

The Mayor of London’s Award Programme

**Healthy Schools London**

**Silver Award tool and Gold Award tool**

Contents

[Contents 1](#_Toc199172349)

[Introduction 0](#_Toc199172350)

[School details 3](#_Toc199172351)

[Healthy Schools London 5](#_Toc199172352)

[Silver Award tool 5](#_Toc199172353)

[Purpose 6](#_Toc199172354)

[Needs analysis 7](#_Toc199172355)

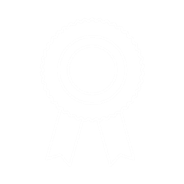
[Planned outcomes and monitoring 10](#_Toc199172356)

[Action plan 12](#_Toc199172357)

[Healthy Schools London 14](#_Toc199172358)

[Gold Award tool 14](#_Toc199172359)

[Results and impact 15](#_Toc199172360)

Introduction

**This document outlines the pathway for those schools who hold a Silver Award through the previous programme where so much time has passed that it would be difficult to assess their initiative for a Gold Award through the updated programme.**

# How this transition pathway differs from the updated programme

Under the updated programme, the Silver and Gold Awards process is divided into two clearly defined stages:

1. To apply for the Silver Award, schools use the Silver Award tool to plan and implement a new health and wellbeing initiative.
2. To apply for the Gold Award, schools use the Gold Award tool to evaluate and report on its impact.

Each award stage requires a separate submission, completed at different points in time. Schools achieve a Silver Award when their Silver Award tool is approved and a Gold Award when their Gold Award tool is approved.

In contrast, this transition pathway merges both stages into a single process, as the eligible schools already hold a valid Silver Award from the previous programme. However, because their initiative was undertaken several years ago, it would be difficult to evaluate and report on it in order to progress to a Gold Award.

|  |
| --- |
| **As part of this transition pathway, there are two steps:**   1. **Complete the planning section:**  * This evidences that you have identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority. * The planning section must be for work that the setting is planning to do and cannot be retrospective. * Implement your action plan. New approaches, practices, activities and interventions undertaken as part of your plan should run over at least 2 terms or 6 months.  1. **Complete the reporting section:**  * This recognises that you have demonstrated the impact and sustained the outcomes of this new approach, project, practice or intervention. * The reporting section is to evaluate the activities that you carried out and their outcome/results.   When completing both sections, your responses should be concise and clear. Bullet points are welcome where appropriate. |

|  |  |
| --- | --- |
| Planning section | Reporting section |
| A school will identify a main health and wellbeing priority and specific focus area/s for their school and devise a new approach, practice, activity or intervention to target the priority. | A school will evaluate, sustain and learn from the outcomes and impact of the new practice, activity or intervention introduced in their Silver Award. The school will demonstrate excellent practice in in supporting children and young people to achieve and maintain good health and wellbeing. |
| **A school should:**   * Hold an in-date HSL Bronze Award * Undertake a needs analysis of the unique health and wellbeing issues affecting the school * Use the needs analysis to identify and define group/s and number of pupils - for example, whole school or year group, plus any smaller targeted group * Develop planned measurable outcomes and an action plan to achieve these outcomes * Demonstrate how the project will be monitored and evaluated to measure success and demonstrate improvements. | **A school should:**   * Hold an in-date HSL Bronze Award * Have achieved the HSL Silver Award * Record results and outcomes * Reflect on approach taken * Provide analysis of results and share impact * Explain how activity is being sustained. |

**Further information and guidance to support you**

Information included within this tool to is to help you complete each section. More detailed examples, practical examples and links to resources can be found in the Healthy Schools London guidance pack.

**We strongly encourage you to refer to the guidance pack alongside the tool as it’s there to support you every step of the way.**

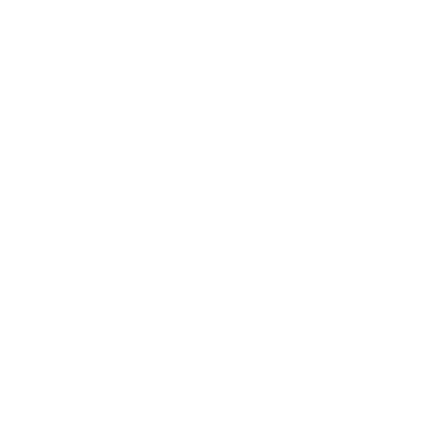
If you're unsure how to evidence a particular criterion, or would like support in reviewing your provision, please contact your Borough Lead or email us: [HSL@ncb.org.uk](mailto:HSL@ncb.org.uk)

You can also find more information, support and guidance on the [**HSL website**](http://www.london.gov.uk/healthy-schools-london)**.**

School details

**Complete the table below when applying for the Silver Award.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of school** |  | | **Borough** |  |
| **Key contact** |  | | **Job title** |  |
| **Silver Award action plan start date** |  | | **Silver Award action plan end date** |  |
| **Date achieved Bronze Award** | |  | | |
| **Headteacher sign off** | | *Name and date:* | | |
| **School council representative sign off** | | *Name and date:* | | |



Planning section

**When completing the tool, your responses should be concise and clear. Bullet points are welcome where appropriate.**

**The word count for each section is**

**150 – 400 words.**

# Purpose

**What are you trying to achieve?**

|  |  |  |
| --- | --- | --- |
| Health and wellbeing priority | | |
| Choose a main priority from the following list.  Your chosen priority should be informed by your needs assessment. |  | *Tick one priority:* |
| Food education, nutrition and healthy eating |  |
| Oral health |  |
| PE, sports and physical activity |  |
| Mental health and wellbeing |  |
| PSHE |  |
| Family wellbeing |  |

# Needs analysis

**Why are you focusing on this priority and who will benefit?**

|  |  |
| --- | --- |
| National and local data and evidence | |
| Describe and provide evidence of how your selected health and wellbeing priority links to national, regional and local level public health priorities.  Examples of data that could be included:   * Data - local authority child health profiles * Guidance and reports – Public Health England, Office for Health Improvement and Disparities (OHID), Department for Education, Local Authority Health and wellbeing strategy * Evidence base – reference strategies, research or best practices, for example, NICE, Education Endowment Fund |  |

|  |  |
| --- | --- |
| School data and evidence: | |
| Describe and provide evidence of the unique health and wellbeing issues affecting your school.  Examples:   * School development plan * Survey data * Staff observations * Incident data |  |

|  |  |
| --- | --- |
| Group | |
| Describe who will benefit from this work and why you have chosen to focus on them. This could be the whole school, a smaller group of children (30), parents/carers or staff.  Examples: All children Year 1 to Year 6 (225 pupils)   * KS 2 pupils (120) and Reception children (30)   Describe how you will ensure that you address health inequalities: How will your approach be inclusive such as for children with special educational needs, disabilities, those who qualify for pupil premium. You may identify a particular subset of pupils who will require a targeted approach with specific measurable outcomes set to measure success.  Example:  We are aiming to increase participation in physical activities for all pupils. Data from a 2014 survey showed that there was a significant difference in up-take of after-school clubs between pupil premium recipients and non-recipients. Those who qualified for pupil premium were far less likely to be involved in any after school clubs, including those incorporating physical activity. We have therefore set separate measurable outcomes and actions for pupil premium students as a targeted group. |  |

# Planned outcomes and monitoring

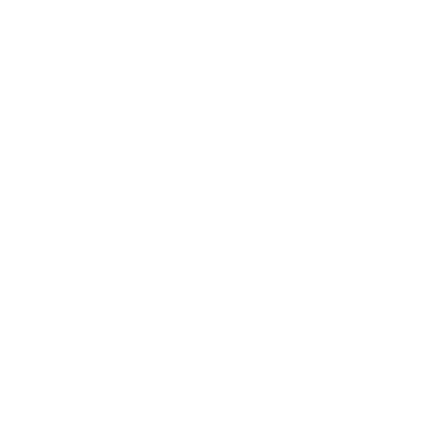
**How will you monitor and measure the results?**

|  |  |
| --- | --- |
| Planned outcomes | Monitoring and measurement methods |
| **List your outcomes (between 3-7) and how you intend to monitor and measure them.**  You should include a combination of both whole school and individual outcomes.  **Whole School**: List the organisational changes which you are aiming to result from your activities and how you will measure them.  **Individual outcomes**: List the specific measurable changes that you are aiming to result from your activities for example, changes in attitudes, behaviours, knowledge or skills of your pupil group/s, staff, parents/carers. | **List the tools and methods that you will use to monitor whether your activities are being implemented as planned.** |
| **Examples:**   * Individual - To increase the percentage of students reporting the school helps them to understand and know how to manage their thoughts and feelings. From a baseline of 16 per cent (45/278) to an endline of 70 per cent. * Individual - To increase the percentage of targeted Year 6 pupils reporting the school has helped prepare them for secondary school. From a baseline of 41 per cent (11/27) to an endline of 80 per cent. * Whole School - To increase the days that salad and fruit are offered at tables rather than children self-serving from counter. From a baseline of one day per week, to an endline of five days per week. | **Examples:**   * Pre and post pupil surveys * Pupil satisfaction survey for those that access school support * School menu analysis |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| *Please add further rows as required* |  |

# Action plan

**What do you intend to do?**

|  |  |  |
| --- | --- | --- |
| Approaches, activities, practices, or interventions | Timescale | Lead |
| Describe the new approaches, practices, activities or interventions that you have planned for staff, pupils and parents/carers to achieve your improvements.  Include any resources or partner services that will be providing support. | **List the month and year when you expect each activity to take place.** | **List the staff member responsible for leading on each activity.** |
| Examples:  Staff: Whole-school CPD session on supporting pupil self-esteem, including unconscious bias and gender stereotypes | *September 2025* | D. Shaw, PSHE Coordinator |
| Pupils: Launch a 6-week “Confidence Crew” lunchtime programme for Year 6 girls focused on body positivity, friendship skills, and leadership roles | *November 2025* | J. Jones, Pastoral Lead |
| Parents/carers: Deliver a coffee morning session for Year 6 parents on how to support their child’s confidence and resilience at home | *January 2026* | D. Shaw, PSHE Coordinator |
| Staff: |  |  |
| Staff: |  |  |
| Pupils: |  |  |
| Pupils: |  |  |
| Parents/carers: |  |  |
| Parents/carers: |  |  |
| *Please add further rows as required* |  |  |



Reporting section

**When completing the tool, your responses should be concise and clear. Bullet points are welcome where appropriate.**

**The word count for each section is**

**150 – 400 words**

Complete this section when your above activities in the Silver Award tool have been concluded and you are ready to apply for the Gold Award.

# Results and impact

**What have you achieved and what has been the impact?**

|  |  |
| --- | --- |
| Intended outcomes | |
| Describe whether you were able to achieve your planned outcomes and the difference this has made (positive or negative). Describe any changes in timescales or cohort that had an effect on your project.  You could include graphs, examples of work, evaluations, and survey results. Check your data reflects the planned outcomes and that you are referring to both percentages and numbers.  Example:  Outcome: Reduce the percentage of pupils reporting eating an unhealthy snack after school (Target: 40 per cent)   * Baseline (September 2022): 61 per cent (83/135) * Endline (July 2023): 46 per cent (81/175) * Outcome status: Improved, but target not met   Parent workshops and snack tracking activities prompted family conversations and raised awareness, although sugary snacks remained popular among some pupils.  The group of pupils remained the same throughout the implementation of the action plan, September 2022 to July 2023: All pupils (Reception and KS1) = 190. The sample size completing initial and final surveys varied, September 2022 = 135 and July 2023 = 175. |  |

|  |  |
| --- | --- |
| Unintended outcomes | |
| Describe any unintended outcomes (positive or negative).  This is anything that happened due to your interventions. These were not necessarily planned but impacted on the health and wellbeing of pupils, staff, parents/carers, community. This could include changes in policy, practice, ethos, behaviour, attendance, staff values.  Example:  Healthy Eating week had a fantastic impact upon the whole school and had a wider impact upon the snacks children are choosing after school. We had at least one third of each class enter the competition. This prompted discussion around what children were eating after school and their understanding of what is healthy and unhealthy. The competition meant that children wanted to share with their parents their ideas for recipes and parents were happy to engage with their children to develop healthy snacks. |  |

|  |  |
| --- | --- |
| Activities | |
| Explain if the activities in your action plan were delivered as intended, or if there were any changes and why. Describe any external or unanticipated factors that influenced your project.  Example:  We delivered our planned workshops to children which were a great success but also, a partner organisation offered parent workshops, specifically focused on after school snacks and portion sizes. The workshops were well attended by a large group of reception parents - on average 15 parents attended each session. Some were parents who had been identified as needing targeting by teacher observations.  The Local Authority commissioned an obesity prevention programme for families during the implementation of our action plan which we were able to access and plan for our school. This complemented the aims of our action plan and helped to support its success. |  |

|  |  |
| --- | --- |
| Lessons learnt | |
| Describe what went well, what didn’t go so well, and what recommendations you would make for the future.  Example:  We found that there was actually an increase in students accessing support for mental health and wellbeing. To begin with I felt this was a negative thing and  felt concerned that the work we had put in had been unsuccessful. However, after talking to our pastoral managers we realised more students had accessed  support because they felt more confident to talk about their own mental health. This is a positive thing and was one of our targets. |  |

|  |  |
| --- | --- |
| Sustainability | |
| Describe your next steps to keep your new approach going and to develop further.  This could be achieved by:   * Embedding the activities in the school development plan, curriculum, timetable, assembly, enrichment programme * Continued funding/ allocation of resources/changes to schools and/or local environment * Training for staff built into the CPD programme/ staff induction * Improved relationships and agreements with partners for example school catering, sports coaches etc * Recognition and celebration of pupil progress in health and wellbeing built into the school reward system * A regular slot in school newsletters/ new information on the school website |  |

|  |
| --- |
| Photographs and quotes |
| **Include photographs, quotes, feedback, or other evidence either here or throughout the document, to help illustrate and support your responses for each individual section.** |
|  |