

# HSL GOLD



Health Improvement Team

# Meet the Health Improvement team



**Karen Gibson**  
HIT manager  
Safeguarding



**Nicole McGregor**  
Nutrition & exercise  
Officer



**Claire Meade**  
RSE & PSHE  
Officer



**Mubina Asaria**  
Prevent specialist  
Officer



**Stacey Payne**  
Mental health &  
emotional wellbeing  
Officer

# Our services to schools

The Health Improvement team's three services



## Universal

All schools receive this service for free.



## HAT Partnership

Workshops, resources and training.



## Bespoke

Four day customised service.

# Aims of the workshop

By the end of this workshop you will have:



**Increased confidence to complete your Gold award**



**Increased knowledge about the HSL process**



**Completed sections of your Gold award**

# Healthy Schools London awards

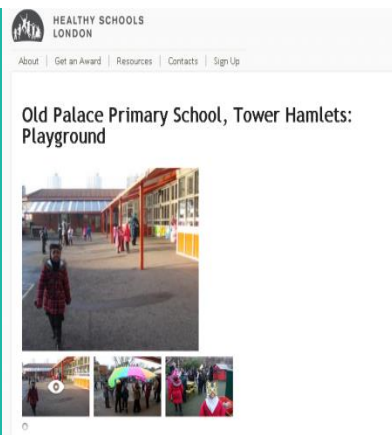
The process and how to get each award



# Recognition for achieving HSL Gold



**Ceremonies**  
HSL ceremony &  
HIT conference  
for achieving  
Silver & Gold.



**Case studies**  
Get your case  
study featured  
on HSL website  
and in SUTH.

**Certificates**  
Receive a  
certificate for  
achieving your  
HSL Gold award.



**SUTH**  
Be acknowledged  
in our SUTH  
quarterly  
newsletter.

**Healthy School London – Ealing awards**  
The Healthy School London awards are a London wide awards based system that recognises schools health and wellbeing achievements.

We would like to congratulate all schools in Ealing that have worked hard to achieve their Healthy School London awards. This term, the following schools achieved their Bronze award. Contact your Health Improvement Officer for more information on how to achieve the HSL awards.

Bronze	Silver	Gold
School Name	School Name	School Name
School Name	School Name	School Name
School Name	School Name	School Name
School Name		

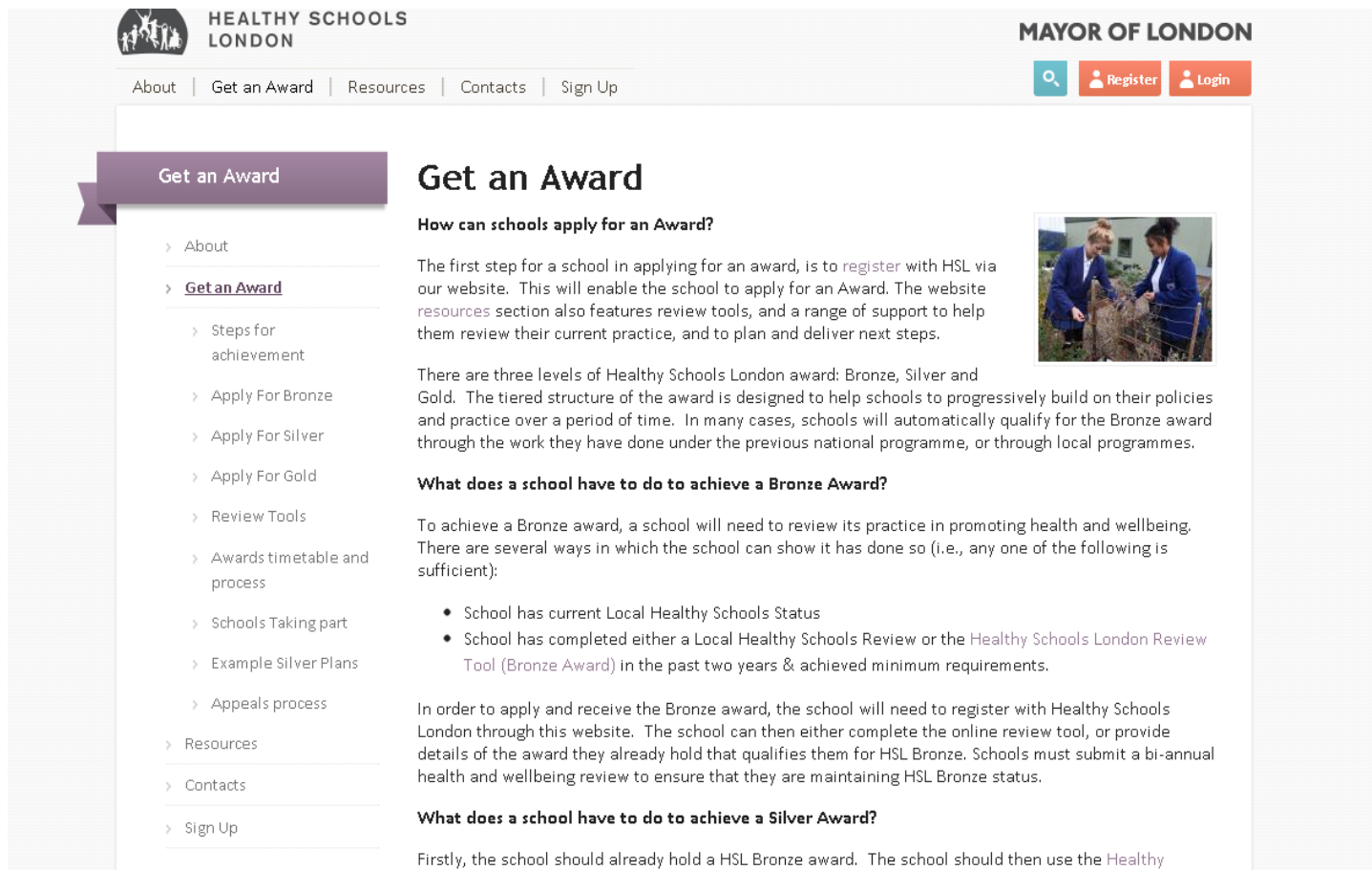
Before starting these awards, we strongly suggest you attend our Healthy Schools London training workshops and ask your Health Improvement Officer for example templates.

**Health Improvement CPD**  
Take a look at the table below to see if there are any workshops this half term that interest you or would help you in your role in school. Register on the courses by going to [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

Workshops	Dates	Location

**Events and important dates**

# HSL website – where to download tools



The screenshot shows the 'Get an Award' page on the Healthy Schools London website. The header includes the 'HEALTHY SCHOOLS LONDON' logo, navigation links (About, Get an Award, Resources, Contacts, Sign Up), and the 'MAYOR OF LONDON' logo with 'Register' and 'Login' buttons. A purple sidebar on the left lists navigation options, with 'Get an Award' highlighted. The main content area is titled 'Get an Award' and contains the following sections:

- How can schools apply for an Award?**

The first step for a school in applying for an award, is to [register](#) with HSL via our website. This will enable the school to apply for an Award. The website [resources](#) section also features review tools, and a range of support to help them review their current practice, and to plan and deliver next steps.

There are three levels of Healthy Schools London award: Bronze, Silver and Gold. The tiered structure of the award is designed to help schools to progressively build on their policies and practice over a period of time. In many cases, schools will automatically qualify for the Bronze award through the work they have done under the previous national programme, or through local programmes.
- What does a school have to do to achieve a Bronze Award?**

To achieve a Bronze award, a school will need to review its practice in promoting health and wellbeing. There are several ways in which the school can show it has done so (i.e., any one of the following is sufficient):

  - School has current Local Healthy Schools Status
  - School has completed either a Local Healthy Schools Review or the [Healthy Schools London Review Tool \(Bronze Award\)](#) in the past two years & achieved minimum requirements.

In order to apply and receive the Bronze award, the school will need to register with Healthy Schools London through this website. The school can then either complete the online review tool, or provide details of the award they already hold that qualifies them for HSL Bronze. Schools must submit a bi-annual health and wellbeing review to ensure that they are maintaining HSL Bronze status.
- What does a school have to do to achieve a Silver Award?**

Firstly, the school should already hold a HSL Bronze award. The school should then use the [Healthy](#)

A small image of two people in school uniforms working in a garden is located to the right of the first section.

# EGFL website – where to download tools

The screenshot shows the EGFL (Ealing Grid for Learning) website. The header includes the EGFL logo, a search bar, and a navigation menu with categories like Topics, Facilities, Finance and data, Human resources, School effectiveness, and Services for children. The main content area is titled 'Healthy schools London awards' and describes the awards programme. It lists four levels: Bronze, Silver, and Gold. The Bronze level requires schools to complete the 'Healthy Schools London bronze audit tool'. The Silver level requires schools to complete the 'Healthy Schools London silver action plan', the 'silver support tool', and the 'silver evaluation ideas tool'. The Gold level requires schools to complete the 'Healthy Schools London gold tool'. A sidebar on the right lists 'Popular pages' and 'Services for schools'.

**Healthy schools London awards**

The awards are for schools to recognise their achievements in supporting the health and wellbeing of their pupils.

The Ealing Healthy Schools awards programme has four levels:

**Bronze:** Schools can achieve their bronze award by completing the **Healthy Schools London bronze audit tool**. Bronze award requires schools to assess their achievements and identify areas of development. Schools are required to repeat the process every two years to maintain their healthy schools bronze award.

**Silver:** Schools who have achieved bronze can apply for the Healthy Schools London silver award. To achieve silver, schools need to decide on one targeted and one school wide health priority. For each health priority, schools need to undertake an analysis of pupils' needs, collect baseline data and design an action plan for delivery. Schools need to record this information in the **Healthy Schools London silver action plan**. Schools can use the **silver support tool** and **silver evaluation ideas tool** to help them complete their silver action plan.

**Gold:** Schools who have achieved silver award can apply for the Healthy Schools London gold award. The gold award requires schools to show the impact of their activities and demonstrate that these are sustainable. School are also required to show how their activities have engaged the wider community and how they have shared their learning with other schools. Schools need to apply for gold award using the **Healthy Schools London gold tool**.

**Popular pages**

- Early years foundation stage (EYFS)
- Career development for support staff
- Teacher standards
- Religious education
- Curriculum subjects

**Services for schools**

- Computing and ICT SLA 2016/17
- Continuing professional development (CPD) and training programme 2016/17
- Ealing Education Centre (EEC) training and meeting venue 2016/17
- Ealing Grid for Learning website 2016/17

EGFL, School effectiveness, Health Improvement in schools, HSL awards



# Front cover



HEALTHY SCHOOLS  
LONDON

MAYOR OF LONDON

|

**The Healthy Schools London (HSL) Gold Award  
Reporting Template Guide**

Guide to achieving Healthy Schools London Gold Status

School:  
Borough:

**Add your school & borough**

Page 1 of 8

# Page 3: Cut & paste from your Silver



HEALTHY SCHOOLS  
LONDON

MAYOR OF LONDON

## School Details

Name of School:		Borough:
Key contact and job title:		
Date achieved HSL Bronze Award:	Day, month, year	
Date achieved HSL Silver Award:	Day, month, year	
Health Priority 1 (universal)	Group	Planned Outcome(s)
For all pupils		
Copy and paste from your silver	Copy and paste from your silver	Copy and paste from your silver
Health Priority 2 (targeted)	Group	Planned Outcome(s)
For a group more at risk (targeted)		
Copy and paste from your silver	Copy and paste from your silver	Copy and paste from your silver
Project Start Date	Copy and paste from your silver	
Project End Date	Copy and paste from your silver	
Consent to share Report and Photographs	We agree that HSL may share this report and photographs. Please delete as appropriate Yes/No	

# Page 3: A: Cut & paste from your

## Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)		Planned Outcome/s
Copy and paste from your silver		
Group		
Copy and paste from your silver		

## Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

### A: Record results and outcomes

**Overview:** Provide an overview - based on your needs analysis as to why this project (example of HSL website)

Think about each of the planned outcomes in turn. Structure as follows:

- ii) **Planned outcome:** Copy and paste from your silver
- iii) **Outcomes achieved:** a headline statement about the outcomes achieved

**Detailed results:** Check your data reflects the planned outcomes and that you are referring to both percentages and numbers. **Egs** of results include: graphs, examples of work, evaluations, survey results. Make sure graphs have numbers/ percentages clearly stated on them. If you do include photographs, please limit to 4 max.

**Overview: Cut & paste needs analysis**

# Page 3: A: Planned outcome

## Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)		Planned Outcome/s
Copy and paste from your silver		
Group		
Copy and paste from your silver		

### Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

#### A: Record results and outcomes

Overview: Provide an overview - based on your example of HSL website)

Think about each of the planned outcomes

Planned outcome: Copy and paste

iii) Outcome achieved: a headline statement

Detailed results: Check your data reflects work, evaluations, survey results. Make

Increase the percentage of pupils in year 4 that responded that a teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 33% (24 pupils). School survey of Year 4 pupils, carried out in November 2014

# Page 3: A: Outcome achieved

## Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)		Planned Outcome/s
Copy and paste from your silver		
Group		
Copy and paste from your silver		

## Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

### A: Record results and outcomes

~~Overview:~~ Provide an overview - based on example of HSL website)

Think about each of the planned outcomes:

ii) Planned outcome: Copy and paste

iii) Outcomes achieved: a headline

Detailed results: Check your data reflects work, solutions, messy results. Main

We achieved an increase in the percentage of Year 4 pupils who responded that their teacher had talked to them about body changes from 26% (19 pupils out of 73 pupils) to 63% (30 out of 48 pupils).

# Page 3: A: Detailed results

## Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)		Planned Outcome/s
Copy and paste from your silver		
Group		
Copy and paste from your silver		

Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)	
A: Record results and outcomes	
<p><del>Overview:</del> Provide an overview - by example of HSL website)</p> <p>Think about each of the planned outcomes:</p> <p>ii) Planned outcome: Copy and paste from your silver</p> <p>Any outcomes achieved? Copy and paste from your silver</p> <p>Detailed results: Check your data work, evaluations, survey results</p>	

Show your planned outcome results using graphs, survey results, examples of work ect



Table

**FIGURE  
NUMBER**

to

**TITLE**

**Figure 1.1: % of pupils who have 5 or more fruit  
and vegetables every day**

**LABEL  
AXIS**

Percentage

0%  
10%  
20%  
30%  
40%  
50%

**26%**

Jan-15

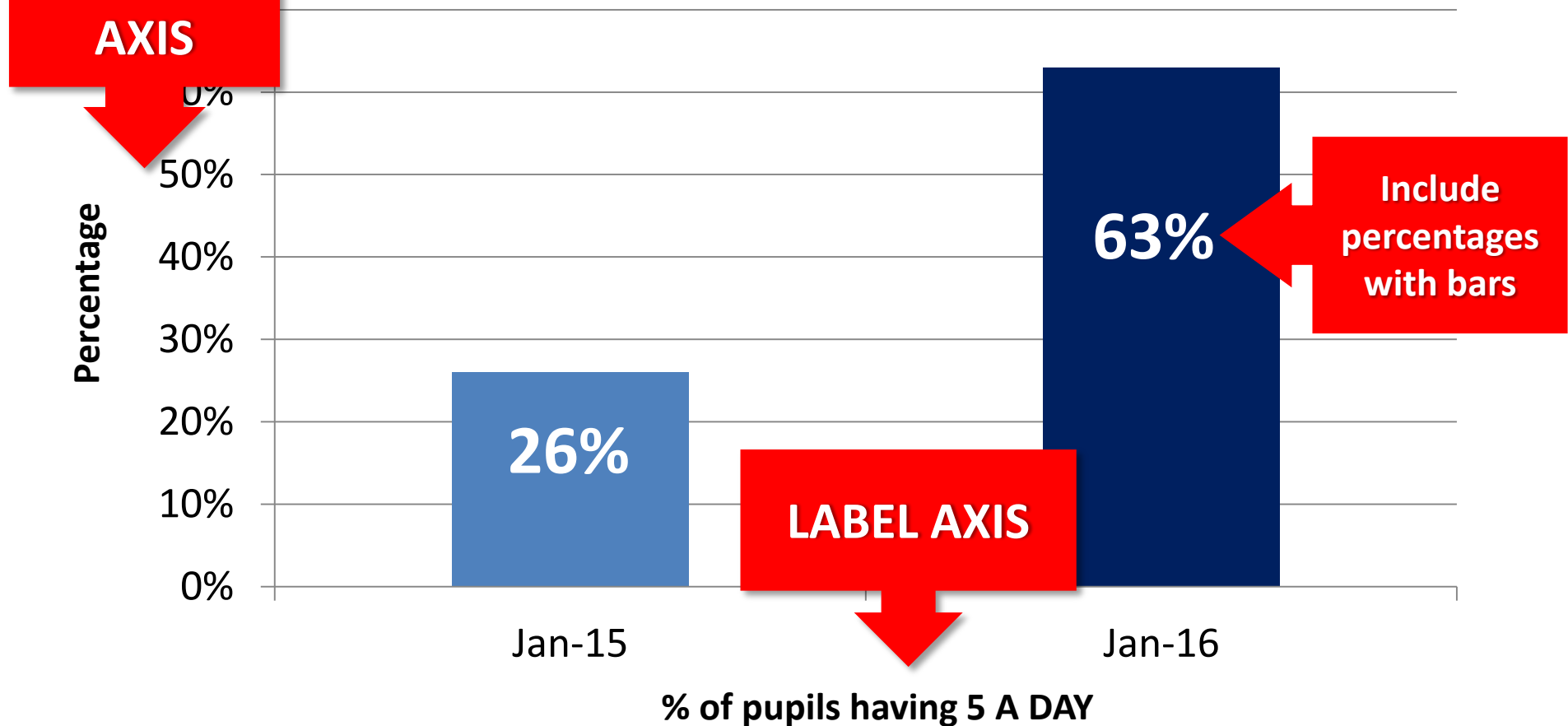
**LABEL AXIS**


**63%**


Jan-16


**Include  
percentages  
with bars**


**% of pupils having 5 A DAY**



  
Paste



  
Font

  
Alignment

B10

Title

	A	
1		% of pupils bullied at or near school
2	May-15	26%
3	Jun-16	63%
4		
5		

Before

After



# Page 3: B: Approach

## Reporting Template HSL Gold Award: Health Priority 1 (Universal)

Health Priority 1 (universal)		Planned Outcome/s
Copy and paste from your silver		
Group		
Copy and paste from your silver		

### Health Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)

#### A: Record results and outcomes

**Overview:** Provide an overview- based on your needs analysis as to why this project was needed and how the action plan was developed (see Robinsfield Infant School example of HSL website)

Think about each of the planned outcomes in turn. Structure as follows:

- ii) **Planned outcome:** Copy and paste from your silver
- iii) **Outcomes achieved:** a headline statement about the outcomes achieved

**Detailed results:** Check your data reflects the planned outcomes and that you are referring to both percentages and numbers. Egs of results include: graphs, examples of work, evaluations, survey results. Make sure graphs have numbers/ percentages clearly stated on them. If you do include photographs, please limit to 4 max.

#### B: Approach

- i) **Describe how you achieved the outcomes:** tell the story of the activities which were in your silver and the monitoring/evaluation tools used.

**Discuss your activities and describe any programmes**

# Label pictures

## Picture 1



# Page 4: C: Analysis of results

## C: Analysis of results

- i) Include details of what worked and why
- ii) Include details of what did not work and why: If you had to make modifications to activities along the way explain what and why.
- iii) Unintended outcomes/ wider impact:  
Anything that happened as a result of the interventions you made which were not necessarily planned for but still had a positive or wider impact aspect on the health and wellbeing of pupils, staff, parents and carers, community etc. for example changes in policy, practice, ethos, behaviour, attendance, staff values – health and well-being.

## D: How activity is being sustained

- i) Demonstrate how you intend to share and sustain these activities beyond the life of this project. There is no need to list each outcome again.

*This could be achieved by*

- Embedding in the school development plan
- Continued funding/allocation
- Training for staff built into the curriculum
- Improved relationships and communication
- Recognition and celebration
- A regular slot in school news
- Participation in linked schemes

- What worked, why?
- What didn't work, why?
- Unintended outcomes

# Page 4: D: Approach

## C: Analysis of results

- i) Include details of what worked and why
- ii) Include details of what did not work and why: If you had to make modifications to activities along the way explain what and why.
- iii) Unintended outcomes/ wider impact:  
Anything that happened as a result of the interventions you made which were not necessarily planned for but still had a positive or wider impact aspect on the health and wellbeing of pupils, staff, parents and carers, community etc. for example changes in policy, practice, ethos, behaviour, attendance, staff values – health and well-being.

## D: How activity is being sustained

- i) Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project. There is no need to list each outcome again.

*This could be achieved by*

- Embedding in the school development plan, curriculum, timetable, assembly, curriculum programmes
- Continued funding/allocation of resources/changes to schools and/or local authority
- Training for staff built into the CPD programme/ staff induction
- Improved relationships and agreements with partners eg. school community
- Recognition and celebration of pupil progress in health and well-being through a school reward system
- A regular slot in school newsletters/
- Participation in linked schemes as a

How will you share  
and sustain your  
activities?

# Page 4: D: Sustainability ideas:

## Examples

- **Embedding** in the school development plan, curriculum, timetable, assembly
- **Continued funding**
- **Training** for staff built into the CPD programme/ staff induction
- **Improved relationships** and agreements with partners
- **Recognition** of pupil progress i.e. school reward system
- A regular slot in **school newsletters**/ school website

# Page 4: D: Sharing ideas:

## Examples

- **Healthy School Awards & Training Partnership celebration event**
- **Stepping Up to Health**
- **Learning walk (and get Platinum too!)**
- **Healthy School Awards & Training Partnership meetings**
- **Health Improvement Conference**
- **Set up programme in another school (and get Platinum)**
- **Health Improvement contact list**
- **School Food Plan – what's working well**
- **Healthy Schools London Case Studies**



## What to start collecting now:

- Pictures
- Feedback from parents, pupils and staff
- Observations
- All evaluation and monitoring methods listed in your Silver

# **Final task before starting Gold:**

## **Collect your end line data!!**

- **Survey Monkey**
- **HRBS**
- **School meal uptake data**
- **Exercise club records**
- **SIMS data**
- **Ect...**



## Other tips:

- **When mentioning percentages, mention numbers too i.e. 30% (45 pupils)**
- **When referring to a report or survey, always mention the title and date**
- **Spell out abbreviations, acronyms when first mentioned**
- **Round numbers accurately (.5 or more is rounded up)**
- **Check spelling**

# Activity:

1. Mark Gifford's Universal Gold using scoresheet
2. Start completing your own Gold:
  - Fill in school details
  - Section A: (what you can)
  - Section B: Outline activities carried out so far
  - Section D: How you will share and sustain your activities?