



Summary of activities – 2017

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Photographs used throughout the report are from the FFF projects in 2016 and 2017, with the exception of the photograph on page 3, which is used courtesy of Brakes.

Food, Families, Futures has been funded by:



1. Introduction

Giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced and independent voice. We create solutions, provide support and develop positive change across all areas affecting children in Scotland. We do this by listening, gathering evidence, and applying and sharing our learning, while always working to uphold children's rights.

Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland.

We are working on a range of diverse thematic projects, including Food, Families, Futures (FFF), now in its third year, which addresses a major social issue: food poverty and its links with wellbeing, learning and attainment. We want to help break the cycle of increasing poverty and disadvantage and improve the quality of life and opportunities for children, young people and families.

Our role in the FFF programme maintains a careful balance of strategic and delivery work streams with a focus on identifying and developing partnerships; working with professionals and engaging with children and families; and the planning, delivery, monitoring and evaluation of the clubs.

This report provides background information on the FFF programme, a brief summary of activity in 2016, a more detailed review of what took place in 2017, reflections on the monitoring and evaluation of the clubs and key messages and recommendations from this project.

Our partner Media Education has produced two films over the past two years, capturing the fun had at the Glasgow summer clubs and illustrating the benefits to all stakeholders. The 2017 film can be accessed [here](#), or both films are available by going to YouTube.com and searching for FutureFoodScot



2. Background

Food, Families, Futures aims to make a meaningful difference to people's lives by meeting immediate needs – alleviating stress and pressure felt by many families during holiday periods – and the wider needs of additional skills/training for children and parents. This is to help improve the confidence, learning and attainment of children and increase their future opportunities.

The programme runs with support from Children in Scotland's Corporate Partner, the major UK food supplier Brakes and its Meals & More programme. Over the past two years, additional funding has come from the People's Postcode Lottery, Asda, Hugh Fraser Foundation, the Gannett Foundation, Peel Ports, Anton Jurgens and the Gannochy Trust. In the first phase of the project Business in the Community Scotland was also our charity partner.

The project has focused on working with communities in Glasgow, West Dunbartonshire, Perthshire and the Irvine Royal Academy cluster in North Ayrshire – all areas with significant levels of multiple deprivation.

The main aims of Food, Families, Futures are to:

- Improve the health and wellbeing of children (and their families) living in and around the partnership areas, including increasing nourishment, reducing hunger and improving nutrition
- Improve the engagement and confidence of parents in their children's learning, resulting in improved early development, social inclusion, aspiration and attainment of children
- Increase support and commitment from the wider local community offering time, energy and expertise to ensure success of the programme, making it sustainable
- Increase use of school buildings and grounds as a community hub and resource.

We work in collaboration with partners that share our values, such as local community organisations, local authorities, national and local funders, food professionals and suppliers. This means the project combines the knowledge, expertise, values and national networks of the third sector, business and industry and facilitates successful local partnerships in order to have a significant impact on the lives of children and families.

One of the key roles of Children in Scotland is to support the monitoring and evaluation of the clubs. Feedback we have received from our engagement sessions offers a rich learning opportunity, reflecting the successes and challenges of each club and generally across the project. We have been able to identify key messages around attendance, enjoyment, activities, food, school as a community resource, additional support needs, partnership working, volunteers and communication.

Academic evaluation of summer holiday clubs across the UK, including some delivered under the FFF banner, is currently being led by Professor Greta Defeyter, Director of Healthy Living at Northumbria University.

Professor Defeyter states:

“Research from Northumbria University has shown that holiday clubs afford a number of benefits to families and children. For example, holiday clubs help to reduce social isolation, provide a structure for family engagement in physical and social activities,

provide free, healthy food, and bring communities together. We know that many children suffer from educational learning loss across the summer and we are currently investigating whether holiday clubs help to attenuate this loss."
(Summer 2016)

3. Year one: 2016 – a summary

In 2016 we identified local authorities to work with on our FFF project – Glasgow, Eastern Perthshire and North Ayrshire. This ensured the project involved a geographical range including a major city, a town and a rural area.

Different areas identified different needs and partners, thus a variety of approaches were taken.



In Glasgow, Ibrox and Dalmarnock Primary Schools ran summer holiday clubs. The club at Dalmarnock had families attending, while Ibrox had children only. Partners included school staff, local authority staff, NHS Health Improvement Teams, community play workers, coaches, Active Schools co-ordinators, volunteers and other organisations such as CAB and Police Scotland.

In Eastern Perthshire holiday clubs were open to children and their families in the October holidays. These were run by local authority staff in partnership with play professionals and volunteer chefs (through the NHS 'Cook It' initiative).

North Ayrshire (Irvine Royal Academy) identified before and after school as areas of need and so ran activity clubs for pupils involving healthy food at these times. These clubs were run by school staff, local sports activities volunteers and the Active Schools Co-ordinator.

Children in Scotland's role was to:

- Identify and develop partnerships
- Engage with staff, volunteers, parents / carers and children / young people
- Co-ordinate funding, resources or expertise from corporate partners
- Identify and apply for alternative funding where applicable
- Support the development of needs-led programmes
- Gather and reflect on monitoring and evaluation information from children, families and practitioners.

Successes in 2016 included:

- New partnerships were formed (education, community, industry, health, third sector, funders)
- Good numbers of children and families attended the clubs and enjoyed them
- Positive feedback was received from all involved
- Food was a central focus in the clubs
- A variety of activities were available, including free play, sports, arts and crafts
- Schools were in use as community hubs outwith normal school hours

- A positive impact was felt in schools outwith the clubs (e.g. increased parental engagement)
- Northumbria University's interim report did identify the clubs as having positive impact on combating holiday learning loss.

Challenges in 2016 included:

- Accessing and using school kitchens
- Ensuring food was of the highest possible nutritional quality and appropriate to diverse school communities.

Learning / next steps from 2016:

- More time required to plan and develop
- Engaging children and families more in the planning, especially the food aspect.

4. Year two: 2017 – a summary

In 2017, the FFF project expanded into West Dunbartonshire (two summer clubs) and increased numbers in Glasgow, North Ayrshire and Perthshire. Funding also increased from external funders and partners.

The clubs met a significant need among children, young people and families and were able to build on local community resources that were already available but could be better used/targeted to the needs of the children and families in the local area.

As in Year 1, the shape and content of the clubs was varied. Most ran in school holidays, aiming to support families who may face challenges around food and accessing family activities at these times. They offered a huge variety of activities including drama, music, IT, arts and crafts, sports and trips.

Reflecting on our learning from Year 1, a significant difference in 2017 was the introduction of chefs at most of the holiday clubs, with their raw ingredients often being supplied by Brakes (through its *Meals & More* project). This improved the variety and nutrition standard of the food provided and improved the engagement of children and families with food in the clubs.

In the summer holidays Glasgow City Council offered more than 4,600 places across seven sites, five of which were school venues. Some clubs ran for a week, others for four. Families were asked to attend at six of the clubs. Chefs supported the food aspect at six of the clubs and 21 parents gained a Royal Environmental Health Institute of Scotland (REHIS) qualification through this opportunity. Gary Maclean, winner of *MasterChef: the professionals* and Scotland's first National Chef visited one club and showcased a variety of dishes with the parents.

In Perthshire, clubs ran in four sites across Perth City and Eastern Perthshire, offering over 400 places to local children and their families over the summer holidays. Some of the clubs had cooking as their main focus; for others it was family activities with an opportunity to ensure that families attending were also being offered healthy food while they were there.

In North Ayrshire, Irvine Royal Academy continued with its before/after school activities for young people and supported 40 young people a week for the full

academic year. The school also expanded the range of opportunities to include a short course on cooking for four families and started development of similar programmes with its four cluster primaries.

West Dunbartonshire ran two summer holiday clubs in July, based in two secondary school venues, offering 400 places to children and their families across the whole local authority. Each ran for a week and had a chef attending daily to support the children and families to produce simple, healthy and affordable meals.

Successes in 2017 included:

- The numbers – over 7000 places were available
- The positive feedback received from children, families and practitioners
- The food – an improvement on the first year, with community chefs supporting
- Gaining interest and securing additional funding from new funders and charitable trusts
- FFF has won two awards: the SPPA Partnership Award and the Herald Society Partnership Award (Dalmarnock Primary School).

Challenges of 2017 included:

- Practicalities of the food aspect (food ordering/delivery etc).

Learning from 2017:

- More time required to plan and develop, involving all partners (including children and families)
- Diversity and additional support needs are two areas identified as needing a particular focus
- Dealing with sensitivities around media coverage of the projects and language used, which tend to focus on the poverty aspect and proved difficult for some of the families.



5. Reflections on 2017

As well as bringing together partners and encouraging discussion to identify solutions, a key part of Children in Scotland's role in FFF is to support the monitoring and evaluation of the clubs. This includes liaising with club practitioners to gather

attendance numbers and also carrying out evaluation engagement sessions with children, families and practitioners in Glasgow and West Dunbartonshire.

Reflecting our vision and values, the evaluation sessions were engaging and participative – an added enjoyable activity for children and families to take part in, not a stand-alone exercise as an add-on to the club. These included arts and crafts opportunities, interactive voting and discussions. Children in Scotland staff also supported the practical running of the clubs when there, such as taking part in the activities and food aspect.

This monitoring and evaluating process offers a rich learning opportunity for the summer clubs, reflecting the successes and challenges of each club and generally across the project.

5.1 Attendance

FFF clubs offered more than 7000 individual places for children and families across the four partnership areas in 2017. Where information is available, clubs saw a diverse range of children and families attending (related to age, sex, ethnic background, additional support needs, etc).

In North Ayrshire (Irvine Royal Academy) for example, 40% of their pupils attended a club at least once over the academic year. This is significantly higher than the national average, which sits around 30%. They plan to aim for 50% in the next academic year. Numbers of S1 pupils were especially high, reflecting the importance of the clubs' role in supporting the transition programme.

In our conversations with practitioners and families, many believed there could have been a wider range of families attending the holiday clubs – that there were still some families or groups 'missing'. This aspect of attendance and inclusion must be considered at the planning stages and any barriers to attendance removed where possible.

On the whole, families and practitioners at those clubs with a lower attendance would have liked there to have been more time to promote the club and share the programme with the children and families in advance. One group of parents in Glasgow suggested that they could hold a parents' coffee morning in the new term to share the good news about the club, to encourage more families to be involved next time. We believe this is a great way forward to ensure greater parental engagement.

5.2 Enjoyment

"Fun, food, laughing – fab for all."
– practitioner.

The feedback received from children, families and practitioners was hugely positive for every club. Everyone who was involved in the



evaluation process stated they enjoyed the clubs and want them to run again.

Almost all of the children were appreciative of the opportunities the clubs offered, especially over the holiday period. One said: *"I feel great about this summer club. And I have fun!"*

Where clubs included family members, adult family members identified that the clubs helped avoid the challenges parents face in finding activities for their children to do and to avoid the unhealthy food that holiday routines can result in (such as trips to fast food outlets). They also commented that they were supporting family relationships, describing it as *"happy family time"*, and offered opportunities to develop new relationships across the community: *"it's normally just hello at the gate... now I've been to parties."*; *"It was fantastic, it got us out and mixing with other families."*; *"People are really friendly, lots of fun things to do."* They especially enjoyed the food aspect: *"I was very impressed with the food."*

When asked what they would be doing if the club was not on, children often said, *"at home"*, *"nothing"*, *"on the Xbox"* as well as, being *"at Gran's house"* or being with friends. When asked 'What would you be doing if you weren't here today?' one parent replied, *"Going mad!"*. Families commented on the club helping them avoid the challenges parents face in finding activities for their children, *"thinking up things to do with kids."*

Practitioners also described the clubs as *"fun"*, *"happy"*, *"healthy"*, *"active"*, *"fabulous"* and *"valuable"* as *"parents, staff and pupils have become closer as a result."* Also, *"it brought the families closer and they made new friends"* and *"the club has strengthened relationships between parents, children and staff."* They identified it was hard work but *"seeing the joy and excitement on the children's faces when arriving was priceless."*

Feedback from children, families and practitioners has evidenced the positive impact the clubs have had on children and families' health and wellbeing and on community cohesion.

5.3 Activities

There was an impressive variety of activities on offer for the children and families to take part in at all of the clubs, whether during the holidays or before/after school. These included various sports, free play, structured play, arts and crafts, drama, dance, music, IT and gaming. Children certainly appreciated the choice of activities. Organised trips were also available at the holiday clubs and were hugely popular, including one to a Lego exhibition and visits to local landmarks.

Some holiday clubs ran their holiday activities in a very structured manner, such as three activities over a 1½ hour period. Others left it to children and families to choose over the session. We saw this work well in one club but at another the parents



felt the children would have benefitted from a bit more structure to the day. Activities were also run at different 'paces' across different clubs – some clubs felt 'busy' and others 'chilled'. It is important for practitioners to be able to judge how appropriate the pace is for the individual children and families attending and make changes and offer other opportunities where needed. It is essential that practitioners plan for a variety of needs and interests.

A solution to this issue lies in the co-designing and planning of a club. Practitioners did identify that more time is needed to develop clubs and they need to *"plan well in advance"*. They acknowledge children and families should be part of this process: and state they must *"ask children what they would like"* and *"parents should be consulted on which activities they prefer"*.

This may address the issue of appropriate activities being available for all, regardless of any additional support needs or personal preferences. For example, in one club *"drama was engaging for the most, however some did not fully want to take part."* The solution? *"More options could be made available next year"* and *"perhaps next year to have a range of workshops for children to choose from."*

5.4 Food

"This made so much difference to my family as we wouldn't have been out, and I probably would not have had any lunch but would have fed my kids." – a parent.

All clubs had food at the heart of the experience. In the feedback Children in Scotland received it was clear this was by far the most enjoyed aspect of the clubs. The food certainly added to the feeling of community – a shared positive experience. It offered children, families and practitioners the chance to enjoy eating together in a relaxed atmosphere. For example, breakfast as a social occasion and 'soft start' to the day worked really well.

Almost all of the summer clubs had 'community chefs' attending regularly to co-produce the hot food with the children and families. One parent stated, *"I got ideas for family meals."* Practitioners recognised these opportunities *"bring a real sense of camaraderie"* and it *"helped parents learn new recipes and cooking skills"*. "In one club a group of parents cooked together one day to make Chinese food for everyone which was enjoyed by all. At the same club 21 parents gained REHIS food preparation qualifications.



Trying foods for the first time was a common experience. At one club three children tasted lentil soup for the first time and several adults tasted potato wedges and homemade coleslaw for the first time. One clear positive consequence to this from a sustainability point of view was the food waste reducing at the summer clubs as the days went by.

5.5 School as a community resource

The clubs met a significant need among families, building on local community resources that were already available but could be better used during the holiday

period to meet the needs of the children and families in the local areas. Most clubs took place within a school setting; others took place in community-based resources.

In one club, where it was not taking place in a school setting, some activity had taken place in a local school grounds and practitioners recognised: *"I think using the school worked really well as there was so much space and equipment for the kids to use."*

Everyone who attended the summer clubs in school buildings stated they were happy for it to take place there, often due to its proximity to their homes. One young person described it as "weird" but in a good way – almost exciting to be in school when other people are not there. A practitioner commented, *"using the school is good as it's a familiar place for most of the children involved."*

Certainly, schools with 'cooking kitchens' and/or home economics rooms lent themselves well to supporting the hugely popular food preparation aspect of the clubs and contributed to the food being hot, nutritious and diverse.



Most clubs made small but hugely successful efforts in making the space feel different to school such as use of music, decoration, layout of rooms and party-style table covers and plates.

There may have been families and children who did not attend the clubs because they feel uncomfortable coming into school settings. As with the food and activity aspect to the clubs, considering this in the planning and co-design stage (with children and families) would help reduce this potential barrier to attendance.

Practitioners were clear that holiday clubs *"should not interfere with teachers' holidays"* and one stated that if the *"project was rolled out across all schools but based in communities there would be a significant opportunity to build social cohesion and address attitudes to learning, activity and health orientated lifestyles."*

5.6 Additional support needs

Some feedback received highlighted the need for more consideration of and planning for children and families' additional support needs.

For example, one parent explained that their child is on the Autism Spectrum and so finds whole group activities such as outdoor games a challenge. Having options for a range of activities will go a significant way to avoiding distress.

Language can also be a barrier from the beginning of the planning process through to the practicalities during the clubs. Translation services can be expensive, but

partners may work creatively to ensure language support is built into the whole approach to the clubs to make them as inclusive as possible.

5.7 Partnership working

Different practitioners and groups bring different skills and experiences to the clubs and we believe it is clear that the mix of partners lead to the successes of the FFF project clubs in 2017. A range of partners worked together in all the clubs, thus showing the increased support and commitment from the wider local community offering their time, energy and expertise to ensure the success of the programme. This is essential to ensuring the clubs have impact and are sustainable.

Practitioners certainly recognise the learning they gain from one another and the skill sharing that takes place: *"I have enjoyed working and learning from the Jeely [Piece Club] in particular how they interact with parents and children."*, *"it has been beneficial working alongside other organisations and learning about their priorities."*

Children also gave positive feedback on the different partners they encountered and the different activities they offered, sometimes as clearly as *"I love you PEEK!"* Children in Scotland staff witnessed the 'Relax Kids' aspect of one club had a clear positive impact on the children's confidence to take part in the drama they were performing for parents, with children using the mindfulness techniques they had learned. In North Ayrshire the involvement of local sportspeople has increased the amount of young people who take part in community sports tournaments.



5.8 Volunteering

Most clubs had people volunteering, including parents, young people, local community groups, partner organisations and local authorities – again reflecting the commitment from the wider community.

These roles offered the opportunity for the volunteer to gain from the experience and the club to gain from the volunteer. A volunteer recognised *"as I don't work with kids much, all of this was eye-opening"* and a practitioner commented *"volunteers have been an integral part of the summer programme working. It also inspires other children to see what they can achieve."*

We believe volunteers are an essential aspect of engaging the wider local community in the clubs. Any activity needs to be well planned with clear information on roles and responsibilities for volunteers, so it would be helpful for any adult volunteers to have been PVG checked. However, this is NOT essential if child

protection procedures are followed and volunteers understand and are supported in their roles.

5.9 Communication

The FFF project is one aspect of Children in Scotland's work around challenging inequalities through food.

Throughout 2017 we further developed our understanding and skills in dealing with the sensitivities around media coverage in this area, which tends to focus on the poverty aspect and may involve unhelpful and unfair stigmatisation of children and families. This proved difficult for some of the families involved who shared their thoughts and feelings with us, via partner practitioners.



Our organisation's values are built on respect for all and the aim for our public messaging is to ensure we maximise the dignity of those with whom we work. We must avoid labelling people and areas.

Despite this, it must be acknowledged that we, those delivering and those attending the clubs, have no control over images or quotes once the media has ownership of them. This reinforces the importance of parents/carers and, where applicable, children and young people giving *informed* consent in this area.

6. Films

One of our partners, Media Education, was commissioned to produce a film, capturing the experiences and voices of those involved in the summer clubs across Glasgow, summer 2017.

This built on a very successful film they produced in 2016 and was used to promote the clubs in a variety of ways.

The 2017 film involves children, families and practitioners (including chefs) sharing their feelings, opinions and experiences of the clubs. It really captures the positive impact the clubs have had across communities, especially for children and families.

The 2017 film can be accessed [here](#), or both films are available by going to YouTube.com and searching for FutureFoodScot.

7. Key learning and messages from 2017

"I think this is a starting point, it is a good start. However, to have a long-term impact it should not be a one-off event or occasion, but it should be more structured and on a long-term project." – practitioner.

All of the FFF clubs have been a great success. More than 7000 places were accessed and enjoyed in 2017, meaning that FFF is having a significant impact on helping to break the cycle of increasing poverty and disadvantage and improve the quality of life and opportunities for children and their families.

All of the clubs have met the aims of the programme, including:

- Children and families have enjoyed opportunities to prepare and enjoy healthy and nutritious food together in the sometimes-challenging holiday period and before and after the school day
- Based on the pilot schools in 2016, we also believe that school staff will see a longer-term impact on relationships, learning and engagement of children and families
- Parents have gained skills and qualifications
- Communities have come together to develop, deliver and enjoy the clubs
- School building and grounds have been used as a community hub and resource.

The voices and experiences of the children, young people, families, practitioners, volunteers and partners involved in the planning and delivery of the clubs, all help Children in Scotland be clear about what is needed to make a difference in children's lives. This links into many aspects of our work and creates an ever-growing 'evidence bank' of best practice and strengthens our call for changes in the way we tackle inequalities.

Based on the feedback we have gained directly through our engagement activities or through our partners we have identified the following as key learning points from the 2017 activity:

- *Enjoyment*: all the clubs were enjoyed by the children and families who attended, and they are clear they want the clubs to run again / continue to run
- *Activities*: The most common factors referred to by parents / family members were that:
 - a) their children were happy to be active and meeting / making friends
 - b) the pressure of keeping children busy, the worry about the expense and the concern by not being able to give their child a holiday, were removed by the positive experience of being in the club
- *Food*: this was a hugely popular aspect of the clubs
 - a) it supported nutrition and health, offered bonding and social opportunities and developed skills, knowledge and in one club, and qualifications for 21 parents
 - b) community cooks/chefs could be identified to support clubs. Brakes' Meals & More, local authorities, catering partners and Health Improvement Teams could be key partners in developing this further
- *School as a community resource*: where relevant, children and families were supportive of the clubs running within school environments
- *Access*: agreement that the clubs are open to all the children within the school community alongside consideration of inclusion and diversity of the children and families, requires engagement with as many families as possible. This includes practical considerations to remove barriers around language and additional

support needs throughout the whole process of developing, running and evaluating the summer clubs

- *Partners*: this way of working is essential to the success of clubs
 - a) the commitment, professionalism and expertise of all those involved was inspirational and the wide range of creative and learning activities impressive
 - b) the planning and delivery of clubs is a big job and can't be done alone partnerships are essential. Partners brought a range of opportunities and strengths to each one, offering a richer experience for the children, families and community as a whole
 - c) more time is needed to organise the clubs to the best standard possible and to co-ordinate partners (this should include **all** partners, including children and families) and to reach as many families as possible
- *Community*: children, families and practitioners all identified the sense of the community coming / working together as a key success
- *Monitoring and evolution*: this is crucial to determining the success and impact of the clubs, but monitoring was not consistent across the project. It must also be noted that meaningful evaluation is a time-consuming process and requires resourcing
- *Funding*: this successful model is a combination of using existing resources within the community (including local authority staff and community partners), funding partners such as Brakes' Meals & More and food partners such as En Croute and Fare Share, with some use of Pupil Equity Fund
- *Media*: messages around this work must ensure the dignity of all involved – including children and families. We need to work hard to avoid labelling and stigmatising.



8. Recommendations and next steps

The 2017 FFF experience saw the development of two models for delivering clubs (particularly through the school holidays) – school and community-based settings. We do not suggest that there should only be one model, but we do think that there should be clarity around the aims and objectives of models.

The school setting

Where the school setting was used, it was planned and developed as a means of developing, building and enhancing the school's relationships with its parents; as a development of its work to create a thriving home-school learning environment and

as a means of using play and activities, such as eating together, to nurture relationships between and among the children, families, school staff and the school's partners; and to aim to continue these during the school year.

The schools made sure the clubs were available to all. There was no overt targeting as this would undermine the school as a community and also stigmatise a section of the school community. The schools were very sensitive to parents' perception of this and showed an admirable respect for the dignity of these parents. Naturally, school staff encouraged subtly the participation of those children who they thought would benefit most.

Schools cannot deliver the clubs on their own. In some cases, it was a relatively straightforward process to work with local partners who were able to deliver the activities, food etc. In others, the administrative task of organising a club and, for example, identifying partners, proved to be an onerous one. More planning time is essential and awareness-raising for partners and some project management capability for school staff should be able to overcome these barriers.

The community-based setting

One community-based club was able to extend and expand their planned activities to take account of referrals made by their local schools. If time and financial planning had allowed, the clubs advise that they might have been able to extend to all children who wanted to attend rather than a referral system.

The children attend different schools but the sense of community and relationship-building was retained by these well-known and well-used community facilities.

There are a number of **core principles** that anyone wanting to set up a FFF partnership needs to consider:

- *Attendance*: this should be based on belonging to the school community, rather than establishing eligibility criteria based on, for example, poverty measures.
- *Participation of children and families*: there is a range of options. Given the importance of family engagement, we think the requirement of a level of family participation is important and should be expanded but each setting should determine what works best for it with the involvement of families and children.
- *Food*: these clubs are not the equivalent of food banks so a level of participation and engagement in menu designing, food preparation, cooking and eating together should be introduced. A two-course cooked meal can provide a child's 5-a-day nutrition requirements and in two schools this was made available. We think this should be the standard aspired to for all the settings. An additional bonus is the potential of parents being taught and receiving qualifications – 21 in one club this summer.
- *Sustainability*: including qualifications for adults, development of better relationships between schools and parents, use of schools and other community resources more widely
- *Partnerships working and making best use of skills*: Glasgow has a fantastic pool of community chefs, Cordia brings resources, others involved bring their skills and expertise – there is now



enough learning in place for a 'how to' guide for Glasgow schools and partners to be developed.

- *Monitoring and evaluation*: needs to be embedded consistently throughout the clubs and resources accordingly. This will provide individual club information which can be used for future planning but also programme-wide evidence.
- *Media communication*: use of language, promotional materials, social media, traditional media and film development should be planned for and embedded across planned activity.

Children in Scotland is committed to continue to support the FFF holistic and sustainable approach to challenging inequalities through food. We are pleased to maintain our working relationships in the areas mentioned within the report and will be happy to discuss new opportunities elsewhere in Scotland.

Appendix A: basic statistical data: 2016 & 2017**2016**

Area	Number of sites	Number of sessions/weeks	Number of places
Glasgow City	2	40 sessions	2400
Perth & Kinross	2	10 sessions	190
Total			2590

2017

Area	Number of sites	Number of sessions / weeks	Number of places
Glasgow City	7	103 sessions	4600
West Dunbartonshire	2	10 sessions	400
Perth & Kinross	4	11 sessions	400
North Ayrshire	1	40 weeks	1600
Total			7000

Appendix B: planning & evaluation framework

Participation and engagement of children, families, practitioners in planning and consultation, possible areas/questions:

Children

- What do children need to be happy, healthy and safe?
- What else (apart from good food) would make it fun for you and your family to come to this project?
- What kinds of people in your school or local area might be able to help make this project work?
- When do you think it would be best for this project to take place (mornings, evenings, weekends, school holidays)?
- How can we make sure everyone who wants to take part can be included and feel welcome?
- Can you think of things that can be a barrier (get in the way) for people being able to take part?

Parents/Carers

- What do you think your children need to support their wellbeing out of school hours?
- What do you need as parents or carers within your families?
- Who in the local community might have the skills or time they could offer to the project?
- When and how often do you think this project would help the community most?
- What, in your experience, has worked well in the past to bring families and pupils together?
- We would hope to help the school community to set up a group to make this work. This would involve meeting up, sharing ideas and making plans. What kind of things do you think this group would need? Who do you think might like or should take part in this group?
- Next steps: How do you think we can gather opinions from the whole school community to ensure the project is inclusive, accessible and participative?

Practitioners

- Food and eating together is an important part of this project. What other things do you think could be on offer that would encourage the community to take part?
- Who in the local community might have skills or time they could offer to the project?
- What do you think the greatest challenges would be to make this project work? How can these barriers be minimised or removed?
- Do you think there are training or support needs to establish a steering group of children and young people, families, school staff and the wider community?

Participation and engagement of children, families, practitioners in evaluation; possible areas/questions:

Attending:

- Why did you want to take part in the club?
- How many times did you come along? why?
- How do you feel about doing this together with your friends and family?

The activities:

- Which activities did you do?
- Which activities did you enjoy/did not enjoy?
- Are there any activities you would like to suggest for future clubs?

The food:

- How do you feel about preparing/making food together?
- How do you feel about the meal times (food on offer, eating with others)?
- What healthy food do you think everyone would like more of at the club?
- What did you learn about cooking/food/diet/energy?

The school as the venue

- How does it feel being in school during the school holidays?
- Has it been convenient/useful holding the club in the school?

Learning:

- What did you learn?
- What skills have you developed?

Community:

- What do your friends and other family members think of the club?
- Have you made any connections with people you did not know before?
- Do you think the club has had a positive impact on the local community?

Future plans:

- Should the club run again?
- What have you enjoyed the most about the club?
- What would you change about the club and why?

General thoughts

- What word(s) would you use to describe the club?
- Why is the club important?