

SCHOOL/SETTING: FINAL EVALUATION REPORT ON FUNDED ACTIVITIES

This form should be completed by each school/setting receiving grant funding. It should be emailed to your relevant local authority lead officer for **Food for Thought** prior to the **31st January 2023**.

You should copy Jeanette.smart@educationscotland.gov.scot the Education Scotland grant monitoring officer into this email.

Name of school/setting:	St Clements Special School
Project title:	Grow, Cook, Eat, Learn
Contact details for school / setting:	Name: Alison Duncan (class teacher)

Please outline how the Grant funded work has contributed to the outcomes set out in the Offer of Grant. If it is felt that additional outcomes or benefits were achieved through project delivery, please also state these here and indicate the work that was done and any evidence to support this.

Outcome	Progress against outcomes
Explain how you have delivered on your planned Food for Thought activities and milestones as outlined in your funding application form.	<p><u>Grow:</u></p> <p><i>Outcomes and learning:</i> Children are preparing to plant some vegetable seeds and have been given permission to use the existing raised beds in the community garden. Some classes have been using the community garden space to investigate the raised beds and to learn how the beds need to be prepared in order to grow plants.</p> <p>Across the school we have been working on recognising and naming different fruits and vegetables. We are using recordable button systems (similar to Big Mack switches) which give pre-verbal children a voice and support their engagement. Four sets of Big Point recordable buttons were purchased and children use these in combination with symbols.</p> <p>We have been investigating seasonal vegetables in the classes, some classes have used all 5 senses to investigate the vegetables and other classes or individual pupils have slowly built their tolerance of unfamiliar fruit and vegetables to allow individual pieces of apple or carrot (for example) to rest on the table beside them.</p> <p><i>Purchases:</i> We have purchased compost and instead of young plants, have bought seeds which we are preparing to plant in our classes. We have discovered that the community garden has a mature plum tree and so decided not to buy 2 mature fruit trees as there is nowhere suitable to plant them.</p> <p>As described above we have purchased four sets of Big Point recordable buttons which have been distributed to specific classrooms.</p>

We also purchased an all terrain trolley which we are able to use to transport compost and gardening equipment between classrooms and the outside garden area.

Farm visits:

We have also arranged farm visits for each class to Garguston Mains farm in Muir of Ord which are planned to take place in February into March/April of this year. We are also arranging school visits through RHET which will take place in term 3 or 4.

We have borrowed the farm box from RHET and classes are enjoying the role play and story elements. The box also came with tractors and animals which we use in specific sessions, encouraging the pupils to name animals, for example during music sessions we might use the theme Old MacDonald has a farm and use the props from the box.

We intend to visit the local auction mart which classes can attend on foot. To date however, circumstances have not made these visits possible. We have made contact with the mart and (pre-COVID) the school used to visit every Friday and so I am confident that these visits will restart in late spring.

Donations and links with the community:

Our local council does not offer free compost due to the way they collect and store the garden waste. We have been offered straw and horse manure from a stables but were unable to accept it as it would not have been hygienic for the pupils. We are making links with businesses in the community and are hopeful we may get donations of compost in the future.

Dingwall Community Woodland are hosting tree planting events in February and we are intending to take some classes along to participate.

Progress:

We are making progress in this outcome although it is slower than anticipated. We will be growing the seeds and plants in term 3 and 4 rather than in term 1 and 2 as indicated in the grant application. We will be able to continue to grow plants into the next academic year as we will save seeds from the packets we buy this year.

Fran from RHET has been an excellent contact and we are keen to continue this relationship going forward.

Taste:

Outcomes and learning:

At the start of the project each pupil (or parent/carer if appropriate) completed a questionnaire detailing which fruit and vegetables each child will currently eat. After each lesson I (or the class teacher) records how each pupil has got on during the lesson – will they tolerate a particular type of fruit being in their visual field, will they touch it (or flick it away), will they smell it and finally will they eat it.

Each class has one timetabled cooking lesson per week with me and opportunities for cooking or food tasting sessions with their teachers during normal class time. Depending on the individual pupil targets within each class the cooking session focuses on reducing food phobias, encouraging food recognition and increasing tolerance, or selecting and making particular recipes.

When we visit supermarkets and greengrocers, we name vegetables and fruits we recognise while some pupils tally the names or match symbols. This

recognition continues in the classroom with pupils naming fruits and vegetables and also indicating their preference (or not) for each one.

Some children in the school have significant food and texture aversion and find it difficult (or impossible) to touch or taste anything unfamiliar. As the project progressed it became clear some children were not ready to take part in cooking and food tasting but would need to approach the project from a much more sensory starting point. Putting the food in bowls or plates was too focused and ultimately stressful for the pupils and so tuff trays were purchased. We have only had these trays for a few days but having them set up in classrooms has sparked interest and letting the children explore different food stuffs on their terms will show benefits.

Purchases:

We used the Food for Thought Grant to purchase different fruit and vegetables during the project. We have also purchased food stuffs which we are freezing in order to use during term 3 and 4. We have also purchased tuff trays to support a more sensory approach to interacting with food stuffs.

Donations and links with the community:

We visit the two local supermarkets and the local independent grocers. The independent grocer in particular is very supportive of our school and frequently waives payment or donates fruit and vegetables to the children.

It was hoped that we would be able to ask parents for a nominal donation to support this project but it was decided that this would not be appropriate with the cost of living crisis. Instead we used our local food bank for occasional donations.

Progress:

Progress for our pupils is measured in millimetres rather than steps and to those outside of the ASN educational bubble it can be hard to see this progress. To us, when we see a pupil touch, prepare or eat something they have previously never done it is amazing and is all thanks to this grant.

Some pupils already eat some fruit and vegetables but the majority of the pupils in our school have a very limited diet. We are in the very early stages of this project and significant work lies ahead but we have seen some amazing progress. One pupil who rejects all fruit and vegetables and who will only eat Pringles at school has tolerated sitting at the table with a cucumber slice beside them. This pupil at the next lesson touched the cucumber to flick it away from him. Another pupil who has very strong food phobias touched tortilla wraps with his hands, used a spoon to add grated cheese and then folded the wrap into quarters. These are huge steps for our children and it is through this grant that we have been able to make these small, incremental steps.

We aim to continue the programme to investigate fruits and vegetables in different forms – raw, pureed (in smoothies) and cooked over this term and next. Having established a routine it will be easier to continue the food for thought programme into the next academic year which we are all very keen to do.

Cook:

Outcomes and learning:

Part of the project start questionnaire included a list of cooking skills which parents/carers or the pupil could indicate proficiency in. These questionnaires were used to tailor individual targets ensuring each child would have the opportunity to succeed.

We reviewed the schools existing cookery equipment and assisted cooking aids which was sadly very limited and created a list of equipment which would support our children to learn crucial life skills and become more independent. Adapted knives, talking scales and individual supported workstations were fundamental in beginning to teach simple kitchen skills like chopping, mixing and weighing.

Learning specific cooking skills requires repetition and so we focus on one recipe for around half a term. This repetition allows different skills to be taught over time and also permits each lesson to concentrate on a particular element of the process. For example, pupils have made cheese toasties. Within this simple recipe we have learned how to grate cheese, butter bread, add a measured amount of cheese to the toastie, put two slices of bread together to make a toastie, set timers and work safely in the kitchen around hot equipment. We have expanded the basic recipe to add different fillings.

Each lesson focuses on a different skill. If the focus is on how to use the grater, the cheese is already weighed and cut for each pupil. If we are learning how to measure the cheese and spread it on the bread, the cheese is already grated. Setting the pupils up for success is crucial to engender a love of cooking and a feeling of independence. Once we have mastered a particular skill, we continue to practice it in different situations e.g., grating cheese for a tortilla pizza, grating cheese for a toastie.

Originally it was intended that all classes would have cooking lessons within the school diner hall but this ultimately wasn't possible due to timetabling and some junior classes had cooking in their classrooms. The trolley was crucial to transport all the equipment safely and quickly between buildings.

Each lesson begins with the pupils washing their hands then using instruction sheets (symbolised or written) to collect their equipment and prepared ingredients. All classes with the exception of one were able to collect equipment and to make simple recipes. One class is focussing on reducing their food phobias which so far have made it impossible for them to tolerate the ingredients to follow a recipe. With this class we are focusing on naming and observing single food items for example looking at oats in a bowl or stirring oats with a spoon. These children have significant food aversion which requires very careful handling.

Purchases:

Staff training in the hygiene certificate continues, to date all staff members prepared to undertake the course have signed up and are completing it at their own pace.

It was decided that the single demonstration mobile cooker was not going to be suitable to transport around the classrooms and between buildings. The cooker trolley was not robust enough to survive trips across the car park to different school buildings and it was going to be very difficult to adequately weatherproof the cooker itself to allow it to be transported outside during inclement weather. As an alternative 8 individual tabletop hobs were purchased along with surge protectors and multiplug sockets. These are all small enough to be stacked inside a waterproof tub and transported, along with all other cooking equipment necessary for the lesson, between classes on the sturdy all terrain trolley which we purchased. The trolley is able to be pulled by one adult and has been invaluable in transporting cooking equipment between buildings.

Collectively pupils brainstormed things they might need in a kitchen and different recipes or dishes they might wish to cook. Our upper school are working hard on independent living skills and thought an air fryer and toastie machines would be useful to learn how to use. Our middle school classes thought microwave meals would be easier to make and one class wanted to learn how to make toast.

Gathering the views of the pupils helped us to purchase things which they would potentially use when they left school.

We also purchased accessible food workstations, talking scales, regular scales, bowls, pots, safe knives, measuring spoons, an air fryer, soup makers, hand blenders, toastie makers, microwaves, toasters and dish towels. We also used the grant funding to purchase food items for our cooking sessions.

Donations and links with the community:

Prior to the project starting it was intended for individual parents (who are chefs) to come and demonstrate skills to the children, this has not yet been arranged because we are not quite at the point in the project where the pupils would gain significant benefit, it is proposed to continue with staff members modelling basic food preparation skills and pupils gaining confidence before involving other people. It is proposed to postpone this until term 4 or potentially term 2 of next session.

It was hoped that we might ask parents to contribute £10 per term to support the cooking initiative. Due to the cost of living crisis faced nationally it was decided not to ask for this donation.

We have made contact with Zero Waste Scotland and have organised a delivery of their food containers which we will use to send home food we cook during our lessons.

Progress:

Some classes have created and made their own tortilla wrap pizzas, deciding which toppings to add, chopping the veggies, grating the cheese and, with support, cooking the pizzas and the sitting together to eat them. Another class successfully made cheese toasties and one pupil described it as “the best toastie I have ever eaten” and when asked why, replied “because I made it”.

We have created symbolised recipe cards (**see Appendix 1a and 1b**) and have taken a number of videos of pupils learning and demonstrating skills. We are not yet at the stage of uploading these to the internet but have reactivated the St Clements school blog and are working with pupils to draft blog posts (not yet uploaded).

This grant has enabled us to put in place significant groundwork and planning which is going to benefit our pupils for years to come.

Learn:

Outcomes and learning:

We have learned about food hygiene and why we need to wash our hands and keep our workstations clean. Pupils now automatically wash their hands before all cooking sessions and wait their turn to wash up at the end.

We have been filming instructional videos as we go along but so far the pupils require too much support to upload these. We are making very good progress with our skills demonstrations and will, in time, be able to demonstrate each skill without any adult support or involvement. The aim of the project is to develop independence and is very important that any videos uploaded to our website show the pupil demonstrating the skill completely unaided. Individual pupil videos and photos are sent home to parents/carers after each cooking session along with a short description of what the child has been doing (**Appendix 2**).

Our St Clements Cooks! cookbook is in its early stages and so far our pupils have developed a small number of recipes (an example is included in **Appendix 1a**

	<p>and 1b). We are working with pupils to sequence recipes using symbols which will be included. Sequencing the recipe in class also helps familiarise the pupils with the steps and process of the recipe.</p> <p>Our Cook It Up! day is still in the early stages of development. It is proposed to move this into the next academic year to give our pupils more time to develop skills and to perfect recipes.</p> <p><i>Purchases:</i></p> <p>There are no purchases associated with this outcome.</p> <p><i>Donations and links with the community:</i></p> <p>Parents and carers are aware of the project and some pupils are finding the confidence to assist in the kitchen at home. Seeing their child cooking via the regular updates has encouraged cooking outside school.</p> <p><i>Progress:</i></p> <p>With repetition, skills become more familiar to the pupils and they are, as the term progresses, able to perform the skill with less adult assistance. At this point in the programme the pupils are learning new skills, becoming familiar with different instructions and equipment and trying new things.</p> <p>We are making good progress albeit slower than anticipated. This project was not intended to be for one academic year but to continue and I am confident that we will achieve all our outcomes in time.</p>
In what ways has your project built the capacity of practitioners to deliver food and health education in your establishment?	<p>Some of our pupils had never prepared any food either in school or at home, the videos and photos we send home to parents and carers showcases the skills they are learning and gives parents confidence to try these things at home as well.</p> <p>St Clements School has a dedicated and enthusiastic staff who work hard to equip our pupils with skills for life and independent living. Winning this grant has enabled us to purchase specific equipment to make it easier for our pupils to learn these skills and to perform them more independently. Having toasters and toastie machines specific to each class has increased pupil independence as some pupils will choose to make toast when they come into class and allows teachers to take opportunities to cook when the pupils are interested.</p> <p>The Food for Thought grant money has allowed us to purchase multiples sets of equipment which will let more than one class cook at the same time and teachers are making use of this equipment. Our senior phase are using the air fryer and microwave weekly and one of the pupils in the class is using the toaster every day.</p> <p>Teaching independence and life skills is crucial for our pupils. Having the opportunity to cook simple meals using accessible and appropriate equipment has been significantly important to our pupils. Previously we have very little cooking equipment and very little of that was adapted in any way for our differently abled pupils. The pride our pupils exhibit after eating something they have made themselves cannot be understated.</p> <p>Preparing a school wide stock of symbolised recipes and skills instructions also supports our teachers and support staff to deliver cooking lessons during their class time.</p>

<p>What has been the impact of your grant-funded activities?</p> <p>How have you evaluated this?</p> <p>Please include any key evidence or impact data.</p>	<p>At the start of the project I used a questionnaire to evaluate each child's current attitude to food and to cooking (Appendix 3). I update individual pupil records after each session of which food the child had experienced and which skill they had practiced. An example of the record sheet is appended to this report (Appendix 4).</p> <p>At the start of the project very few pupils ate fruits or vegetables. Our questionnaire indicated a majority of pupils ate potatoes (mainly in chip form) or bananas. A small number of pupils had basic kitchen skills which they were able to demonstrate independently. We are still at a very early stage in the project and as a whole, the progress is slow, however, individual pupils have made huge breakthroughs for example one pupil would not tolerate or touch anything wet but built up the courage to use a spoon to spread tomato sauce on a tortilla base to make a pizza. He also picked up some grated cheese with his hands. A different pupil used the food workstation to chop up cucumber and then picked up the sliced cucumber to add to a sandwich.</p> <p>It is so much easier to create and deliver active, hands on lessons when the equipment is readily available and having accessible and safe equipment has made things so much straightforward allowing us to focus on the learning in a more interactive way.</p> <p>Pupil voice is hugely important to St Clements and I asked some of the children what they felt about the cooking programme and these are their words:</p> <p>C (S5) "I felt proud of myself, I really liked the tortilla pizzas"</p> <p>D (S4) "I liked eating what we made"</p> <p>M (S4) makes toast independently almost every day now.</p> <p>Class 4 and 6 drew lovely pictures of themselves cooking and T wrote down how much he enjoyed the sessions (attached as Appendix 5).</p> <p>Teachers have also responded very positively to the availability of this equipment and our Acting Head Teacher, Ruth Malone, stated "It is wonderful to see both whole class and individual cooking sessions taking place and witness our young people developing new skills and trying different foods."</p>		
		Practitioners	Learners
<p>Please confirm the numbers that have benefitted from the activities supported through this grant bid.</p>	Early learning & childcare		
	Primary		
	ASN	9	47
	Secondary		
<p>Please list the <u>number of establishments</u> that have benefitted from your project. For example a primary school may have worked with a</p>	<p>Together with Kaimes, Middlefield, Capability Bridge of Don Academy in Aberdeen city, we created a google classroom where we were able to share recipes and skills sheets.</p>		

local secondary or feeder nursery.	
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Outputs or deliverables

Please tell us about any resources or content that has been produced through this grant that could be potentially shared with others. Please provide details if you have already shared resources or project outputs more widely. Include weblinks where relevant.

Photographs and summaries are sent to parents/carers after each session (**Appendix 2**). As a school we have created a small number of individual recipes (an example is attached in **Appendix 1**) but to date we have not yet produced the videos or cook book.

Our pupils need a lot of repetition before they become familiar with a new skill which does not lend itself for rapid progress. Parents and carers are receiving regular photos and skills summaries in the daily diaries.

Items of Expenditure

Please provide details of your grant expenditure for financial year 2022/23 ending on 31 March 2023.	
Grant funding awarded to your project:	£2,980
Total amount you have spent:	£2,823.47
Underspend to be returned:	£156.53

Please list in the table below all discrete items of expenditure relevant to this claim and the type of documentary evidence that has been submitted *or* will be made available on request to substantiate each amount.

The eligible costs for which the Grant can be claimed are:

- Cost associated with the development of resources
- Costs associated with the development of e-resources
- Costs for agreed resources such as practical gardening materials, practical food materials, food equipment, minor changes to rooms that support the project (e.g. additional plug points) and relevant IT equipment.

The eligible costs exclude:

- reclaimable Value Added Tax

A	B	C	D	
Item	Amount (£)**	Paid Invoice [Y/N]	Other	
Food	£229.81		Paid by card	↩
Cooking and gardening equipment	£2,463.66	(some)	Some paid by card	↩
Training	£130		All paid by card	↩
				↩
				↩
TOTAL*	£2,823.47			↩

* Note the Total should add up to the total expenditure claimed for the period.

** Receipts must be provided for any item of expenditure costing £500 or above.

If there was a change in the projected expenditure from the Grant Award please indicate the reason(s) for the change

We did not purchase the mobile cooker and instead purchased individual cooker hobs. The reason for this was the cooker trolley was not robust enough to move between buildings over the car park and it was also going to be impossible to keep the cooker dry during inclement weather.

We purchased tuff trays to support pupils who have severe food aversion. The tuff trays allow class teachers to have food stuffs available at all times for the pupil to examine at their own pace. This was not described on the original grant application but was cleared with Jeanette.

We were unable to fund the purchase of food stuffs for the project via school funds or parental contribution and so the grant funding money was used to buy weekly foods. We also purchased a small amount of frozen and canned food stuffs to allow us to continue the project into term 4.

Future developments

Please outline how the work undertaken through this grant funding can be taken forward in future, highlighting ways in which it could be extended to reach a wider number of beneficiaries

As this project progresses it is intended to work more closely with other ASN schools in our cohort (St Duthes and Drummond). The recipes and lessons plans will be shared and any 'lessons learned' as we carry the project forward.