefs, the farmer viewed his links with CAAS as very much a reciprocal relationship.

5.3.3 Challenges and considerations for the future

Stakeholders did point to some of the challenges for the CAAS Programme in terms of Programme delivery and impact, along with some considerations for the future. These are outlined below:

- **Demand outstripping supply** – whilst it is clearly positive that the Programme has proved so popular with schools, this has impacted on the level of involvement the Programme can have with each school. Schools who have wanted to book repeat sessions have not always been able to in the short and medium term due to the high demand for the Programme.
- **One off visits to schools** – where the Programme has had limited contact with a school, for example a one off visit over the three years, stakeholders questioned the level of impact this intervention could have on children, families and the school curriculum or activity. As one stakeholder commented *'in these cases it is more like chef's visit a school than chef's adopt a school.'* This has been the downside of the Programme trying to reach a large number of primary schools across the Northwest region.

- **Farm visits** – schools have been ‘encouraged’ by the Programme to take up a farm visit as part of the CAAS Programme. Farm visits are seen by the Programme team and several key stakeholders as an important part of the whole CAAS package as they enable children to think about food ‘from plant to plate.’ However, many schools have not taken up farm visits. As a result, several stakeholders suggested that farm visits should be a ‘compulsory’ part of the CAAS offer to schools.
- **Engaging teachers and school staff** - whilst many school staff have been very responsive to the Programme and have taken proactive steps to embed the CAAS messages within other aspects of school curriculum and activity, in a small number of schools this has not been the case. Examples include, teachers viewing the CAAS sessions as ‘free period’ for them or school cooks declining to take part in sessions or presenting barriers to accessing kitchens and cookery equipment.
- **Funding** – when asked about future funding of the CAAS Programme, stakeholders were unable to identify future mainstream or alternative funding streams for the Programme. Stakeholders presented a funding context of public sector cuts and redundancies and uncertainties about the availability of public sector funding in the short and medium term. For example, the Northwest School Food Cluster Group is being disbanded and a key Regional Department of Health post is being made redundant. Furthermore, the ‘National Healthy Schools Status’ is being streamlined with the introduction of the ‘Healthy Schools Enhancement Model’ which has implications for how it is delivered in the Northwest. In other regions the ACA relies on donations and funding from charitable trusts including the Worshipful Company of Cooks and the Savoy Educational Trust to deliver the CAAS Programme. The Northwest is the only region through which it has been able to deliver such a co-ordinated programme as a result of NWDA investment.
- **Programme location** – it is clear that the Programme links with a range of government policy agendas. All stakeholders could see a clear strategic fit between the Programme and their specific policy area. Some stakeholders raised this as a challenge for the Programme, namely that it sat in the middle of connecting agendas with no obvious ‘home’.

5.4 Consultations with children and parents (beneficiaries)

5.4.1 Methodology

A key part of the evaluation has been gathering the views of beneficiaries, more particularly children. We also wished to seek the views of parents whose children had participated in the CAAS Programme or who had directly participated in parent or family sessions themselves. This section is informed by primary research with children and parents but also includes data from feedback forms issued by the Regional Co-ordinator. The two key methods used by GENECON to capture beneficiary data were:

- **Classroom based session with primary school children** – focus groups took place in 3 primary schools across the North West (Liverpool, Lancaster and Cheshire). 75 children in total took part across Years 3, 4 and 5. These sessions involved a whole class, in lesson time and a range of creative methods were used to elicit the views of the children. (See Appendix iii for details of the methodology used).
- **Focus group discussion with parents** – we ran a focus group in the Liverpool school, with parents whose children had taken part in a CAAS session. This was a discussion based group interview aimed at determining the impact of the session (e.g. had children talked to their parents about the session and had parents noticed any change in their child’s attitude and behaviour towards food as a result of CAAS?). The intention was to involve parents in each of the 3 schools in which we ran focus

groups with the children. Every effort was made to encourage parents to take part in the focus groups but their involvement was voluntary. Feedback from the teachers in these schools was that it was often difficult to engage parents in school related activities.

5.4.2 Key findings – children

The classroom based focus groups covered three key areas: delivery, impact and recommendations for the future. These are explored in more detail below.

□ Delivery

The majority of children who took part in the focus groups enjoyed meeting a chef and described the session as fun. Furthermore, most children stated that they would like to have another session with Chef James, an indication of their level of enjoyment of and engagement in the CAAS session.

Children were asked to identify the thing they liked most and the thing they liked least about the CAAS session. Naturally, this elicited a range of responses which were based on personal preference (for example, for some type of food). However, there were some common themes across the children's responses, which are summarised below.

- *The jellies* – many of the children enjoyed the activity using the jellies, with this coming top of the things they liked most. 28% of children stated that the jellies were their favourite part of the session. Although several children said that they disliked the taste of the coffee jelly!
- *Eating the food cooked in the session* – the next most popular element to the session was the food that Chef James cooked with 20% of the children saying that this was the thing they liked most. However, this was also rated as the thing they liked least by a number of children (21%). In many ways, this is to be expected. However, it does raise challenges for the Programme given that it aims to demonstrate (through cooking a dish within the session) that healthy food can be tasty and something which children can enjoy.
- *Chopping the fruit and vegetables* – another aspect of the CAAS session to score highly was the children's involvement in preparing the food to be cooked, primarily chopping fruit or vegetables. Many of the children enjoyed this aspect, more particularly because it was something they were not allowed to do at home.
- *Tasting* – the CAAS activity which encourages children to try foods in the session which demonstrate the different tastes (sweet, salt, bitter, sour) was highlighted by many children as the thing they liked best. Some children stated that they enjoyed tasting all the different foods or identified the particular foods they liked best (23%). A large number of children stated that they hated the dark chocolate (28%).
- *Wearing the chef's hat and apron* – Several children stated that they enjoyed wearing the chef's hat and apron the most. As one child commented '*I liked putting the hat on because I felt like a person on Masterchef and I absolutely love cooking!*'

These findings give an indication of the most memorable aspects of the CAAS Programme. Indeed, many of the children could recall in detail what they did in the session even though it had taken place several months before. For example, in one school the CAAS session had taken place in September 2009 and the evaluation focus group was held in April 2010.

□ **Impact**

When asked to think about impact, a number of children (28%) stated that they had gone home and talked to their mum, dad or other family member about the session and some had shared the food that had been made in the session:

I talked to mum and dad and we all had the pasta for tea.

I shared the pasta with my nan and granddad and we enjoyed it so thank you Chef James!

A significant number of children (67%) indicated that they had learnt something new as a result of CAAS. In particular, children highlighted the following areas of learning:

- The four different tastes and where they are on your tongue;
- Different foods and where they come from;
- How to use a knife safely; and
- How to make the food which was cooked in the session.

Although the children’s feedback shows an increase in their knowledge of food and cookery skills, any evidence of a change in their attitude towards food or eating habits, was less clear. This may be indicative of the level of input received from CAAS. These schools had only received one session from the Programme that year. It is also likely that a range of socio-economic factors impact on children’s exposure to food and what they eat such as family income, the cookery skills of parents and food advertising.

Of the small number of children who did state that the Programme had made a difference to their attitude towards food or their food choices. The following impacts were highlighted:

Table 5.1: Impact of the CAAS Programme on children’s attitudes and behaviour	
Impact	Illustrative quote
Encourage parents to cook healthy foods at home	<i>‘We cooked the food that Chef James made in the lesson at home’</i>
Tries new foods	<i>‘I eat things what I have never eaten (before) because it is not what it looks like it is what it tastes like’</i>
Helps with cooking at home	<i>‘I did start cooking with my mum’</i>

□ **Recommendations**

We asked children if there was anything ‘missing’ from the CAAS session and for their ideas and recommendations for the future. These were many and varied (some more creative than others). Furthermore, it was clear that the majority of the children had thoroughly enjoyed the session and did not want to make any major changes to how it was delivered. Common recommendations were:

- *More cooking, less talking* – the children enjoyed the practical cookery elements of the session (i.e. chopping the fresh ingredients, helping with the cooking) and felt that the session would have benefited from more of this and *‘less watching and listening’*;

- *More activities and games* – on the same theme, the children highlighted the interactive parts of the session as the thing they enjoyed most and the key mechanism for delivering the messages of the CAAS Programme;
- *More involvement of children* – as well as greater involvement in cooking the food, the children highlighted that they would like more involvement in decision making in relation to the CAAS session. This included deciding what to cook, what ingredients to use and what groups to work in. Other children felt that it would be a good idea to get children to come up with their own recipes and ideas.
- *Recipe ideas* – children suggested many ideas for things they thought the Chef could cook in future sessions. Some of these were focused on healthy food (such as fruit kebabs, pasta, customised pizzas). Others were less healthy options and appeared to be the children's favourite foods (for examples chocolate cake, chips, pies). This could be an indication that some children had not understood or had disregarded the key messages of the CAAS Programme. Some groups of children were very imaginative in their responses - '*jelly that tastes like pizza or pineapple that tastes like gravy*'. This appears to suggest the influence of 'celebrity' chef's such as Heston Blumenthal.

Whilst it may not be possible, or appropriate to incorporate all of the children's recommendations into the future development of the CAAS Programme in the North West, it is important that the Programme takes on board the views of children in order to maximise their engagement with the Programme and in turn, the impact of CAAS.

5.4.3 **Feedback forms – children**

As part of the Programme's monitoring and evaluation processes teachers are asked to complete a feedback form after a session has been delivered in their school which includes feedback from children who had taken part. A sample of these feedback forms have been thematically analysed by GENECON as part of this evaluation. This information has been used to supplement the focus groups with children and highlights the following key themes, several of which echo the findings of the primary research in relation to what children liked about the sessions:

- ❑ **Enjoyment and engagement** – many of the children's comments focused on how much they had enjoyed the session. The children identified particular elements of the session which made it fun and engaging. This focused on the games and activities (the jellies and the activity on the different tastes); wearing the chef's hat and aprons; a 'real' chef coming to their school; helping to prepare the food and the cooking demonstration.
- ❑ **Learning something new** – a large number of children stated that they had learnt new things about the four different tastes; how many taste buds you have; and how to use a knife properly. Others made more general statements about knowing more about healthy eating because of CAAS.
- ❑ **Impact on attitudes and behaviours** – as with the primary research, there was less evidence about the impact on the children's attitude to food or their eating habits and behaviours. A small number of children did suggest that participating in the CAAS Programme had made a difference in their attitude to food or food habits:

I learnt that nothing is unhealthy; it's the amount that counts. It doesn't matter as long as you don't have too much of one thing'

My mum is going to buy all of the ingredients so that I can make the pasta again

Whilst the feedback forms provide helpful information, care should be taken when considering the 'reliability' of this data. This mechanism appears to be a way for the

children to 'thank' the Regional Chef rather than a tool for gathering robust evaluation data.

5.4.4 Key findings - parents

As stated above, there were challenges with engaging parents in the CAAS evaluation. We did elicit the views of a group of parents in the Liverpool school, whose children had taken part in the CAAS session. The parents had not had any direct involvement with the Programme. The key findings from the focus group were:

- There was evidence of children coming home and talking about the session to their parents and examples of children encouraging all the family to try the food they had brought home from the session and to wear the chef's hat. As one parent commented, *'He was very excited about the session and made us all try on the chef's hat and apron!'*
- Parents felt that their children enjoyed the session and had learnt some new things. They did not cite any negative feedback from the children. In terms of any impact on their child, parents were less clear. They felt that it had had an impact on the day of the session but that they had not seen any lasting impact on their children's eating habits.
- Parents recognised that there were other things going on schools which tried to encourage children to be healthier; this included a focus on five a day; providing water bottles; physical activity; monitoring packed lunches on school trips (for fizzy drinks or biscuits).
- All parents were keen on the idea of parent only or family sessions. In particular, they said they would benefit from recipe ideas for quick, affordable and healthy family meals and advice on the appropriate portion sizes and nutrition content of food for children of different ages.

In addition, the Regional Co-ordinator obtained feedback from a sample of parents who had directly participated in sessions delivered through CAAS. The response was overwhelmingly positive with parents highlighting what they had learnt and how much they had enjoyed taking part, as the quotes below illustrate:

"I found the course very educating, I know how to cook he just shown us how to be more healthy. How to hide vegetables if you have a child that doesn't like them. He was friendly and helps you with your own confidence. I enjoyed myself and can say I am a more confident cook."

"I really enjoyed the course I felt that James explained everything really well and the food he taught us to make was really lovely and simple to make. I have used some of the recipes at home and my family have enjoyed them I wish the course had gone on longer and I could have leaned more things. I have found the course very useful."

"I've had a good time and learnt some good things to do as a meal for my family and to enjoy doing with the kid, James was really nice and explained thing that I under stood very well."

Although this represents only a small sample of parents it gives an indication of the benefits of parents sessions, in addition to those delivered to children. This represents an important growth area for the Programme.

6 Strategic added value

6.1 Introduction

The purpose of this section is to provide an assessment of the Strategic Added Value (SAV) the NWDA has delivered through the CAAS Programme. Given that SAV relates to the influence of the RDA on stakeholder behaviour and performance, qualitative data has been used to examine the SAV of the Programme. DBIS Guidance notes the role of SAV in relation to RDA performance:

“RDAs are increasingly active in non project activities that do not produce traditional outputs and so capturing this ‘catalytic’ and ‘influencing’ role is essential to full monitoring of RDA performance.”¹⁵

The most comprehensive investigation of SAV is contained in the IEF (which builds on work produced by SEEDA¹⁶ and ECOTEC¹⁷). The framework developed for this evaluation draws on the five elements of SAV outlined in the IEF, as discussed below.

6.2 Assessment of SAV

Our approach to assessing SAV is structured around the five themes identified in the IEF and draws on evidence from stakeholder consultations and project documentation. The findings are outlined in the table below.

Table 6.1: Strategic Added Value (SAV) profile for the CAAS Programme		
SAV Theme	Impact measure	Programme findings
Strategic leadership and catalyst	Articulating and communicating regional development needs, opportunities and solutions to partners and stakeholders in the region and elsewhere	<input type="checkbox"/> Through investment in the CAAS Programme the NWDA has demonstrated a commitment to addressing health improvement and health inequalities in the region. The Programme has acted as a catalyst project – offering an innovative solution to tackling this key public health issue, in partnership with schools and the food and farming industry.
Strategic influence	Carrying out or stimulating activity that defines the distinctive roles of partners, gets them to commit to shared strategic objectives and to behave and allocate their funds accordingly	<input type="checkbox"/> NWDA investment in CAAS has had strategic influence over the delivery of the healthy eating and food agenda in primary schools. The Programme has stimulated activity in this area and has encouraged schools to embed the key messages of CAAS in other aspects of the school curriculum and activity. In some cases this has involved the allocation of additional funds.
Leverage	Providing financial and other incentives to mobilise partner and stakeholder resources,	<input type="checkbox"/> The NWDA investment in the CAAS Programme has levered extra funding from schools, for additional and return visits and

¹⁵ DTA Tasking Framework for RDA Corporate Plans 2005-8, Annex C

¹⁶ SEEDA on behalf of the cross RDA Performance management Group for the RDA Strategy Directors Forum, *Strategic Added Value: Advice to RDAs on Monitoring and Reporting Strategic Added Value, 2005-8*

¹⁷ ECOTEC for emda (May 2004) *Evaluating the impact of emda – scoping study*

	equipment, people as well as funding.	<p>through the extended schools programme.</p> <ul style="list-style-type: none"> <input type="checkbox"/> CAAS has levered additional support from the food and farming sectors in terms of in-kind contributions and volunteering time.
Synergy	Using organisational capacity, knowledge and expertise to improve information exchange and knowledge transfer and coordination and/or integration of the design and deliver of interventions between partners.	<ul style="list-style-type: none"> <input type="checkbox"/> The NWDA have been clear from the outset that the Programme needed to work in partnership to deliver its objectives. <input type="checkbox"/> The Programme has been a key partner in the Northwest School Food Cluster group, a regional partnership which has encouraged information exchange and knowledge transfer and coordination and/or integration of the design and deliver of interventions between partners.
Engagement	Setting up the mechanism and incentives for more effective and deliberative engagement of stakeholders in the design and delivery of regional and sub-regional priorities and programmes.	<ul style="list-style-type: none"> <input type="checkbox"/> CAAS has engaged a wide range of stakeholders in its Programme, more particular schools and the food and farming industry. <input type="checkbox"/> The Regional Co-ordinator has promoted CAAS through a number of events, organisations and partnerships in the region which have common objectives and/or beneficiaries.

6.3 Summary of findings

NWDA's investment in the CAAS Programme has provided SAV. Although the CAAS Programme is delivered in other English regions, no other area has a dedicated Regional Co-ordinator and Regional Chef. This appears to be the key factor in transforming the CAAS Programme from a delivery focused initiative, to one which has the potential for regional influence as described in the theory of change (influencing) section 2.4.3.

The Programme's innovative approach has acted as a catalyst for activity in relation to food and healthy eating in schools and enabled leverage of a small amount of additional funding to support this task. The Regional Co-ordinator has worked with a range of partners from health, education and industry in addition to performing a key role within the Northwest School Food Cluster group. All these activities have enabled the Programme to extend its reach across the region and to influence key partners and stakeholders.

7 Key findings and lessons learnt

7.1 Introduction

This section provides a summary of the key findings from the evaluation in relation to the progress achieved by the CAAS Programme and the lessons learnt from the Programme to date.

7.2 Key findings

The nature of the CAAS Programme has resulted in the project generating outcomes and wider benefits, rather than the traditional economic outputs 'typical' of NWDA projects and programmes. The main findings of the evaluation are as follows:

- **Strategic objective** – the Programme's strategic objective is '*to increase children's knowledge of food, cookery and food provenance and so they can make informed and healthy choices for the rest of their lives on what they choose to eat*'. Evidence gathered through the evaluation suggests that the Programme has *increased children's knowledge of food, cookery and food provenance* (see below). It is more difficult to evidence the impact of the Programme on children's ability to *make informed and healthy choices for the rest of their lives on what they choose to eat* through this evaluation, as it would require more longitudinal research which tracked beneficiaries over time. However the evaluation has demonstrated that the Programme has stimulated children's interest in food, cookery and food provenance; promoted healthy eating messages in a positive and practical way; and supported parents and teachers to embed these messages within school and home. All of which have the potential to support children to make informed and healthy choices in the long term.
- **Theory of change** – through the ACA, the CAAS programme has been operating across the country for 20 years. The Programme rationale has developed over this period and has been informed by policy, research and practice. This evaluation has explored the 'theory of change' (rationale or hypothesis) behind the Programme and concludes that there are number of key aspects of Programme delivery that have led to the intended outcomes (i.e. what it is about X that achieves Y). These include a focus on stimulating an interest in food (as opposed to simply presenting healthy eating messages); the 'wow' factor of a Chef delivering the sessions; session activities which include the 4 tastes, 5 senses and an offsite farm visit; and the 'demonstration' element of the Programme – showing schools what they can do to promote healthy eating and food even without a school kitchen or cookery facilities and through other areas of the curriculum and school activity.
- **Secondary evidence** – the evaluation has also drawn on existing evidence from research and practice to determine the extent to which the CAAS Programme mirrors recognised good practice in the area of children, food and healthy eating. It is clear that the Programme contains most of the core components of best practice which include: a 'whole school' approach; a practical cooking element, the involvement of parents; promoting freshly cooked food as tasty, rather than healthy and targeting lower socio-economic groups.
- **Outputs** – the Programme has made some considerable achievements over the past three years. Its net outputs include 760 sessions with children, parents and families, far exceeding the target of 240 sessions set for the Programme. The recruitment of 33 new Ambassador Chefs, 3 more than the Programme target. Other net outputs include reaching 10,950 primary school aged children and adopting 283 schools across the Northwest.

- ❑ **Outcomes for beneficiaries** - evidence collected through the Programme evaluation indicates that the CAAS sessions have been enjoyable and engaging for the children involved – both key aids to learning. It is clear that many children have an increased knowledge of food, food appreciation and food provenance as a result of the Programme and have learnt new skills such as how to cook particular dishes which were demonstrated in the session and how to use a knife safely. The findings of a baseline and follow up questionnaire used with a sample of children from 18 schools involved with the CAAS Programme, which measured the impact on children's knowledge of food provenance, food appreciation and healthy eating messages, reported that 85.8% of children answered more questions correctly on the follow up questionnaire than on the baseline questionnaire. The evidence around impact on attitudes and behaviours is less clear, with only a small number of children suggesting that they had changed their attitude to food, food habits or made healthier choices as a result of the Programme. This could reflect the level of intervention of the Programme – some children only receiving one session or the range of socio-economic factors which influence what children eat.
- ❑ **Impact on schools** – the CAAS Programme is clearly valued by schools. Through the survey, teachers stated that the CAAS sessions were of high quality and were highly appropriate and engaging for the children involved. It is clear that the Programme aligns with other healthy eating initiatives in schools and is helping 'adopted' primary schools in the region achieve Healthy School Status. There is evidence of teachers embedding the Programme messages on food and healthy eating within other areas of the curriculum and school activity.
- ❑ **Impact on policy and partnerships** - key objectives of the Programme were to work in collaboration with other key regional players in the fields of school, food and health and to create a regional presence for the ACA. The Programme has exceeded expectations in relation to these objectives. In particular, through its links with the regional Healthy Schools agenda, the North West Framework to Achieve Healthy Weight in Children & Families and the Northwest School Food Cluster Group.
- ❑ **SAV** – NWDA's investment in the CAAS Programme has demonstrated SAV. The recruitment of a dedicated Regional Co-ordinator and Regional Chef appears to be the key factor in transforming the CAAS Programme from a delivery focused initiative, to one which has the potential for regional influence as described in the theory of change (influencing) section 2.4.3. The Programme's innovative approach has acted as a catalyst for activity in relation to food and healthy eating in schools and enabled leverage of a small amount of additional funding to support this task. The Regional Co-ordinator has worked with a range of partners from health, education and industry in addition to performing a key role within the Northwest School Food Cluster group. All these activities have enabled the Programme to extend its reach across the region.

7.3 Lessons learnt

Taken from across the evaluation findings, the following are the lessons learnt from the Programme which should inform any future investment in the CAAS Programme. This includes what has worked well, key challenges and evidencing the impact of the Programme.

7.3.1 What has worked well

- ❑ **Parent and pupil sessions** – whilst the children only sessions in schools have been successful in engaging pupils and increasing their knowledge of food, it appears that where the Programme has also offered sessions to parents, this has had the most

impact on children's healthy eating habits. This is primarily because parents have the biggest influence over what their children eat.

- ❑ **Extended schools/cluster schools delivery model** – this is a relatively new approach for the CAAS Programme and has enabled the Programme to work with a group of schools and to deliver a number of sessions within each school to pupils in different year groups and their parents. This model has provided greater opportunity to embed the CAAS messages within the school curriculum and to establish strong links between the project and school. The result has been a greater impact on the pupils, parents and teachers.
- ❑ **Farm visits** – where these have taken place, schools have been wholeheartedly positive about the experience of farm visits. Furthermore, it appears that providing children with an opportunity to see where food comes from and then to see how food grown on a farm can be turned into a healthy meal has reinforced the CAAS Programme messages. The relationship has been reciprocal, with the farm owner citing a range of benefits from being involved with the Programme.
- ❑ **Partnership working** – it is clear that partnership working has been integral to the success of the Programme, more particularly its involvement with the Northwest Food School Cluster Group. This has enabled the CAAS Programme to promote its work; learn from other projects; and share and receive information about policy and practice. Furthermore, this partnership has enabled schools to receive a more co-ordinated 'offer' from the range of initiatives which focus on the school food and healthy eating agenda in the North West.

7.3.2 Key challenges

- ❑ **Demand exceeding supply** – the CAAS Programme has proved very popular with primary schools across the Northwest region and has exceeded its target on the number of sessions delivered. Whilst this is evidence of the success of the Programme and its relevance to current school and health agendas, the Programme has not always been able to meet the demand from schools in the short term, particularly those requesting additional sessions and return visits.
- ❑ **One off sessions with schools** - given that the Programme has been aiming to reach as many primary schools as possible, this has meant that some schools have received just one CAAS session for one year group over the past three years. In these cases, it could be argued that such limited involvement with children and schools has the potential to dilute the impact of the Programme and the original approach of CAAS (i.e. as one stakeholder put it, chef's *visit* a school rather than chef's *adopt* a school). Achieving the balance between reaching large numbers of children and schools and providing sufficient input into each school to make a difference has been a key challenge for the Programme.

7.3.3 Evidencing the impact of the Programme

Demonstrating the difference made by projects such as the CAAS Programme is a challenge. Changing health behaviours is difficult to do and even more difficult to measure in the short term. The Programme has set up monitoring and evaluation systems which have made a good attempt at evaluating the impact of the CAAS Programme to date. The following bullet points outline steps the Programme could take to in the future to improve how it evidences impact:

- ❑ **Project QMRs** – the current project monitoring reports are extremely long and detailed. Whilst it is important to capture project activity each quarter, these reports could be streamlined to include the most important data – that which will be used by

the project to measure progress towards planned project outputs, outcomes and impact.

- ❑ **Baseline and follow up questionnaires for pupils** – the Programme has adopted recognised good practice in measuring the difference made by a project to its beneficiaries. It has administered a questionnaire before the CAAS sessions (to establish a baseline) and again after the CAAS session (to determine any change in responses). However, the current questionnaire simply measures any change in children's knowledge of food. As a result, the evidence currently gathered is limited (for example just because a child can now identify broccoli does not mean that they will eat it). In future, the questionnaire could be made more robust by including questions relating to children's attitude to food or eating habits. In addition, it may be beneficial to track a sample of schools with a further follow up questionnaire (say 6 months after a CAAS session) to determine whether or not the Programme has had a lasting impact on beneficiaries.
- ❑ **Qualitative feedback from teachers** – following a CAAS session, teachers are asked to give feedback via a comments form. Whilst this provides some additional evaluation data for the Programme, there may be other ways to collect more detailed and robust data from schools. For example, the Programme could ask teachers to complete a short online survey (akin to the one developed for this evaluation).
- ❑ **More efficient process for collating monitoring and evaluation data** – currently the Programme receives paper copies of the baseline and follow up questionnaire and the comments forms from teachers, all of which need to be inputted onto a computer system. Given the volume of questionnaires and comments forms received and the workload of the Regional Co-ordinator, only a small sample of the data received over the duration of the Programme has actually been inputted. In order to make this process more efficient in the future, the Programme could explore the option of using an online survey tool such as Survey Monkey.

8 Recommendations for the future

As part of the evaluation, we have been asked to assess the continued need for the CAAS Programme and provide recommendations in relation to the future funding of the Programme through the NWDA. Based on the evaluation findings of the report, the sections below outline our recommendations for the future of the CAAS Programme.

8.1 Future NWDA funding

The findings from the project monitoring and evaluation systems, secondary evidence and primary research with stakeholders and beneficiaries all point to the continued need for the CAAS Programme. There is evidence to suggest that that Programme is having an impact on children, families and schools and that it is valued by teachers and partner organisations alike. Furthermore, there appears to be no other organisation in the Northwest addressing the issue of food, cookery and healthy eating in such an innovative way and on a regional scale.

On this basis, there is a need for future investment in the CAAS Programme. The question is should this come from the NWDA? The CAAS Programme is not core business of the Agency. However, the Programme does have a strategic fit with RES Action 112 to deliver the Investment for Health strategic plan and RES Action 58, encouraging organisations to develop healthy workplaces and promote healthy attitudes. Furthermore, it is a good example of innovative practice from an RDA and of a project which helps to deliver a number of policy objectives across health, education and skills, food and farming.

The Programme is still in high demand from schools. Furthermore, no forward strategy has been developed for the Programme in the event of no NWDA funding. In addition, the outcome of discussions with key regional stakeholders is that there is no funding available for the CAAS Programme from mainstream education and health budgets (indeed there are planned cuts to existing budgets and proposed redundancies within these sectors).

In light of the evaluation findings and the contextual issues highlighted above, we would propose that the NWDA continue to fund the Programme for a further year in order to build on what has been achieved so far. We would recommend that during this year a succession strategy is developed, alongside the delivery of a streamlined programme of CAAS sessions in schools.

8.2 Developing a succession strategy for the Programme

Based on the Programme evaluation findings, we would recommend that the following are considered as part of any succession strategy for the CAAS Programme:

- ❑ **Lead role** – whose role will it be to develop and lead on a succession strategy for the Programme? Should it form part of the Regional Co-ordinator role or a more strategic post within the NWDA or ACA?
- ❑ **Strategic focus** – to date the Programme has (understandably) been focused mainly on project delivery at a local level. The succession strategy should look at how the Programme strengthens its strategic links with health, education and children's services through government agendas on Healthy Schools and Childhood Obesity. Part of the aim of this strategic approach (in addition to seeking funding) would be to determine where the Programme sits within the regional public sector infrastructure.
- ❑ **Streamline programme delivery** – rather than aiming to reach as many primary schools as possible, the Programme should develop the type of work already carried

out through the extended schools/cluster schools model. This would result in the Programme reaching fewer schools but being able to provide a more intensive intervention with children, parents and teachers. Furthermore, some of this work could be paid for by schools through their extended schools budget. Farm visits should be an integral part of the CAAS Programme to maximise impact.

- ❑ **Alternative approaches to programme delivery** – the Programme could consider developing a ‘train the trainers’ package as part of Programme delivery. This would involve the Regional Chef developing a training resource and delivering training sessions to school staff (or parents/members of the local community) in order that they can deliver the CAAS Programme in their school. This could help ensure sustainability of the CAAS Programme; extend the reach of the Programme and help embed the key messages of the Programme within the school and local community.
- ❑ **Income generation** – given the current and potential cuts to public sector funding in the short and medium term, the Programme may need to be more creative when thinking about future financial support:
 - *Schools* - schools currently pay for additional or return sessions from the CAAS Programme. This currently covers the costs of materials and other expenses. Research could be undertaken with Headteachers to determine how much schools would be prepared to pay for the CAAS Programme – any income generated could then fund some of the salary costs of the Programme.
 - *Hospitality industry* – the CAAS Programme has high profile chefs acting as Ambassadors and Academicians in the Northwest. There may be opportunities for the restaurant industry to become further involved in the Programme through the recruitment of more Ambassador Chefs or as Programme sponsors as part of a commitment to corporate social responsibility.¹⁸
 - *Other funding streams* - it will be important to explore other possible funding streams for the Programme including public sector and European funding. The ACA should play a key role in this, given their experience of delivering the CAAS Programme in other regions.

¹⁸ As defined by the NWDA RES (2006), Corporate Social Responsibility is ‘The commitment by business to behave ethically and contribute to economic development while improving the quality of life of the local community and society at large.’

Appendices

Appendix i – the teacher survey questionnaire

Appendix ii – summary report of the teacher survey

Appendix iii – methods used within the classroom based sessions with children

1. Teacher Survey

1. Please provide the following details, which will help us in our analysis of the data. This information will be confidential to the survey team.

School name

Your name and position

Location

Date(s) received input from the Programme

2. How did you hear about the Adopt a School Programme?

- Academy of Culinary Arts website
- Approached by Local Authority (Healthy School Team)
- Contacted directly by Programme (Janet Horn)
- Informed by another school / word of mouth
- Other (please specify)

3. What input has your school received from the Adopt a School Programme? (Please tick all that apply)

- Free educational based session (e.g. classroom / dining room / other venue)
- Off site visit (farm / restaurant)
- Additional, costed educational based session on the same day as free session
- Return, costed educational based session

4. In addition to the Adopt a School sessions, are there any other healthy eating initiatives within your school? (Please tick all that apply)

- Healthy School Standards
- Nutritional Standards within School Lunches
- Breakfast Clubs / After School Clubs
- Cookery Clubs
- Other (please specify)

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5. How would you rate the appropriateness of the sessions delivered through the Adopt a School Programme, for the children involved? (5= highly appropriate, 1 = not at all appropriate)

jn 5

jn 4

jn 3

jn 2

jn 1

6. How would you rate the level of engagement of the children achieved through the Adopt a School sessions? (5= sessions were highly engaging for the children, 1 = sessions did not engage the children)

jn 5

jn 4

jn 3

jn 2

jn 1

7. How would you rate the overall quality of the Adopt a School sessions (5= high quality, 1 = poor quality)

jn 5

jn 4

jn 3

jn 2

jn 1

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8. How would you rate the following aspects of the Programme?

	Poor	Average	Good	Excellent	N/A
Overall co-ordination of the Programme	<input type="radio"/>				
Structure of sessions	<input type="radio"/>				
Delivery of sessions	<input type="radio"/>				
Contact and communication with the Programme	<input type="radio"/>				
Resource Pack Booklet - including lesson plans	<input type="radio"/>				
Value for money	<input type="radio"/>				
Support for the off site visit (farm / restaurant)	<input type="radio"/>				

9. From your perspective, to what extent has the children's involvement in the Adopt a School Programme stimulated their interest in food and food provenance?

- Significant impact
- Some impact
- Unsure / unable to comment
- Little impact
- No impact

10. From your perspective, to what extent has the children's involvement in the Adopt a School sessions raised their awareness of healthy eating messages?

- Significant impact
- Some impact
- Unsure / unable to comment
- Little impact
- No impact

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11. From your perspective, have there been any improvements in the children's healthy eating habits as a result of the Adopt a School sessions?

Significant impact

Some impact

Unsure / unable to comment

Little impact

No impact

Please give reasons for your response, providing examples where possible

12. If applicable, what has been the impact of farm visits in improving children's understanding of food provenance?

Significant impact

Some impact

Unsure / unable to comment

Little impact

No impact

Please give reasons for your response, providing examples where possible

13. If applicable, what has been the impact of farm visits in heightening children's awareness of healthy eating?

Significant impact

Some impact

Unsure / unable to comment

Little impact

No impact

Please give reasons for your response, providing examples where possible

14. Have you gone on to incorporate any of the food and healthy eating messages promoted within the Adopt a School sessions into other aspects of the curriculum or school activity?

Yes

No

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15. If yes, please state (tick all that apply)

- PSHE
- Geography
- English
- Science
- Maths
- History
- Art
- Design and Technology
- IT
- Assembly
- Before / After School Clubs
- Cookery Clubs
- Growing of fruit and vegetables
- Other (please specify)

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16. To what extent has the Programme impacted on the following?

	To a great extent	To some extent	Very little	Not at all	Unsure
Teacher's within your school having increased knowledge of healthy eating messages and improved confidence to include them within their lessons	jn	jn	jn	jn	jn
The take up, by teachers, of additional training related cookery or healthy eating	jn	jn	jn	jn	jn
Use of Programme for meeting Healthy School's Criteria	jn	jn	jn	jn	jn
Increased use of healthy eating messages within school activity and the school curriculum	jn	jn	jn	jn	jn
Increased incorporation of food provenance messages within school activity and the school curriculum	jn	jn	jn	jn	jn
Improved links between the school and local food producers	jn	jn	jn	jn	jn
Improved links between the school and local chefs	jn	jn	jn	jn	jn

17. Where impact has been achieved, to what extent would these impacts have been achieved anyway (for example through other school activity) without engagement with the Adopt a School Programme? (Added value)

- Would have achieved same impact
- Would have achieved a proportion of the impact
- Would have had no impact at all without programme intervention
- Unsure / unable to comment

Please give reasons for your response, providing examples where possible

Academy of Culinary Arts - Adopt a School Programme -

18. Overall, how would you rate the Adopt a School Programme?

Excellent

Good

Average

Poor

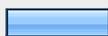
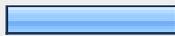
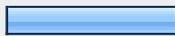
2. Thank you for completing the survey.

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

Please provide the following details, which will help us in our analysis of the data. This information will be confidential to the survey team.

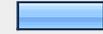
		Response Percent	Response Count
School name	<input type="text"/>	100.0%	36
Your name and position	<input type="text"/>	100.0%	36
Location	<input type="text"/>	100.0%	36
Date(s) received input from the Programme	<input type="text"/>	100.0%	36
		<i>answered question</i>	36
		<i>skipped question</i>	0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

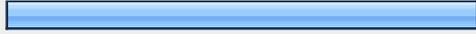
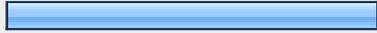
How did you hear about the Adopt a School Programme?			
		Response Percent	Response Count
Academy of Culinary Arts website		11.1%	4
Approached by Local Authority (Healthy School Team)		16.7%	6
Contacted directly by Programme (Janet Horn)		16.7%	6
Informed by another school / word of mouth		27.8%	10
Other (please specify)		27.8%	10
<i>answered question</i>			36
<i>skipped question</i>			0

Other (please specify)		
1	contacted by local restaurant Heathcotes	Mar 4, 2010 9:33 PM
2	Trafford College	Mar 5, 2010 12:45 PM
3	EXTENDED SCHOOLS PROGRAMME - LOCAL NETWORK	Mar 6, 2010 10:48 AM
4	through Food and Drink Exhibition	Mar 8, 2010 3:29 PM
5	School Food Trust Event	Mar 9, 2010 8:30 AM
6	Used the programme the year before - school approached	Mar 10, 2010 6:23 PM
7	INFORMATION RECEIVED ABOUT BRITISH FOOD FORTNIGHT	Mar 11, 2010 6:45 PM
8	E MAIL	Mar 17, 2010 4:24 PM
9	won on a course	Mar 18, 2010 4:00 PM
10	Faiths4Change meeting	Mar 19, 2010 6:16 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

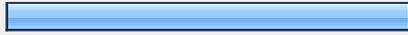
What input has your school received from the Adopt a School Programme? (Please tick all that apply)			
		Response Percent	Response Count
Free educational based session (e.g. classroom / dining room / other venue)		88.9%	32
Off site visit (farm / restaurant)		0.0%	0
Additional, costed educational based session on the same day as free session		13.9%	5
Return, costed educational based session		11.1%	4
	answered question		36
	skipped question		0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

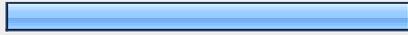
In addition to the Adopt a School sessions, are there any other healthy eating initiatives within your school? (Please tick all that apply)			
		Response Percent	Response Count
Healthy School Standards		83.3%	30
Nutritional Standards within School Lunches		36.1%	13
Breakfast Clubs / After School Clubs		77.8%	28
Cookery Clubs		61.1%	22
Other (please specify)		16.7%	6
		answered question	36
		skipped question	0

Other (please specify)		
1	All pupils have practical cooking sessions in school	Mar 5, 2010 12:45 PM
2	Cookery is integrated within a variety of topics within school, eg cooking appropriate recipes during Chinese, French and Spanish Weeks. Making Gingerbread Men as part of Literacy Lesson (Reception), Designing and Making Sandwiches (Y3 DT), making and decorating biscuits to sell as part of WaterAid campaign (PSHE), etc.	Mar 6, 2010 10:48 AM
3	Tuck Shop	Mar 8, 2010 12:56 PM
4	HEALTHY LUNCHBOX POLICY	Mar 11, 2010 6:45 PM
5	Gardening club - Grow our Own!	Mar 18, 2010 4:10 PM
6	We have Healthy School status and now have more cookery lessons, with the vegetables we have grown in the school garden	Mar 19, 2010 6:16 PM

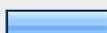
Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

How would you rate the appropriateness of the sessions delivered through the Adopt a School Programme, for the children involved? (5= highly appropriate, 1= not at all appropriate)			
		Response Percent	Response Count
5		66.7%	24
4		25.0%	9
3		5.6%	2
2		0.0%	0
1		2.8%	1
answered question			36
skipped question			0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

How would you rate the level of engagement of the children achieved through the Adopt a School sessions? (5= sessions were highly engaging for the children, 1= sessions did not engage the children)			
		Response Percent	Response Count
5		66.7%	24
4		25.0%	9
3		5.6%	2
2		0.0%	0
1		2.8%	1
	answered question		36
	skipped question		0

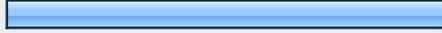
Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

How would you rate the overall quality of the Adopt a School sessions (5= high quality, 1= poor quality)			
		Response Percent	Response Count
5		77.8%	28
4		16.7%	6
3		2.8%	1
2		2.8%	1
1		0.0%	0
answered question			36
skipped question			0

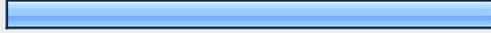
Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

How would you rate the following aspects of the Programme?							
	Poor	Average	Good	Excellent	N/A	Rating Average	Response Count
Overall co-ordination of the Programme	2.8% (1)	8.3% (3)	30.6% (11)	58.3% (21)	0.0% (0)	3.44	36
Structure of sessions	0.0% (0)	2.8% (1)	27.8% (10)	66.7% (24)	2.8% (1)	3.66	36
Delivery of sessions	0.0% (0)	2.8% (1)	16.7% (6)	77.8% (28)	2.8% (1)	3.77	36
Contact and communication with the Programme	2.8% (1)	8.3% (3)	33.3% (12)	52.8% (19)	2.8% (1)	3.40	36
Resource Pack Booklet - including lesson plans	0.0% (0)	8.3% (3)	38.9% (14)	33.3% (12)	19.4% (7)	3.31	36
Value for money	0.0% (0)	0.0% (0)	27.8% (10)	25.0% (9)	47.2% (17)	3.47	36
Support for the off site visit (farm / restaurant)	0.0% (0)	0.0% (0)	0.0% (0)	2.8% (1)	97.2% (35)	4.00	36
	<i>answered question</i>						36
	<i>skipped question</i>						0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

From your perspective, to what extent has the children's involvement in the Adopt a School Programme stimulated their interest in food and food provenance?			
		Response Percent	Response Count
Significant impact		25.0%	9
Some impact		72.2%	26
Unsure / unable to comment		0.0%	0
Little impact		0.0%	0
No impact		2.8%	1
		<i>answered question</i>	36
		<i>skipped question</i>	0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

From your perspective, to what extent has the children's involvement in the Adopt a School sessions raised their awareness of healthy eating messages?			
		Response Percent	Response Count
Significant impact		16.7%	6
Some impact		80.6%	29
Unsure / unable to comment		0.0%	0
Little impact		0.0%	0
No impact		2.8%	1
		answered question	36
		skipped question	0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

From your perspective, have there been any improvements in the children's healthy eating habits as a result of the Adopt a School sessions?			
		Response Percent	Response Count
Significant impact		5.6%	2
Some impact		47.2%	17
Unsure / unable to comment		41.7%	15
Little impact		2.8%	1
No impact		2.8%	1
Please give reasons for your response, providing examples where possible			14
answered question			36
skipped question			0

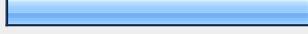
Please give reasons for your response, providing examples where possible		
1	The children tasted food they had never tried before and this interested them to try other food.	Mar 4, 2010 10:03 AM
2	A one off session isn't enough to change embedded routines	Mar 4, 2010 2:23 PM
3	encouraged children to taste foods they'd never tasted before. Children realised they liked foods they hadn't bothered to taste before.	Mar 4, 2010 9:33 PM
4	Chef James is still mentioned today and they say that Chef James would be happy with that meal.	Mar 5, 2010 12:45 PM
5	After an initial meeting with the chef representing the scheme, nothing has happened either in the way of him returning to school, or contacting school in any shape or form. Very disappointing as it sounded absolutely superb.	Mar 5, 2010 5:25 PM
6	IMPROVEMENT IN SOME CHILDREN'S PACKED LUNCHES. HEALTHY OPTIONS IN RELATION TO SCHOOL MEALS ARE ALREADY A HIGH PRIORITY AND ARE UNDERSTOOD BY THE CHILDREN	Mar 6, 2010 10:48 AM
7	The children have realised that it is easier and cheaper to prepare a healthier alternative rather than eat produce ie pot noodles or takeaway foods. The pupils have also prepared meals at home for their families.	Mar 7, 2010 11:32 AM
8	Pupils are more likely to try different foods.	Mar 8, 2010 12:56 PM
9	To school promotes healthy eating all the time.	Mar 8, 2010 1:29 PM
10	Children are trying new foods but still prefer the food they have always had	Mar 10, 2010 6:23 PM
11	The children involved have since left Primary School	Mar 17, 2010 10:31 AM
12	children often recall the day and say how much they enjoyed the sessions and they remembered lots of the advice given by James.	Mar 17, 2010 5:12 PM
13	Only had sessoi today and with evaluation needing to be done today, not able to answer	Mar 18, 2010 4:10 PM
14	Need more cooking lessons	Mar 19, 2010 6:16 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

If applicable, what has been the impact of farm visits in improving children's understanding of food provenance?				
			Response Percent	Response Count
Significant impact			0.0%	0
Some impact	<input type="checkbox"/>		2.8%	1
Unsure / unable to comment	<input type="checkbox"/>		44.4%	16
Little impact	<input type="checkbox"/>		2.8%	1
No impact	<input type="checkbox"/>		50.0%	18
Please give reasons for your response, providing examples where possible				15
answered question				36
skipped question				0

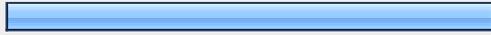
Please give reasons for your response, providing examples where possible		
1	Did not have a farm visit.	Mar 4, 2010 10:03 AM
2	N/A	Mar 5, 2010 12:45 PM
3	The children have not been involved in anything directly.	Mar 5, 2010 5:25 PM
4	THIS WOULD HAVE BEEN USEFUL, IF A CLOSER VENUE/MORE APPROPRIATE TIME OF YEAR COULD HAVE BEEN ARRANGED	Mar 6, 2010 10:48 AM
5	No visit undertaken	Mar 7, 2010 11:39 AM
6	Didn't participate	Mar 8, 2010 12:56 PM
7	N/A	Mar 9, 2010 9:39 AM
8	Didn't visit	Mar 9, 2010 3:18 PM
9	Did not go	Mar 10, 2010 6:23 PM
10	N/A	Mar 11, 2010 6:45 PM
11	hard to judge at this young age	Mar 17, 2010 10:31 AM
12	COULD NOT ARRANGE THEM CLOSE TO OUR SCHOOL VISIT	Mar 17, 2010 4:24 PM
13	not applicable	Mar 17, 2010 5:12 PM
14	n/a	Mar 18, 2010 4:00 PM
15	We didn't go on one	Mar 19, 2010 6:16 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

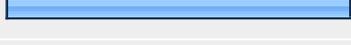
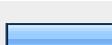
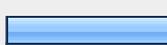
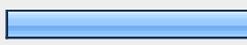
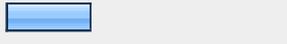
If applicable, what has been the impact of farm visits in heightening children's awareness of healthy eating?				
			Response Percent	Response Count
Significant impact			0.0%	0
Some impact			5.6%	2
Unsure / unable to comment			41.7%	15
Little impact			2.8%	1
No impact			50.0%	18
Please give reasons for your response, providing examples where possible				12
answered question				36
skipped question				0

Please give reasons for your response, providing examples where possible		
1	N/A	Mar 5, 2010 12:45 PM
2	There have been no visits.	Mar 5, 2010 5:25 PM
3	UNABLE TO ARRANGE A FARM VISIT, WHICH WE FELT WOULD BE OF SUFFICIENT BENEFIT	Mar 6, 2010 10:48 AM
4	No visit	Mar 7, 2010 11:39 AM
5	Didn't participate	Mar 8, 2010 12:56 PM
6	N/A	Mar 9, 2010 9:39 AM
7	Didn't visit	Mar 9, 2010 3:18 PM
8	Did not go	Mar 10, 2010 6:23 PM
9	N/A	Mar 11, 2010 6:45 PM
10	not applicable	Mar 17, 2010 5:12 PM
11	n/a	Mar 18, 2010 4:00 PM
12	We didn't go on one	Mar 19, 2010 6:16 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

Have you gone on to incorporate any of the food and healthy eating messages promoted within the Adopt a School sessions into other aspects of the curriculum or school activity?			
		Response Percent	Response Count
Yes		80.6%	29
No		19.4%	7
	<i>answered question</i>		36
	<i>skipped question</i>		0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

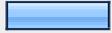
If yes, please state (tick all that apply)			
		Response Percent	Response Count
PSHE		73.3%	22
Geography		6.7%	2
English		13.3%	4
Science		56.7%	17
Maths		3.3%	1
History		3.3%	1
Art		10.0%	3
Design and Technology		53.3%	16
IT		6.7%	2
Assembly		16.7%	5
Before / After School Clubs		26.7%	8
Cookery Clubs		40.0%	12
Growing of fruit and vegetables		46.7%	14
Other (please specify)		13.3%	4
answered question			30
skipped question			6

Other (please specify)		
1	IT HAS INCREASED STAFF CONFIDENCE TO PROVIDE A COOKERY CLUB, AND WE HAVE PURCHASED RESOURCES TO SUPPORT THIS INITIATIVE IN THE FUTURE	Mar 6, 2010 10:48 AM
2	I REFER TO THEM AT EVERY OPPORTUNITY	Mar 11, 2010 6:45 PM
3	We were already prmoting healthy eating	Mar 19, 2010 1:21 PM
4	Nurture Room	Mar 19, 2010 6:16 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

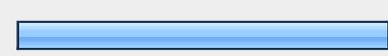
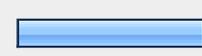
To what extent has the Programme impacted on the following?						
	To a great extent	To some extent	Very little	Not at all	Unsure	Response Count
Teacher's within your school having increased knowledge of healthy eating messages and improved confidence to include them within their lessons	5.6% (2)	58.3% (21)	16.7% (6)	5.6% (2)	13.9% (5)	36
The take up, by teachers, of additional training related cookery or healthy eating	5.6% (2)	27.8% (10)	25.0% (9)	30.6% (11)	11.1% (4)	36
Use of Programme for meeting Healthy School's Criteria	16.7% (6)	50.0% (18)	8.3% (3)	8.3% (3)	16.7% (6)	36
Increased use of healthy eating messages within school activity and the school curriculum	19.4% (7)	58.3% (21)	11.1% (4)	2.8% (1)	8.3% (3)	36
Increased incorporation of food provenance messages within school activity and the school curriculum	5.6% (2)	52.8% (19)	16.7% (6)	8.3% (3)	16.7% (6)	36
Improved links between the school and local food producers	0.0% (0)	8.3% (3)	25.0% (9)	41.7% (15)	25.0% (9)	36
Improved links between the school and local chefs	5.6% (2)	5.6% (2)	22.2% (8)	41.7% (15)	25.0% (9)	36
	answered question					36
	skipped question					0

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

Where impact has been achieved, to what extent would these impacts have been achieved anyway (for example through other school activity) without engagement with the Adopt a School Programme? (Added value)			
		Response Percent	Response Count
Would have achieved same impact		0.0%	0
Would have achieved a proportion of the impact		83.3%	30
Would have had no impact at all without programme intervention		0.0%	0
Unsure / unable to comment		16.7%	6
Please give reasons for your response, providing examples where possible			12
			answered question
			36
			skipped question
			0

Please give reasons for your response, providing examples where possible		
1	Staff aware of Healthy Eating & Provenance issues	Mar 4, 2010 2:23 PM
2	School already promotes healthy eating but children respond well to outside visitors and 'experts' and take things more seriously. It helps learning when children are getting the same message from various sources.	Mar 4, 2010 9:33 PM
3	It persuaded the management to incorporate food studies in the Junior School curriculum.	Mar 5, 2010 12:45 PM
4	HEALTHY EATING IS ALREADY A SCHOOL PRIORITY. THIS PROGRAMME PROVIDED A VERY PRACTICAL APPROACH, LENDING PRACTISE TO THEORY FOR BOTH PUPILS AND PARENTS. IT WAS DISAPPOINTING NOT TO BE ABLE TO INCLUDE A VISIT OUT TO A LOCAL FOOD PRODUCER (DISTANCE FROM PROPOSED PRODUCER/TIME OF YEAR, MEANT THAT VALUE FOR MONEY ASPECT COULD NOT BE JUSTIFIED. THIS TYPE OF VISIT WOULD, WE ARE SURE, HAVE INCREASED IMPACT.	Mar 6, 2010 10:48 AM
5	The children were very intrested on becoming a chef. This helped the boys realise that they too could take up this profession. This has linked into making some links with other eating establishments in the community & supermarkets such as ASDA.	Mar 7, 2010 11:32 AM
6	Opportunity for someone with expert knowledge to share with pupils.	Mar 8, 2010 12:56 PM
7	we do healthy eating in science	Mar 8, 2010 1:29 PM
8	Would still deliver healthy eating messages but this gave us an experiance to relate and refer to	Mar 10, 2010 6:23 PM
9	MORE IMPACT WITH CHEF	Mar 11, 2010 6:45 PM
10	healthy tuck shop. healthy school status	Mar 17, 2010 10:07 AM
11	we have tried various iniatives	Mar 17, 2010 10:31 AM
12	we are continually striving to promote the message of healthy eating through curriculum science activities, through newsletters, HHSS support and our Healthy Living Week	Mar 17, 2010 5:12 PM

Academy of Culinary Arts - Adopt a School Programme - Teacher Survey

Overall, how would you rate the Adopt a School Programme?			
		Response Percent	Response Count
Excellent		61.1%	22
Good		30.6%	11
Average		5.6%	2
Poor		2.8%	1
		<i>answered question</i>	36
		<i>skipped question</i>	0

Appendix iii

Focus group session plan – children (1 hour)

Introduction
<p>What do you remember about Chef James and the session he ran?</p> <p>Prompts:</p> <ul style="list-style-type: none">• Chef's hat• Tongue - Four tastes• Five senses• Jellies• Cooking
Views on the lesson
<p>Using the red and green cards – green means yes and red means no – ask the children to respond to the following statements. Follow up questions with some children to find out the reasons for their answer.</p> <ul style="list-style-type: none">• I liked meeting a chef• I liked tasting new foods• I liked learning about new foods• I liked practicing using a knife to cut fruit and vegetables• I liked the food that Chef James cooked• I thought the lesson was fun
<p>Using the post-it notes, ask children to write down:</p> <ul style="list-style-type: none">• The thing you liked most about the lesson with Chef James• The thing you liked least about the lesson with Chef James
<p>In small groups, ask children to draw/write their answers to the following questions:</p> <p>If you were the Chef is there anything you would have done differently in the lesson? What are your ideas for the Adopt a Chef lessons?</p>
Impact of the lesson
<p>On a piece of A4 paper ask the children to draw and write anything they learnt or any changes in attitudes or behaviours towards food as a result of the lesson with Chef James. Prompts:</p> <ul style="list-style-type: none">• Talk to my mum or dad about what we did in the lesson• Try something new to eat that I had never tried before• Eat more healthy food• Help with cooking more often• I learnt something new about healthy eating• I learnt about food and where it comes from• I didn't learn anything new or do anything differently <p>Draw a picture or write down your answers on the sheet</p>
Conclusion
<p>Using the red and green cards – green means yes and red means no – ask the children to respond to the final statement. Follow up questions with some children to find out the reasons for their answer.</p> <p>Would you like to have another session with the Chef? Why?</p>