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Fruit and Vegetable Supply to
Schools

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Abstract

This report, sponsored by the Fresh Produce Consortium (FPC), describes the supply chain for fresh fruits and vegetables consumed as part of school meals. FPC had previously identified schools serving children in the 4-11 years age group as being the segment of specific interest. The report also presents an insight into the decision making processes and purchasing arrangements at the different points in the supply chain. The study involved identifying the factors that will determine the level of demand for fresh produce within the school meals sector.

In addition, FPC wanted to assess the likely impact of the government's move towards transferring responsibility for the management of school budgets from Local Education Authorities (LEAs) to the schools themselves on demand for fresh produce in schools. Within the education sector, this initiative is referred to as Fair Funding.

The methods employed in this research were eclectic in nature. In order to describe decision making within the supply chain a series of personal and telephone interviews were conducted within the context of a multiple case study design. The interview data were analysed using content analysis. In addition, several databases were constructed that will allow FPC to conduct targeted marketing programmes. The databases are: (1) UK schools serving 4-11 year old children, (2) LEA caterers, (3) Contract caterers.

The principal conclusions reached are that demand for fresh produce, within the schools meals sector, is likely to grow noticeably over the next 5 years. This growth will be driven by the government's decision to invest in 'free fruits in schools' and initiatives taken to change children's behaviour with respect to the consumption of fresh fruits and vegetables. Moreover there is a concerted effort on the part of government, health professionals, the food industry and pressure groups towards improving the diet of the nation and this too will impact on fresh produce demand in the school meals sector.

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Abbreviations

ABBREVIATION	FULL TERM
BHF	British Heart Foundation
BNF	British Nutrition Foundation
BPC	British Potato Council
CCT	Compulsory Competitive Tendering
CHD	Coronary Heart Disease
COMA	Committee on Medical Aspects of Food Policy
DENI	Department of Education Northern Ireland
Dfee	Department for Education and Employment
DoH	Department of Health
DRV	Dietary Reference Value
DTI	Department of Trade and Industry
EAR	Estimated Average Requirement
EHO	Environmental Health Officer
ESPO	Eastern Shires Purchasing Organisation
EU	European Union
FPC	The Fresh Produce Consortium
FSA	Food Standards Agency
GAD	Government Actuary Department
HET	Health Education Trust
HDC	The Horticultural Development Council
IGD	Institute of Grocery Distribution
LEA	Local Education Authority
LMS	Local Management of Schools
MAFF	Ministry of Agriculture Fisheries and Food
NAW	National Assembly for Wales
NDNS	National Diet and Nutrition Survey
NFS	National Food Survey
NFU	National Farmers Union
NME	Non-milk extrinsic sugars
NSP	Non-Starch Polysaccharides
OJEC	Official Journal of the European Communities
ONS	Office for National Statistics
POS	Point of Sale
PR	Public Relations
RNI	Reference Nutrient Intake
SAT FATTY ACIDS	Saturated Fatty Acids
SNAGS	School Nutrition Action Groups
UK	United Kingdom
WHO	World Health Organisation
YPO	Yorkshire Purchasing Organisation

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Executive Summary

The main findings were:

The Structure of the Industry:

- Primary aged children account for 53% of all children in schools.
- LEA's have 62% of the school meals business; national contractors operate 38% of LEA contracts.
- The supply chain is fragmented with many participants. Consequently there is no overall co-ordination within the supply chain. Moreover, the small volumes of business, per supplier, make it difficult to justify reasonable levels of promotional expenditure.
- Parties within the fresh produce supply chain need to work closer together to improve efficiencies and help meet each other's objectives and needs.
- Under 'Fair Funding' primary schools have the right to take on responsibility for every aspect of decision-making with respect to the provision of meals, from the LEAs. However, few primary schools intend to take up this option at the moment.

Potentially Positive Forces:

- The interventions to persuade the public of the health benefits increased consumption of fruit and vegetables can bring - on the part of the industry, LEAs, health professionals and government - will increase demand to a significant extent. These initiatives include:

Campaigns arising out of the 1992 'Health of the Nation' report.
Initiatives arising out of the governments 1999 'Saving lives: Our healthier nation'.
The National Diet and Nutrition Survey carried out in 2000.
The fresh fruit and vegetables industry's 'Bangor Project'.
The government's 'free fruit in schools' initiative.
LEAs' 'tasting days'.
The Nutritional Guidelines to school meal providers underpinned by legislation due in April 2001.

- The current level of demand for fresh fruit and vegetables is around 22,250 tonnes per annum. This could increase to 54,420 tonnes per annum with the introduction of the nutritional guidelines and higher still if the current initiatives are implemented in schools nation wide.

Potentially Negative Forces:

- The price of fresh produce is perceived as expensive when compared to other components of a school meal.
- Fresh produce is perishable and therefore distribution costs can be higher compared with other products used in the school meals market.
- Many schools find that fresh produce preparation costs, labour requirements, and wastage rates are prohibitive.
- Many schools also find that space constraints make it impossible to adequately store and display fresh fruits and vegetables.

- Sizes of orders are small.
- Many parents do not actively encourage their children to eat fresh fruits or vegetables.
- There is an adverse reaction, on the part of many parents, when schools introduce schemes whereby children are discouraged from bringing crisps and other snacks to school for their morning and afternoon breaks and are instead limited to fresh fruit. Some parents perceive this as an unwarranted imposition on their freedom to choose what their children eat.
- Low school meal take up at approximately 42%.
- Specific decision-makers are difficult to identify within LEA's.
- Fixed price contracts can prevent school meal providers from seeking the best prices and the best suppliers.
- School meal provider's simply try to give the children what they will eat. Since most children have predilection for chips and confectionery - over fresh vegetables and fruit - that is what the meal providers buy from their suppliers.

Developments Within the School Meals Industry

- The number of children under the age of 16 will drop by 6.5% from 12 million in 1998 to 11.3 million in 2011.
- There is an increased requirement for pre-prepared fresh produce.
- There will be an increase in the use of data transfer systems to reduce the number of invoices.
- National contractors account for an increasing proportion of school meals.
- The use of 'one stop shops' will increase to reduce deliveries and administration costs.

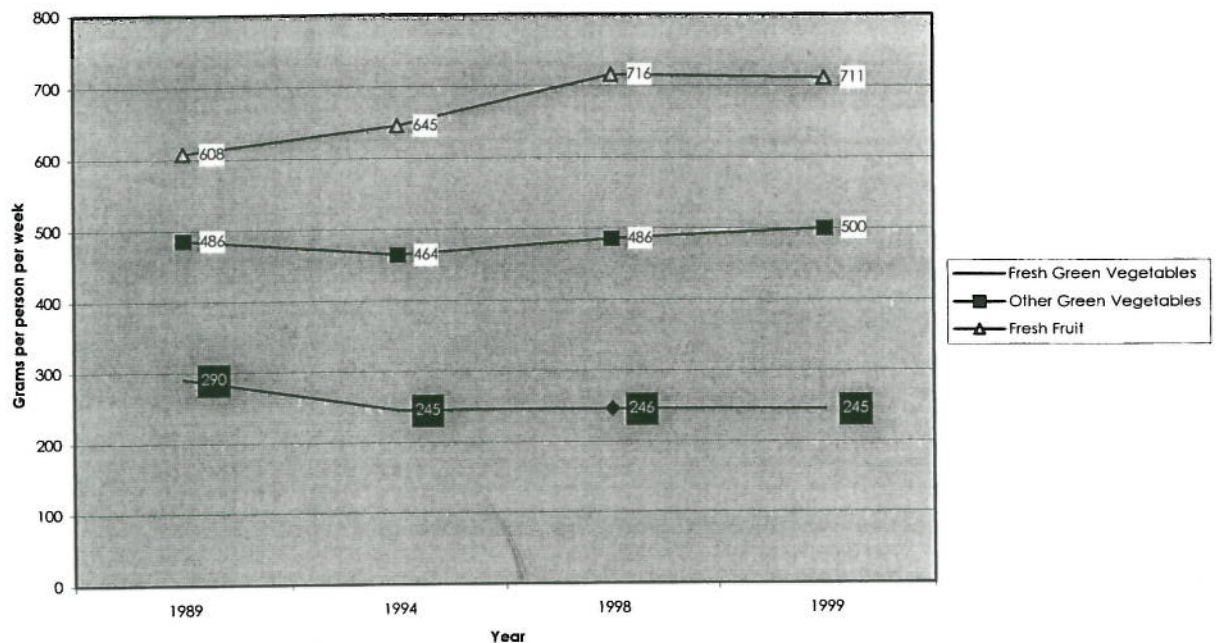
Recommendations

- The way to increase fruit and vegetable supply to schools is to implement a national campaign that has educational influence such as the Bangor Project and to market fresh produce to the school meal industry and to children outside of schools through media advertising.
- Recommendations towards the supply industry include the use of joint promotions; provide specifications and terms and conditions of trade. Increase the use of relationship marketing, to share information among the school meal industry members. Develop the use of marketing intelligence to build up further information about the school meal providers.
- Recommendations for the supply industry to aim towards schools and pupils include the provision of posters and point of sale material is provided along with developing packaging for fresh produce as a snack item. Educational material would also be beneficial to raise the profile and awareness of fresh produce.

1.0 Introduction and Background to the Study

FPC and its members are concerned that per capita consumption of fresh produce is virtually static and has been for some considerable time. See figure 1 below:

Figure 1. **Estimated Average Household Food Consumption of Fresh Fruit and Vegetables**



Source: National Food Survey 2000

Consequently, fruit and vegetable suppliers are pursuing a variety of initiatives in an attempt to stimulate overall demand. One particularly important initiative is to look at ways to increase fruit and vegetable consumption by school children.

Government, health professionals, some pressure groups and other public interest bodies have been concerned about the poor diet of UK citizens. Coronary Heart Disease (CHD), obesity and cancers are all major killers and all can be related to dietary patterns in the population (The Caroline Walker Trust 1992, WHO 1990 and The Scottish Office 1993). The National Heart Foundation (NHF) states that the risks of these chronic diseases are developed early in life (House of Commons Report 1999). Subsequent to the benchmark study, by the Department of Health, entitled, *The Health of the Nation* (1992) many studies have examined the benefits of eating a healthy diet (e.g. Williamson 1996, Gillman 1996) and more specifically, at how increasing fruit and vegetables in the diet

and more specifically, at how increasing fruit and vegetables in the diet can help preventively (e.g. Anderson 2000, Williamson 1996). The Conservative Government's report *The Health of the Nation* (DoH 1992) established a number of dietary targets which, if achieved, it believed would bring about at least a 35% reduction in the number of deaths caused by CHD. One of those targets was that fruit and vegetables, pasta and starchy foods be increased by 50%. Moreover, vegetables have protective properties and can aid in the prevention of some cancers and heart disease. They contain antioxidants that prevent the harmful side effects of free radicals (Institute of Food Research 2000).

More recently in the Labour Government's white paper *Saving Lives: Our Healthier Nation* (DoH 1999), focused on serious issues such as cancer, coronary heart disease and strokes. It advocates that to achieve any reduction in these diseases it is necessary to reduce fatty, sugary and salty foods and increase the intake of fibre, fresh fruit and vegetables throughout an individual's lifetime. In other words, *Saving Lives* promotes a prevention strategy.

Setting targets is one thing but getting people to achieve them is quite another. Increasing incidence of CHD and obesity levels suggests that consumers, although they may know and understand about the connections between their well-being and a healthy diet, do not change their dietary behaviour by consuming for example more fruit and vegetables (Gillman 1996, Anderson 2000, Jan 2000).

The alarming health statistics, for example 21% of deaths caused by Coronary heart disease (ONS 1999) and poor nutritional standards of school meals are causing concern. These have contributed to a developing interest in improving the nutritional content of school meals. An example of this interest was the introduction of the New Nutritional Guidelines in April 2001 (Appendix 1).

The recommended amount to be consumed daily, as mentioned in the *At Least Five a Day* Report (NHF 1997), is 400g per day. The daily figure consumed per person in the UK is nearer 250g (NHF 1997). To put consumption levels in perspective, at present, the school meal provides on average 42g National Diet and Nutrition Survey (NDNS), (Jan 2000). As can be seen, to reach the recommended amount, fruit and vegetables need to be consumed in larger quantities.

Levels of fruit and vegetable consumption per person vary geographically across the UK and different income groups. Higher Income groups eat more fruit and vegetables than lower.

As table 1 reveals, people in Northern Ireland and Scotland both consumed less green and other vegetables in grams per week than England and Wales (MAFF 1998).

Table 1. **Consumption of Fruit and Vegetables in the UK:**

Vegetable Type	Grams per person per week			
	England	Wales	Scotland	N. Ireland
Fresh Green Vegetables	253	265	171	143
Other Fresh Vegetables	488	570	418	355
Other Processed Vegetables	360	365	337	334
Total Vegetables in grams (not including potatoes)	1101	1200	926	832
Total Fruit	1102	1137	957	674

Source: Adapted from National Food Survey 1998

There are other complications. For instance, in more rural areas fresh produce may be of poorer quality, more expensive and have limited availability. Thus it can be seen that the challenge to change fresh fruit and vegetable consumption behaviour, specifically amongst children, varies in magnitude around the nation.

- Throughout the last century the school meals service has been constantly altering, but not necessarily for the better (Church 1997, The Caroline Walker Trust 1992). From a commercial viewpoint, some school caterers consider that they are achieving what is required of the customer, the pupil, (with chips available everyday in some schools). Looking from a health perspective a very different story results.

Health messages need to be aimed at school children through education and school lunch provision. Time should be spent on educating children (Burman 1982) to make healthy choices (Salmon 1984) so that they can take health information into adulthood, and help 'shape' their preferences and behaviour patterns.

The Nutrition and School Children Conference, June 2000, reiterated the point that to improve the health of the nation requires collaboration between the populace, the government, the element of the public sector concerned with health issues, education and the private sector. A "partner" was defined in the *Healthy Schools Conference Report* as: **P**ooled resources, **A**dvantages, **R**educed repetition, **T**olerance, **N**egotiation, **E**nthusiasm and **R**elationships.

It is against this background that FPC decided to ask Cranfield University at Silsoe, to look at the market potential of in-school, fresh produce provision for 4-11 year old children. The remit for the project required that a description of the supply chain and the associated purchasing procedures affecting fresh produce availability in schools be included.

1.1 Cranfield University, Silsoe Project

The 'Silsoe Project' was only part of the initiative taken by FPC. In fact, the Silsoe Project was designed to complement another study that had been running for several years within the Department of Psychology in the University of Bangor. The 'Bangor Project' focuses on understanding the factors that influence dietary choice by school children and developing approaches to changing the behaviour of children in such a way as to increase their consumption of fresh fruits and vegetables. The Bangor Project concentrates on school children in the 4-11 year old category, and therefore the Silsoe Project centred on the supply chain into schools serving this same age group.

Whereas the Bangor Project seeks to address issues related to food choices made by individual children, this study sought to answer questions relating to the aggregate demand for fresh produce, among the school children and the capacity and commitment of the supply chain to meet that demand. The specific questions set for the Silsoe study are listed on page 7.

1.1.1 Research Questions

1. How are demographic trends likely to affect the level and nature of demand?
2. What are the current and future levels of demand for fresh produce in schools serving 4-11 year olds?
3. What are the factors that will influence the level of fresh produce demand in these schools?
4. How do purchasing procedures influence quantities of fruit and vegetables consumed in schools, if at all?
5. Who makes up the decision-making unit (DMU) with respect to buying organisations?
6. How if at all, will devolution of budgets to schools impact on fruit and vegetable consumption in schools?
7. What action(s) could FPC or its members take to realise their market potential within the school meals sector?

To enable the project to proceed, an aim was formulated for the research project and then a list of objectives written to achieve the aim.

1.1.2 The Aim

To provide recommendations to the Fresh Produce Consortium and describe how the fresh produce sector can increase the fruit and vegetable supply into UK primary schools.

Objectives that will be used to achieve the aim:

1.1.3 Objectives:

1. To describe the demographic profile of UK 4 -11 year olds throughout the UK.
2. To estimate the level of demand for fruit and vegetables within school catering for 4 - 11 year olds.
3. To determine the prevailing purchasing procedures with respect to fresh produce as part of school meals provision.
4. To identify key members of the Decision Making Unit (DMU).
5. To describe the supply chain(s) for fresh produce entering schools.
6. To assess the impact of 'Fair Funding' on primary schools specific to fruit and vegetables.
7. To make recommendations on the courses of action that the Fresh Produce Consortium and its members might take to increase penetration of the market.

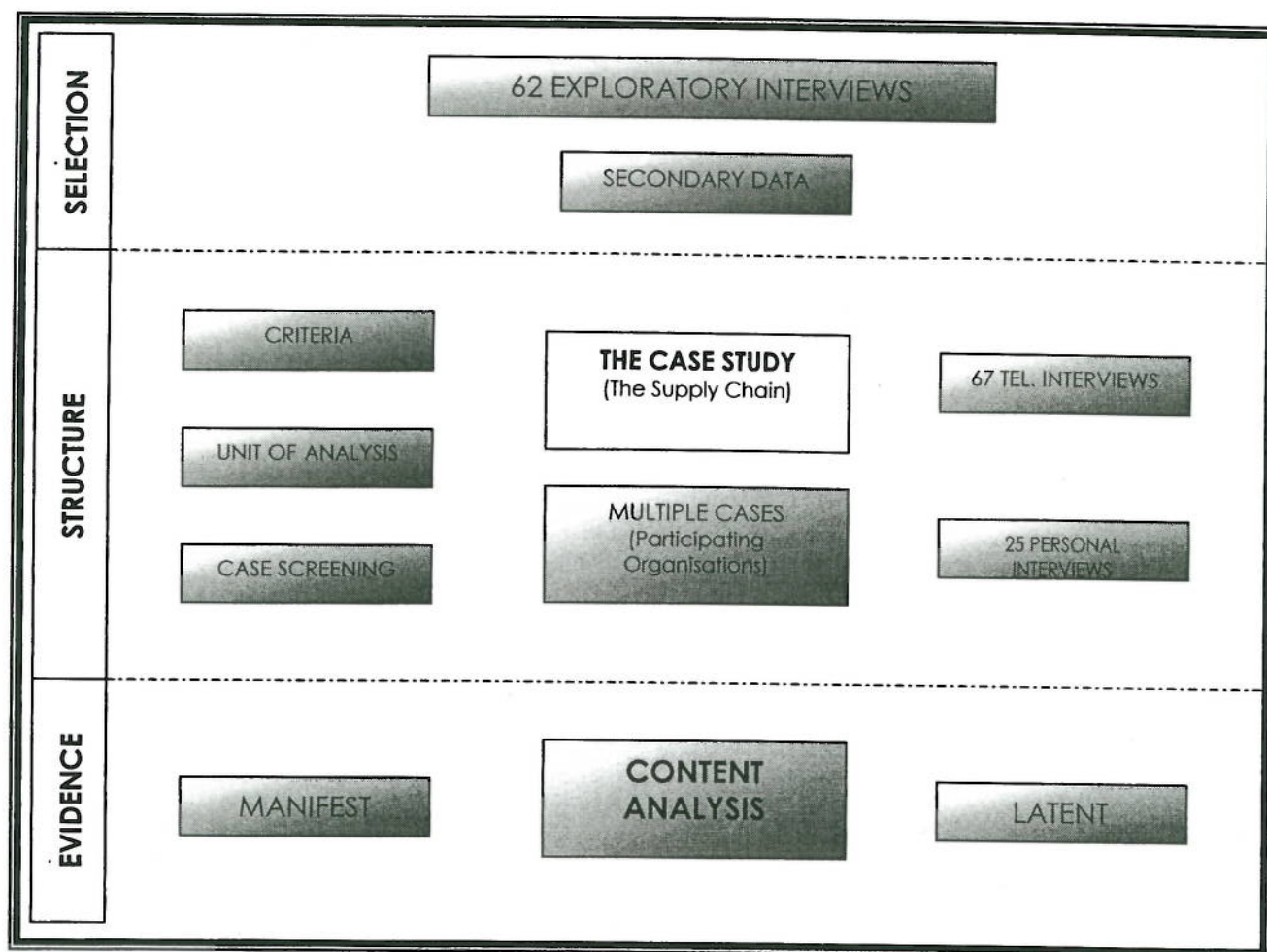
Please note that the term 'fresh produce' has been used as a synonym for 'fresh fruits and vegetables' and this will continue throughout the remainder of this report. Clearly, 'fresh produce' can imply other food items such as eggs and meat etc, however, in the context of the Silsoe report it will be used to denote fresh fruit and vegetables. Similarly, the term "fruit and vegetables" should be taken to mean the fresh variety and not other product category ranges e.g. tinned or dried.

These areas are of particular importance to the FPC. They are listed in the briefing document provided at the start of the research project (Appendix 2 & 3) and is where the focus of the project was directed. A set of research questions was formulated around the research brief. These questions focused the type of information that was required.

2.0 Methodology to Support the Primary Research

The supply chain was researched using the case research method (Yin, 1994). Secondary data was gathered, followed by the collection of empirical (raw) data from telephone and face-to-face interviews. The qualitative data compiled was subsequently analysed quantitatively using content analysis. Each of the methodology areas are illustrated in a framework, figure 2 on the following page.

The research aimed to provide an early empirical view of the affect and opinions that Fair Funding is having and will have on school meal provision; and as a result fruit and vegetable consumption in primary schools (4-11 year olds).

Figure 2 **FRAMEWORK FOR THE METHODOLOGY**

The methodology used can be labelled as inductive (Strauss 1995).

2.1 Exploratory Research

Familiarity with the supply chain's main difficulties and concerns were established, as were the decision makers within the supply of fruit and vegetables into schools, acquired in the following ways.

Twenty-nine visits were arranged to talk to the main players involved in the supply chain – Catering contractors, LEA's, suppliers and head teachers. The Food in Schools Conference and The International Fresh Produce Fair were also attended and informal interviews conducted with LEAs, fresh produce suppliers, and the Food Commission.

Visits were made to primary, middle, junior, first and independent schools (includes 4-11 year old age group – see table 2 below) to interview Head teachers and school meal personnel.

The visits were arranged during the morning and mid-day break so that the school meal process could be observed.

Table 2. **Types of Schools:**

Type of School*	Description
Nursery	Under 5 year olds attend
Primary School	5 to 7
Other Arrangements within the UK:	
A) Junior Schools	7 to 11
B) First School	7 to 11
Middle School	5-8, 9 or 10
Special Schools	All age groups
Independent	All age groups

* Only schools that include the 4-11 year old age group have been included here:
(Source: Dfee 2000)

Table 3. **Categories of Schools:**

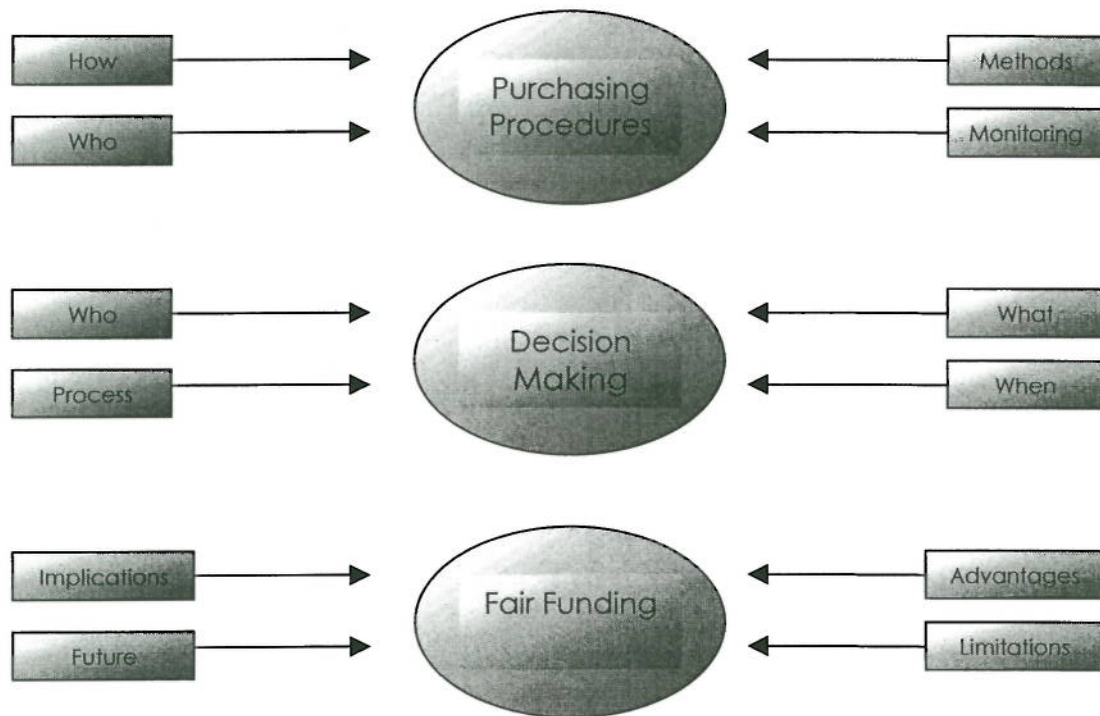
Schools maintained by local education authorities
(These new titles came into use from September 1999).

Community –	Consists of the county schools plus some of the GM schools
Foundation –	Most form GM schools – legal employer of staff, landowner and admissions authority
Voluntary Aided –	Landowner is a charitable fund. Governing body is the landowner and admissions authority and they contribute towards the capital costs of running the school.
Voluntary Controlled –	LEA employer and admissions authority Landowner is a charitable foundation.

From April 2000, former grant maintained primary and special schools could opt back into central funding.
(Source: Dfee 2000)

Similarly, schools with different school meal provider arrangements were also visited. For example: a contract caterer operating in either an independent school or a state school; a school with an 'in-house' catering arrangement where the school organised and staffed their own catering, an LEA contractor and a school with no school meal facility. This exploratory research helped identify the prime issues to be investigated in the main study (see figure 3).

Figure 3.

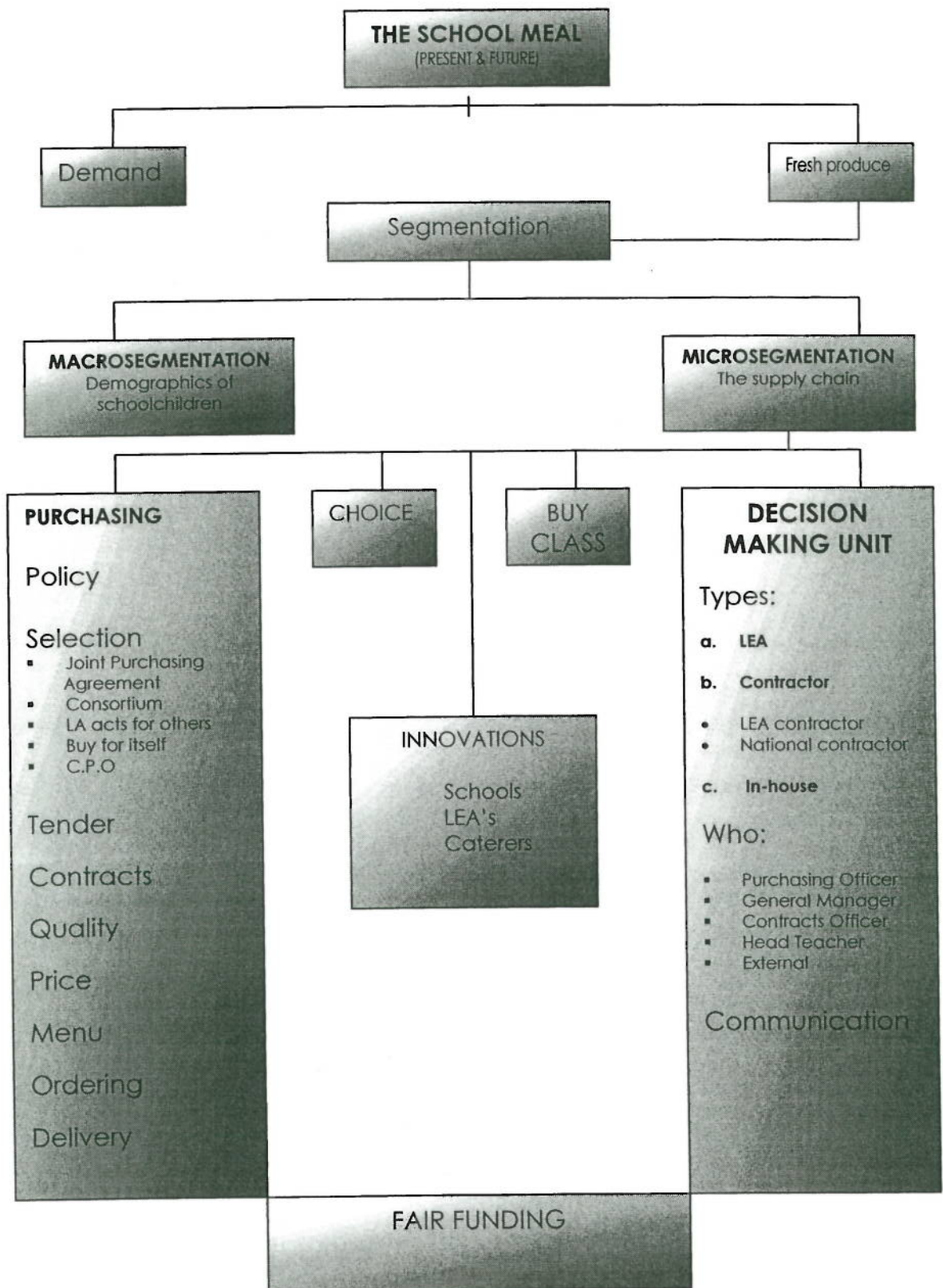
Key Areas to be Analysed

Thirty-three informal telephone interviews were carried out to gather supplementary information about the industry from around the UK. Talking to purchasing personnel and LEA's in contrasting regions to ensure that major geographical differences in purchasing were not missed. Purchasing organisations and purchasing consultancies were also telephoned to gain more detail about their involvement in the supply chain.

2.2 Secondary Data Gathering:

The diagram adapted from Jobber (1998) on the following page was used to steer the selection of search terms for secondary data that originated from the objectives. The secondary data was combined with the empirical findings to address the objectives.

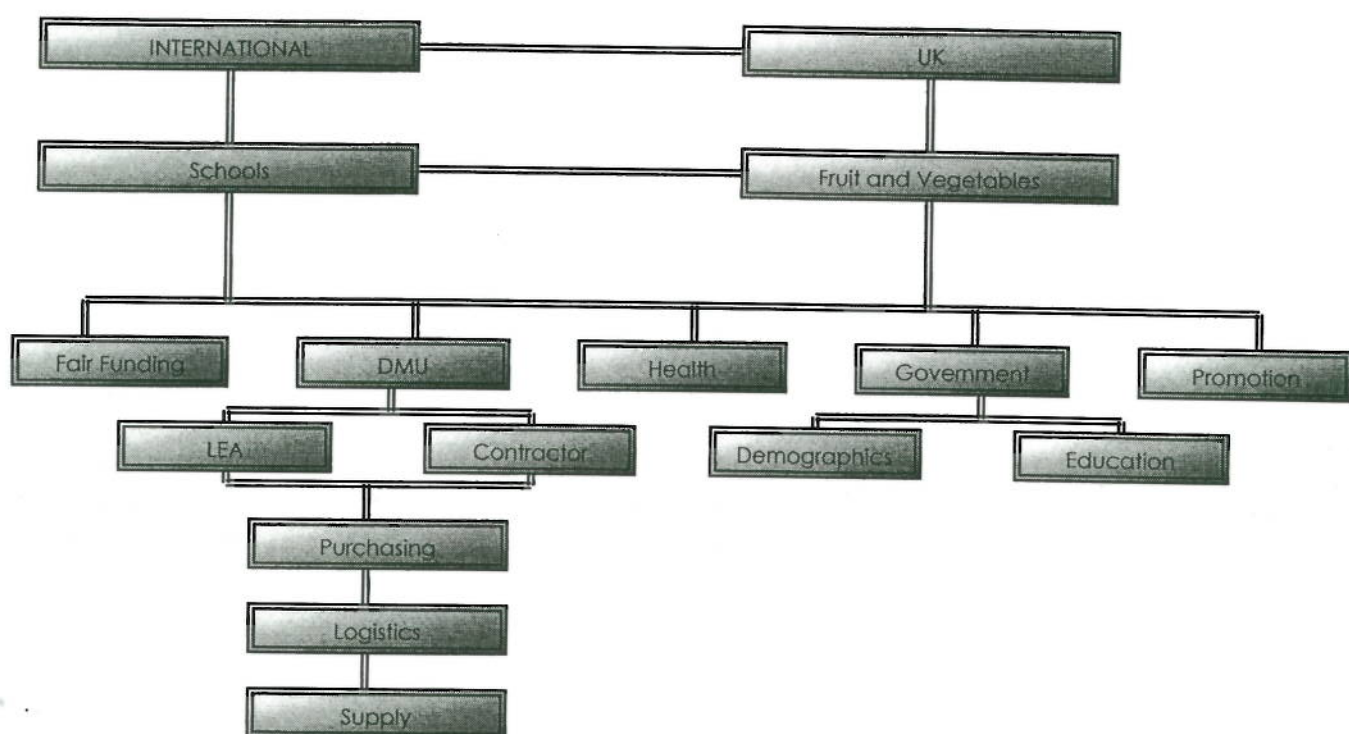
Figure 4. **Segmenting the Fresh Fruit and Vegetable Supply Chain:**



Adapted from An Organisation Segmentation Model by Jobber (1998)

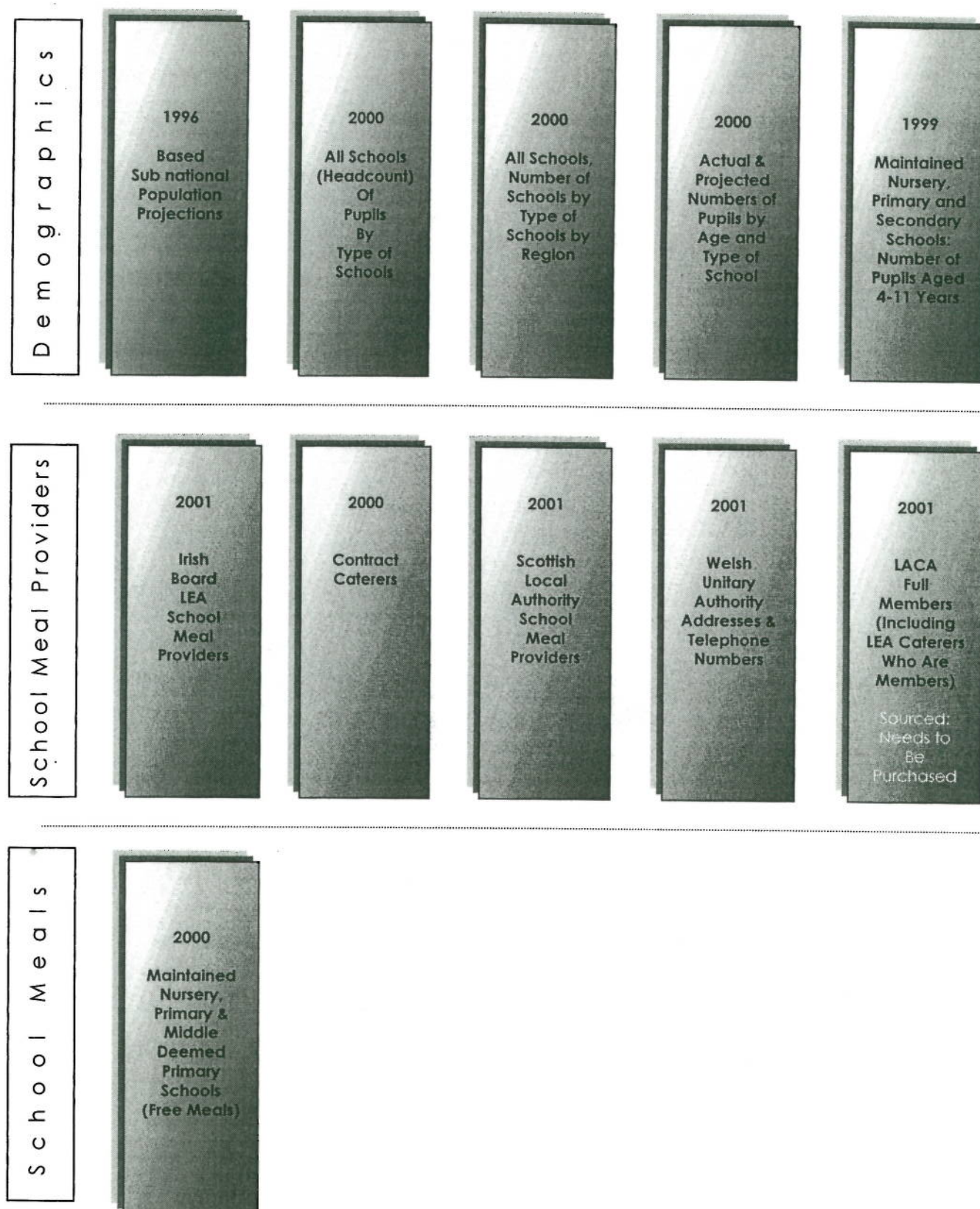
The research terms, see figure 5, were used to explore databases and documents such as government websites e.g. Dfee. IGD reports regarding the catering supply industry and the National Food Survey. Statistics were gathered from association websites such as the British Hospitality Association (BHA) the Local Authority Catering website Association (LACA) and Mintel and Keynote reports (see figure 6 overleaf). Reports such as *The Diets of British School Children* by the DoH (1989), *Nutritional Guidelines for School Meals* (1992) and more recently the *National Diet and Nutrition Survey* (Jan 2000) were all valuable sources of information.

Figure 5. **Research Areas Used During the Secondary Data Collection:**



The abundance of secondary data that could contribute to the report highlighted the lack of literature on the subject of fruit and vegetable provision to schools. Most of the literature is directly concerned with health and behavioural aspects of consuming fruit and vegetables rather than the supply and purchasing of fresh produce. Any literature on supply was concerned with the retail market rather than the non-profit sector (e.g. local authorities) or the cost sector market (e.g. contract catering).

Figure 6. A summary of databases:



2.3 Gathering Empirical Data About the Supply Chain

FPC has very close contacts with agencies such as Food Standards Agency, the Department of Education and Employment and the Department of Health. Indeed, each of these government bodies is represented on the Steering Committee for the "Healthy Eating at School Project" alongside trade and industry representatives. The organisations representing the trade side are FPC itself, the Horticultural Development Council (HDC), the Institute of Grocery Distribution (IGD) and Bangor University. As a result of these relationships, it was possible to participate in meetings to which the general public does not have access and to obtain primary and secondary data from these parties.

Demographic information was found through databases obtained from contacts within the Department for Education and Employment (Dfee), The Scottish Executive, National Assembly for Wales (NAW) and Department of Education for Northern Ireland (Deni). Commercial reports such as Mintel and Keynote and IGD reports were also drawn upon. A table has been compiled to help summarise the data sources into the objective topics, that will support the reader to gather further information if required (Appendix 4).

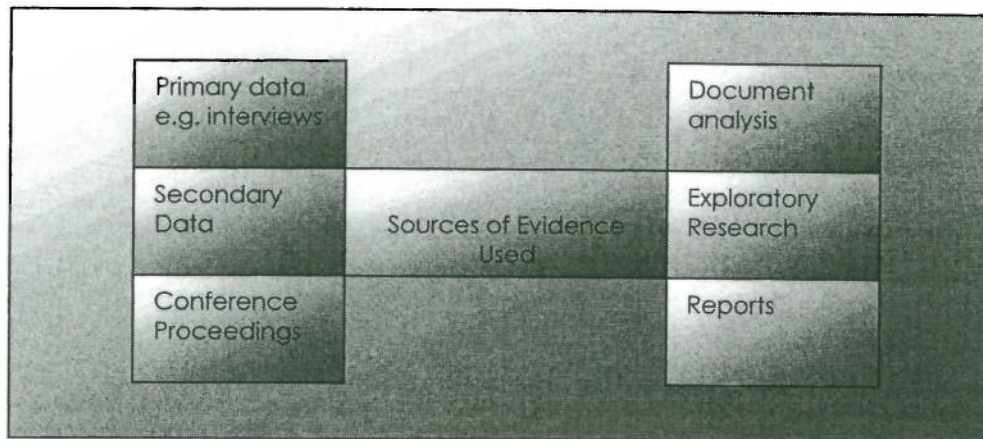
A study entitled *Catering for Healthy Eating in Schools* by Coles and Turner (1992) was a study to look at how LEA's encourage Healthy Eating in schools. The University of London compiled it for the Health Education Authority (HEA). The study looked at health policies and the school meal service within LEA's, not specifically at purchasing a specific product. However, two of the questions were adapted and used in the supply chain study. These were: Did the LEA have any particular successful initiatives that they would like to pass on and the second question considered: If there was any help that the LEA would like concerning implementation of nutritional standards. This report was also of interest, because it asked questions about what impact Local Management of Schools (LMS) was having on the service. LMS is not dissimilar to the devolvement of budgets to schools currently being offered under the Fair Funding programme.

2.3.1. The Relevance of the Case Research Method to the Study:

The purpose of the case study was to describe the supply chain and assess the possible impact of Fair Funding. The 'case study' is defined by Yin (1994) as: 'An empirical enquiry that investigates a contemporary phenomenon within its real life context.'

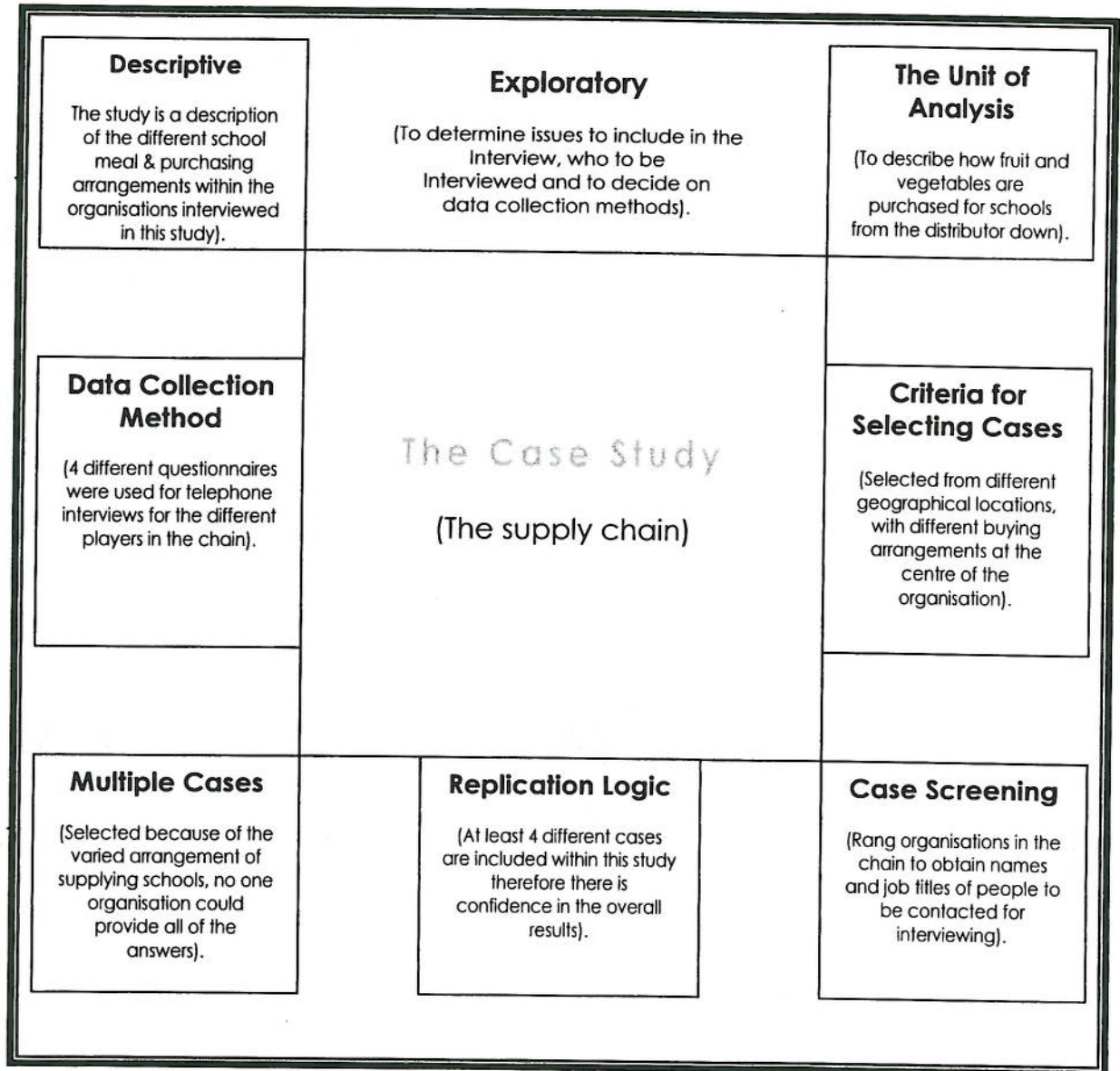
The other criteria for a method to qualify as a case study, is that multiple sources of information should be used (see figure 7 below). The information was brought together through a process of 'triangulation' (Neuman 2000). Triangulating the data was also a precursor to being able to generalise from the study.

Figure 7. **Multiple Sources of Evidence:**



The case research method was found to be an appropriate method for the Silsoe project for a variety of reasons: Many proposals were put forward during the year 2000 in school meal provision, hence many changes were evident. For example, the proposed introduction of new nutritional guidelines, free fruit to schools and the introduction of Fair Funding. Thus, this was the study of a contemporary phenomenon with the requirement that current empirical data be collected.

Moreover, case studies have been used to great effect previously to study organisations, inter-organisational relationships and relationship marketing, policy and processes where their research problems tend to be descriptive (Perry 1998).

Figure 8. **Case Research Method Framework:**

2.3.2 Propositions

In quantitative studies, hypotheses are often if not always tested. Qualitative research may also be used to test hypotheses. However, since these are by definition not tested quantitatively, a tradition has emerged of classifying these as 'propositions' rather than hypotheses, in the hope that confusion will be avoided. Consequently, the term 'propositions' is used in this thesis.

Three generic propositions were addressed in this study. These were:

- The supply chain for fresh produce supply within the School Meals Industry is fragmented and will become increasingly fragmented as a consequence of Fair Funding.
- Multiple variables such as the school meal service, product nature, pupil numbers and promotions affect demand.
- Purchasing arrangements and decision makers vary between the different types of school meal providers.

2.3.3 The Unit of Analysis:

All case studies require a defined 'Unit of Analysis'. This could be an individual, a category of individual (e.g. purchasing managers, dieticians), or organisations (e.g. LEAs, catering companies, schools). In other words, the unit-of-analysis is defined according to the stated research questions. If the purpose is to describe the motivations and behaviour of schools for 4-11 year olds then these constitute the unit-of-analysis. Since this study was concerned with understanding the behaviour of a number of participants in the supply chain for fresh produce into schools, the unit-of-analysis was defined accordingly. In this instance, the unit-of-analysis was defined as the purchasing procedures and practices between the wholesaler/distributor and the school meal provider.

To show validity, the case study was analysed for its construct/external validity and its reliability in the following ways:

Table 4. **Validity of the Case Study:**

Validity:	Meaning:
Construct Validity	Case study methodology checked by tutor
External Validity	The extent or limit to which the case study can be generalised, e.g. it is generalised to a theory not a population. Transferability (external validity) is considered a weakness of this approach.
Reliability	The potential for repeating study and getting the same results e.g. has consistent rules and coding procedures for analysing data.

(Adapted from Yin 1984).

The case study enabled the researcher to look at the different practices of purchasing fresh produce and to find who the decision makers were and their motives for purchasing.

In order to obtain information from the players, four slightly different questionnaires were compiled (Appendix 5). These were designed to structure the telephone interviews, to the LEA's, suppliers, caterers and schools. The interview process is described below.

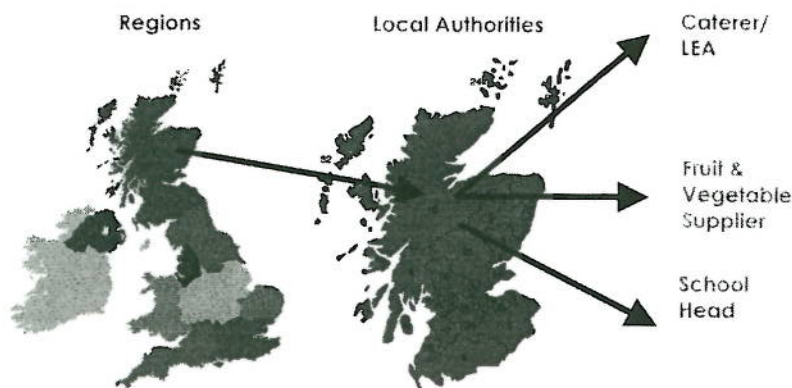
2.4 Managing the Potential Number of Respondents

Due to the vast number of possible respondents, the supply chain had to be broken down into a manageable size. The method was 'hybridised' from multistage sampling as illustrated below.

Figure 9

Managing the Data

(Adapted from Schools net website 2000)



Stage 1 A map was used from the schools net website to divide the UK into ten manageable areas. Ten geographical regions were chosen, because it was known from the exploratory study that purchasing did vary around the UK. These different purchasing arrangements collectively formed the multiple case study, (each arrangement being one case study). From 4 - 10 cases was recommended without the information becoming too enormous to deal with (Perry 1998). The case study boundary was limited to looking at the supply chain from the wholesaler/distributor to the school meal provider.

Using information from the Schoolsnet website these geographical areas were further divided into LEA areas.

Stage 2 In order to divide the LEA's into a manageable number to interview. Data reported by the Office of National Statistics (ONS) in its publication, *Population Trends* (2000) was used.

To provide the information the LEA's were divided into families, groups and clusters by ONS, which arose from calculations made from statistical data using socio-economic and demographic information.

In this way LEA's are grouped into sets (families) that have similar socio economic and demographic profiles around Scotland, Wales and England (Appendix 6). Northern Ireland was not included; this did not prove to be a problem. With only five boards (equivalent to the LEA's) in Northern Ireland, it was possible to interview all five. For the purpose of this study only the 'family' group was required, placing each LEA into a Rural, Urban Fringe, Coastal, Education Centre, Prosperous England, Inner London or Mining and industry category.

The sets of data (families) can be used for several purposes: to group data into broad geographic areas based on socio-economic patterns; to analyse data further; to show socio-economic patterns; for comparative studies and marketing goods and services. These 'families' of LEA's were then used in the supply chain study, to provide a broad variation of LEA's to interview within a certain region. The information was entered onto a summary sheet (Appendix 7).

Stage 3 The next stage involved selecting schools within the same LEA using the database from the Schoolsnet website. Three schools in each LEA were initially selected and contacted; two interviews were required to satisfy the study. A third was contacted, in the event that it was not possible to gain the cooperation of the first two schools. Where possible, schools with different funding arrangements were chosen, e.g. voluntary controlled versus state controlled.

Stage 4 The final stage was to make contact with companies either supplying one of the two schools or the LEA. In deciding which suppliers to interview, consideration was given to the type of catering arrangement, i.e. whether it was controlled by the LEA or an outside caterer, or in-house. It was important that all types of arrangement be represented within the sample. Head teachers were interviewed first, followed by Local authorities. In this way, information on suppliers into these schools could be identified. Subsequently, catering companies were interviewed and finally the suppliers were interviewed.

Initially there had to be a primary respondent. The procedure taken was to approach Local Authorities and ask for the name and title of the head of school catering. It was found that there were many different job titles within the LEA's, and several catering arrangements; consequently one job title could not be used to determine the primary respondent in all LEA's. The wide selection of these titles could have caused a major problem in the study, but the variety of personnel that resulted proved to be ideal for data gathering when the buying organisation consisted of more than one person making a decision.

Catering personnel were chosen as the key focus group, in order to gain as much information as possible from one source, and thereby reducing the number of interviews required. They were found to be the most knowledgeable about the main issues of purchasing, Fair Funding and supply, so they were targeted, while further detail was obtained from purchasing officers to clarify or provide more detail about the purchasing procedures.

Once a contact name was obtained, a letter was sent to target the respondents (Appendix 8). The letter informed the potential interviewee as to the nature of the study and the importance of their contribution.

There are 'parties' external to those interviewed that also influence fresh produce supply, those providing an advisory role e.g. Nutritionists and Health Education Authorities. However, in the supply chain the research was limited to the physical process. Interviewing health personnel could form another study. Similarly, parents and children were not interviewed as it was felt that this aspect had been concentrated upon by the Bangor project. The interviews were conducted between July and October 2000. Each questionnaire was piloted to 5 respondents within the four groups (LEA's, Caterers, Suppliers and Head Teachers).

2.5 Data Collection From the Focal Respondents

Structured, standardised questions were used for each interview (Appendix 5), providing consistency to words and sequence. Telephone interviews were a way of obtaining a large amount of data quickly and relatively inexpensively. To assist the researcher during the analysis of data, the questionnaires were colour coded, a different colour each for the LEA's, caterers, head teachers and suppliers. To help clarify an answer probes were used where appropriate such as 'could you explain?'

Each questionnaire was divided into sections corresponding to the original research objectives:

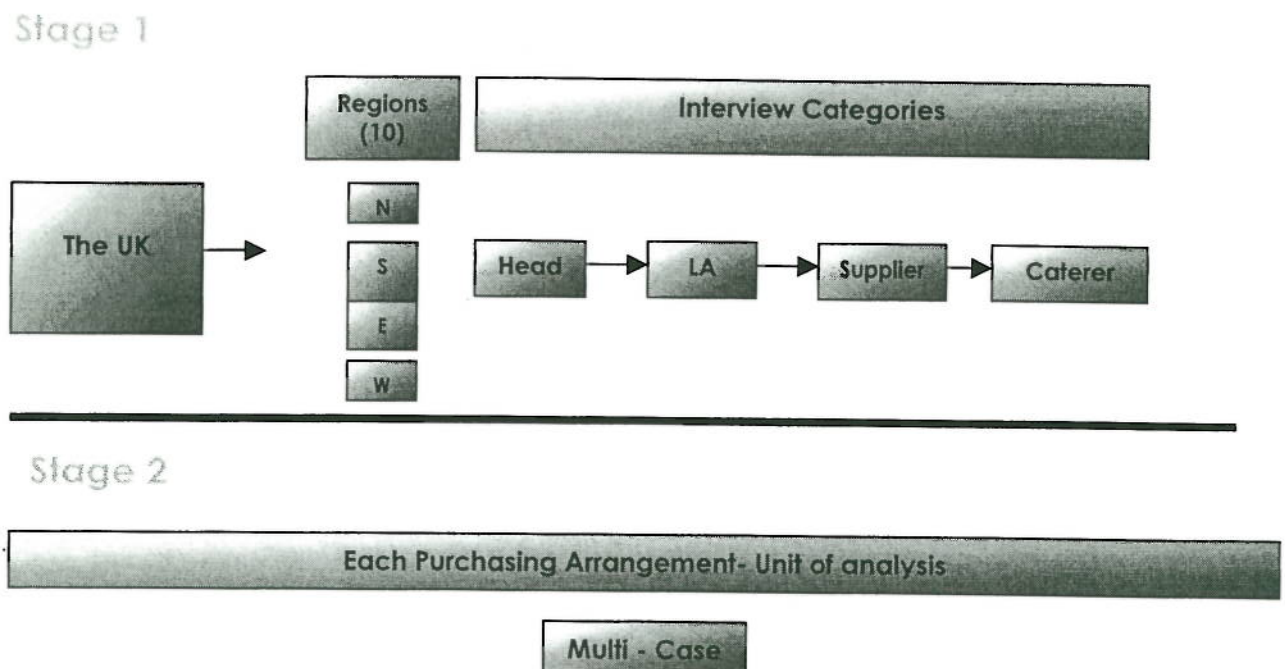
- Demographic information to help in predicting levels of demand
- Factors affecting demand issues e.g. why school meals were thought to be increasing or decreasing.
- Current marketing and promotional practices being used.
- To identify what types of promotional material would be useful to school meal providers.
- To identify how the fresh produce consortium and its members could assist school meal providers in the future.

- The implications of Fair Funding on the provision of school meals and hence fruit and vegetables.
- How purchasing arrangements are conducted and by whom.

The interview was brought to an end when it was found that no more new information was being elicited.

The stages we have just described are summarised graphically below:

Figure 10. Development Stages – Multi-Case Data Collection:



2.6 Content Analysis

Transcripts/notes from the interviews were analysed using content analysis. Content analysis is a means of reducing the amount of text generated from the interviews using codes and rules that can either be formulated from scratch or adapted from other similar studies. Content analysis quantitatively explores commonly used terms, words or concepts within text or texts, in this case telephone interview transcripts. The underlying assumption being that the more frequent the occurrence, the more important the word, phrase or concept. It is a method of analysis that has been used to determine the underlying meaning, and even the authorship, of textual materials, such as books, manuscripts, and interview transcripts.

The techniques may also be used to analyse the content of paintings, photographs, audio-visual recordings, such as those from radio and television. Content analysis has been applied for centuries to analyse data where a large amount of text is involved. For example, newspaper content has been analysed to determine whether the subject matter and treatment of that subject matter has changed over time. There are examples where it has been employed to analyse children's television advertising (Dickenson 2000) and to analyse consumer research, social psychology and communications research (Kassarjian 1977). It is also a useful method to evaluate inter and intra organisational communications (Neuman 2000).

Content analysis was therefore chosen as the way to explore the transcripts and recordings from the telephone and personal interviews and to understand the inner meaning behind what people were saying. When analysing the data, individual transcripts were not treated as cases on their own. Rather, the results of the analysis were aggregated so that opinion and practices across the supply chain could be charted.

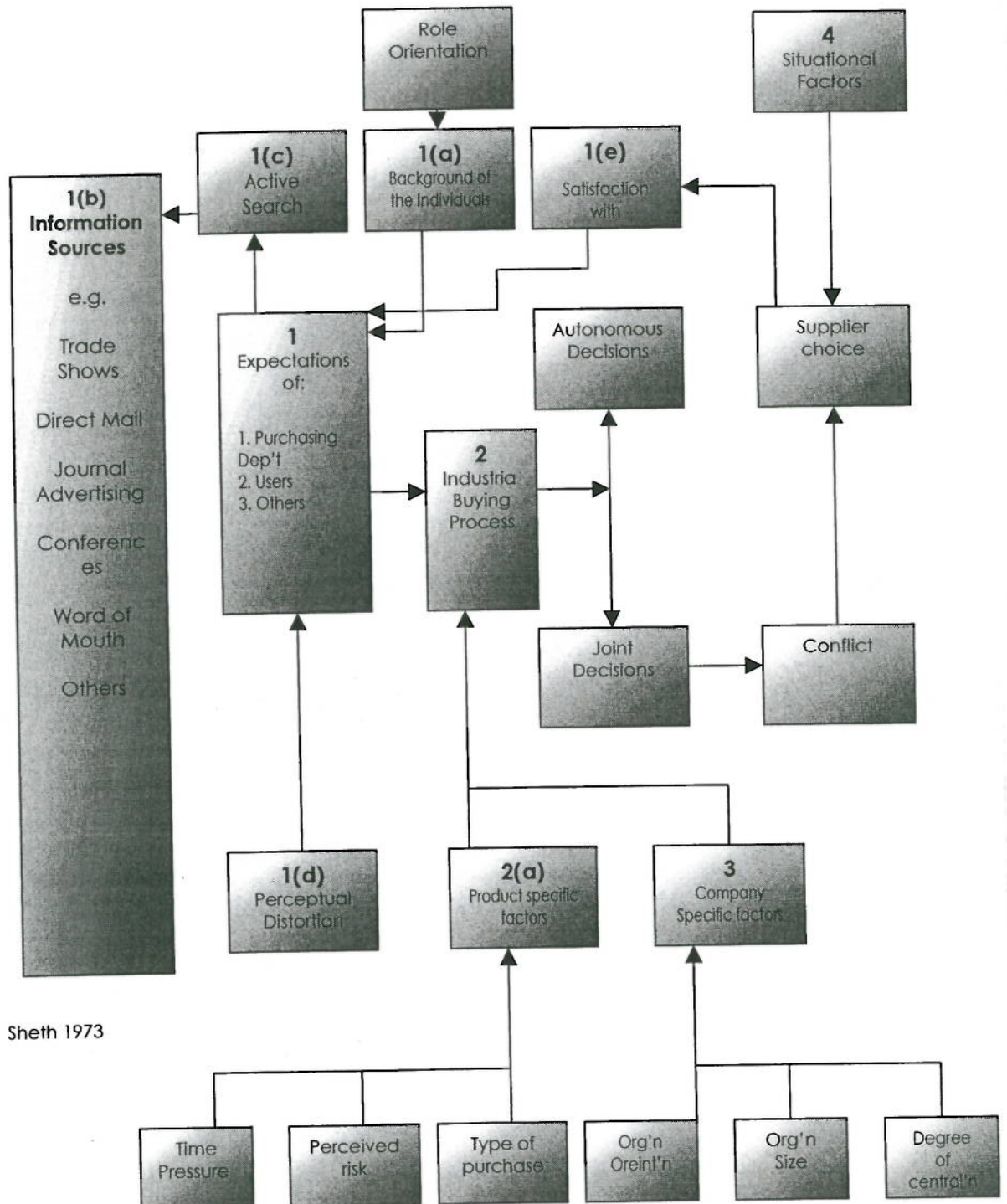
The Unit of analysis or 'level of analysis' is described for example as either a sentence, a paragraph or a concept i.e. a word that constitutes an idea. In this study a holistic perspective was taken with each interview defined as the unit of analysis.

By compiling rules to analyse the data, the analysis can be replicated given the same data. There were two stages to Content Analysis; the first stage is the Manifest stage, which looks at the overt content of the transcript. By observing and recording what people talked about most and how they said what they said, it was possible to determine what was most important to these respondents. The next stage is the Latent stage that looks at the underlying hidden meanings to what people are saying.

2.6.1. The Manifest Steps and Rules:

The Manifest Stage was then broken down further into steps and a set of rules created that are particular to this study. The data was split into categories. The categories were determined from Sheth's model (1973) and these were used to explore the responses. For example the first step, expectations, was taken from the model below, which formed the conceptual framework for the analysis of the interviews.

Figure 11. Industrial Buyer Behaviour Model:



Source: Sheth 1973

The following rules were then applied:

1. Explain the interview question
2. Decide on the unit of analysis i.e. 'the interview'
3. Categorise the response from each question using categories from the Sheth model to reduce the text into manageable categories
4. Each response synonymous within a category fulfils that criterion, e.g. if the word implies the same meaning it is coded as such
5. Select sub categories from the data
6. The text was then coded using the codes
7. The text was then coded for frequency of use
8. The researcher then focused on whether there was any pattern in the responses that was indicative of that category and provided an overview of responses
9. Numbers of responses were not to be used statistically.

These rules are demonstrated below:

Rule 1 – Explain the interview question

Sample Question:

During the early exploratory interviews that I conducted, a number of people have said that fruit and vegetables are more costly to provide relative to other components of the school menu.

Do you agree with this statement? Yes/No

If yes

What factors influence the price of fruit and vegetables provided to the schools in your authority?

This question was aimed at trying to find out the reasons behind why people may regard fruit and vegetables as an expensive item and maybe provide reasons that could guide future recommendations for the industry. To determine if this was a factor influencing demand. This question would also provide a guide as to the general views of the main players in the supply chain – did they think fruit and vegetables were expensive, if so why?

Rule 2. Unit of analysis = the interview

Rule 3. Category = Expectation (taken from model), Subcategory = price

Rule 4. If any word implying monetary value was used then this was put into this category e.g. expensive, costly, and inexpensive.

Rule 5. Decide on coding system for sub categories (see below)

Table 5. **Sub - Category Codes:**

Code	Sub category	Code	Sub category
BUD	Budget	FLUCT	Fluctuations
CONT	Contract	PRI	Price
DEL	Deliveries	QUANT	Quantities
DEM	Demand	SEAS	Seasonal

Rule 6. Code the text using the sub codes above

Table 6. **Example Responses to Question Involving the Variable, Price:**

Code	Response
DEM.BUD	Tight budgets/Fixed budgets
DEM.FLUCT	The price of fresh fruit fluctuates considerably throughout the year so we cannot put a ceiling on the price of fresh fruit, and so that limits what we can put on to a certain extent
DEM.CONT	Fixed into a contract, therefore governed by price that they offer. There is no choice, cannot shop around either locally or more cheaply.
DEM.PRI	Fixed annual price
DEM.DEL	Fruit at the moment is different you have to take this in context, because we have a delivery of fruit every day to all schools fruit becomes expensive because of your on-cost as well. If we could contract out obviously there has to be an on-cost for the delivery and that is what is pushing the price of that delivery up because of the on-cost.
DEM.QUANT	If you have a small primary school of 50 children and 25 are taking meals and half of those may want some fruit it is not always viable to say to your contractor could you please deliver ten portions of bananas.
DEM.FLUCT.SEAS	Seasonal fluctuations in price
DEM.CONT	Not contracted to fruit and vegetables so we can't control pricing

Rule 7. Check for intercoder reliability by checking that someone else reaches the same conclusions given the same codes and text.

Rule 8. Count up the number of interviews that featured issues regarding price.

Table 7. Number of Interviews That are Included in the Subcategory:

Interview	Category	Sub-category	ID Number
LEA	EXPECTATION	PRICE	
East			007 004
Ireland			005 010
London			029 011
Midlands			026 008
North			022
Scotland			016 020
South-East			027
South-West			015 009 018 001
Wales			012
North West			012
TOTAL			18 RESPONSES

Rule 9. Summarise general view of the industry for this issue

There are however problems with all types of analysis and content analysis is of no exception. Words can be taken out of context and lose meaning, for example the name Peter Price could accidentally be put into the 'price' sub category. Researchers understanding and choice of interpretation may distort findings. Finally, bias may be caused depending on order of analysis, because first interviews may get more attention than the last (Dey, 1995). As was mentioned above, the risk of these errors was managed by having a second coder assign a sample of the data using the coding rules developed by the researcher. The correlations of the two sets of data were checked to ensure a good fit.

2.6.2. The Latent Stage:

The search for the latent content of the interview data followed the study of the manifest content. It involved coding each interview to reveal underlying connotations or phrases that were used in each interview. It helped to reveal people's beliefs and values, which can help to understand why people behave as they do.

The decision to label the candidate in favour of, or opposed to, some of the topics raised during the interview was noted at the end of each interview. These labels were determined by the overall pattern of responses obtained from the interviewee.

It involved the researcher asking questions of the responses: For example was the interviewee positive or negative? Were there underlying conflicts between different members of the supply chain? Were they in support of or against the subject being discussed?

The tone of voice and the way people said things also gave clues to underlying issues. Barriers and problems of conflict were identified this way. The length of the interview also gave an indication of the level of interest and enthusiasm that the interviewee had, even when time was particularly crucial in a busy time schedule.

3.0 Market Segmentation

3.1 Market Targeting

Information provided on age and geographical location built up a profile of school children in the UK. A list of schools was found to be fully accessible on the Schoolsnet website (Appendix 4 for details). The website provided the geographical location of schools, their size, their funding arrangements, along with contact numbers and addresses.

The demographic trends and the consumer's perception of fruit and vegetables helped in the prediction of future consumption patterns. The information was plotted graphically on the pages that follow to show future trends in the potential market in the short to medium term for fresh produce.

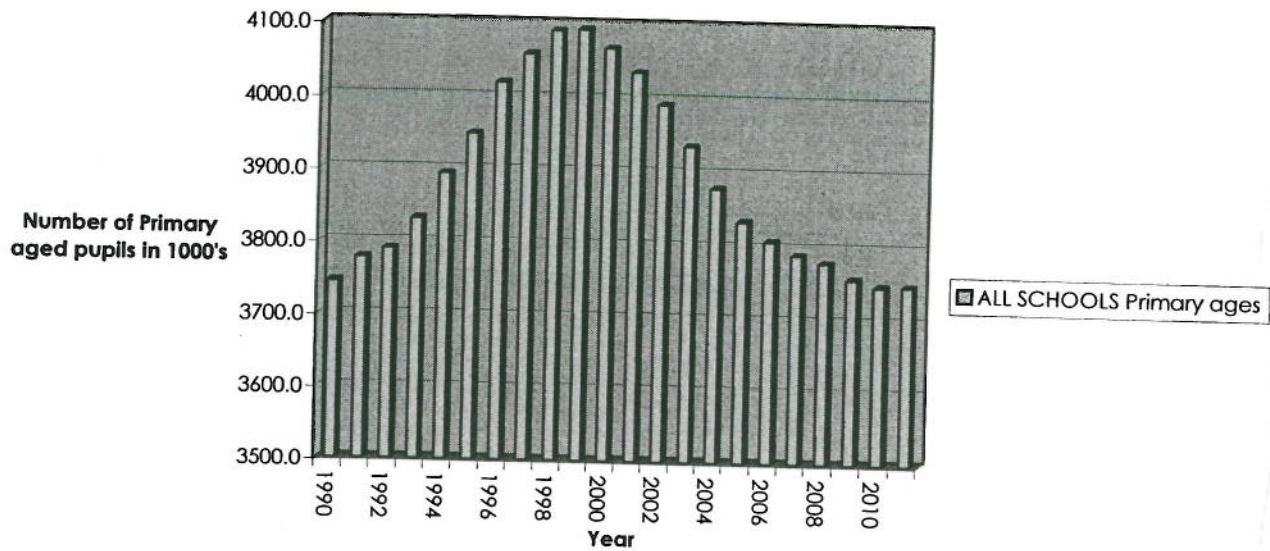
3.2 Demographics

Population Trends in the UK: As the figure below shows, the UK birth rate continues to fall, (Gunter and Furnham 1998). Obviously, this ultimately results in a downward trend in the number of school children in the UK (see figure 12). The *Surveying the Supply Chain* Report (Haynes & Turner 1998) forecasted that the proportion of children in the population will fall from 21% to 18%, of the total population by 2021. Similarly, Dfee (2000) tables forecast that a fall in the numbers of the primary school children is set to continue (see figure 12 below). Children under the age of 16 are projected to fall by 6.5% from just over 12 million in 1998 to 11.3 million in 2011, Government Actuary Department (GAD 1998).

There is however evidence to suppose that generally population growth may continue to grow to reach 63.6 million by 2021 (GAD 1998) due to factors such as immigration (IGD 1998) an ageing population and natural change (difference between births and deaths) within the UK.

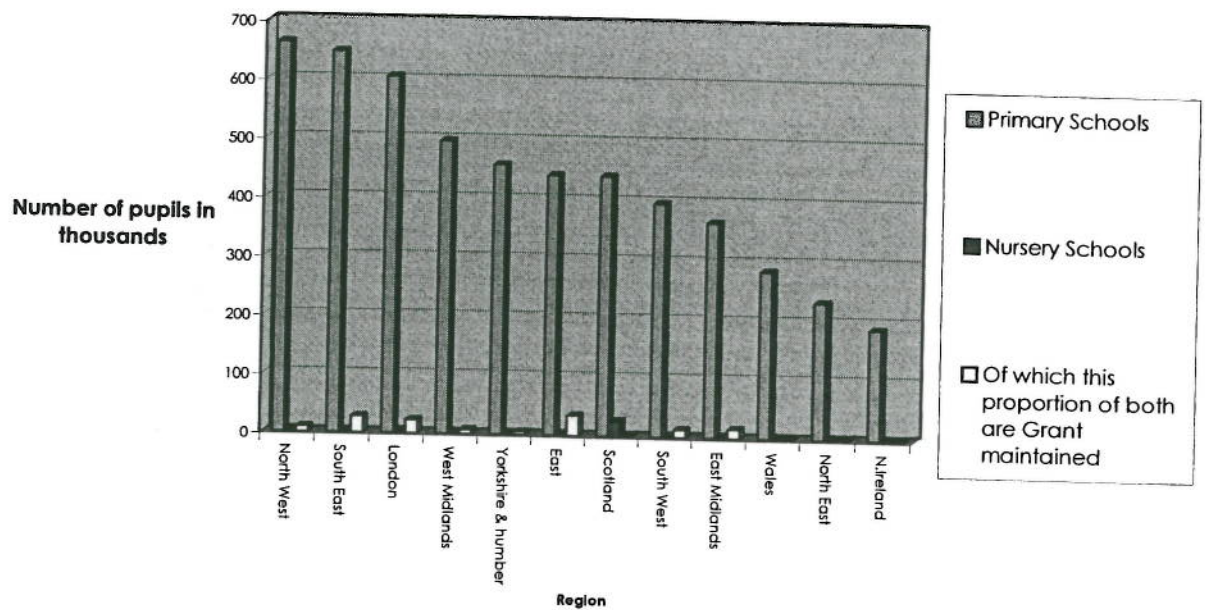
3.3 Demand Forecasting

Figure 12. **Actual and Projected Numbers of Pupils by Age and Type of School**



(Source: Dfee, April 2000)

Figure 13. **Pupils by Region and Type of Primary and Nursery Schools:**



(Source: Regional Trends 1999)

Primary aged children account for just over 53% of all children in schools and technical colleges in the UK (LACA 2000) – Appendix 9. The number of children in primary schools is around 4,435,346.

The North West has the most primary and nursery aged children in 1997/98 standing at 668,000. In school percentage terms amounts to nearly 15% of primary schools in England (Regional Trends 1999 and LACA 2000).

A further breakdown of the number of children for each age group by the different types of schools for 4 years to 11 years can be found by region in Appendix 10.

3.4 Number of Primary Aged Pupils by Type of School for the Year 2000

Most primary aged children attend government maintained schools. They number just over 3,853,000 pupils (Dfee 2000). The information was collected from a table that did not have a specific 4-11 year category. Instead it had an under 5's category and a secondary age category starting at 11. The age group for the primary category was not stated, but may have include some 5 and some 11 year old pupils, hence distorting the figures a little. There has been an increase in the number of all primary aged pupils up until 1999 to just over 4 million pupils but has started to fall and is expected to do so by approximately 10% per year to 2011. Full breakdowns of these figures can be found in Appendix 10, showing projections for all schools and all age groups.

Primary aged children in independent schools account for approximately 5% of the total number of primary aged pupils. This number has increased by 11,000 pupils since 1990 from 201,000 to 212,000.

In summary, the population for 4-11 year olds is falling with just over 4 million children attending government maintained schools.

4.0 The Demand for Fruit and Vegetables In Schools

4.1 Estimating the Level of Demand of Fresh Produce as Part of School Meals Provision

It was found that the personal and telephone interviewing programme was absorbing a great many man-hours. Consequently, an MSc student, Gauthier Briest, was recruited to the project in the summer of 2000.

The task of developing quantitative demand forecasts, for fresh produce into schools, was delegated to Mr Briest. He was solely interested in forecasting fresh produce demand in school catering, specific to the 4 - 11 year old age group.

Thus, Briest focused on forecasting the level of demand, while the Silsoe study concentrated on the factors that might influence the level of demand. A summary of the findings from the Briest (2000) report is provided below.

Table 8. Estimating the Level of Demand for Fruit and Vegetables in the years 2000 and 2002:

Results:

Scenarios	Demand/year (tonne)	
	Year 2000	Year 2002
Current	22,250	
Worst scenario (free meals only)		9,650
Bangor + 50%		33,210
Harwell +120%		48,710
Manchester + 270%		81,920
Nutritional Guidelines Minimum 1 portion		27,210
Nutritional Guidelines Recommended 2 portions		54,420
Bangor + 50% + nutritional guidelines combined (1 portion)		40,815
Harwell +120% + nutritional guidelines combined (1 portion)		59,860
Manchester + 270% + nutritional guidelines combined (1 portion)		100,675
Bangor + 50% + nutritional guidelines combined (2 portions)		81,630
Harwell +120% + nutritional guidelines combined (2 portions)		119,720
Manchester + 270% + nutritional guidelines combined (2 portions)		201,350

Source: Briest 2000

The current level of demand for fruit and vegetables was estimated at 22,250 tonnes of fruit and vegetables. Then there followed an estimate given for the least favourable scenario.

It was assumed that the worst-case scenario would be that only free school meal children would consume school meals. (Every school is obliged to provide a free school meal to those that are entitled). For the year 2002 the study predicted a demand of 9,650 tonnes of fresh produce under these circumstances. Finally, the more favourable scenario was investigated where the Bangor projects results were introduced. With an increase of 50% in fruit and vegetable consumption, the percentage figure initially calculated in the study conducted in the Bangor school programme, would amount to 33,210 tonnes increasing the vegetable portion per meal to 63g from 42g. Further studies conducted by Bangor University in Harwell and Manchester are also included here in the table.

The report covered the projections from 2002, 2005 and then at 5-year intervals up to 2015. For comparison, an example of the projection for 2002 is provided in table 8 on the previous page. The introduction of the new nutritional guidelines was predicted to increase the market demand by just less than 2.5 times the original 1998 figure by 2002 if the recommended 2 portions were consumed. If for instance, both the Bangor school results of a 50% estimated increase in fruit and vegetable consumption and the new nutritional guidelines are introduced together then combined the market could increase over 3.5 times. To put the demand projections in perspective in 1998 the total UK market for fruit and vegetables was 7 million tonnes (FPC 2000).

Following the forecasting report (Briest 2000), results from the empirical research from the Silsoe study were used to indicate possible reasons affecting the level of demand for fruit and vegetable consumption.

In the near future it is unlikely that the worst scenario of supplying free meals only will arise. The most likely and safest scenario to work with would be that of a 50% increase, plus the gains from introducing nutritional guidelines and any additional volumes required as a result of the introduction of free fruit into schools.

The introduction of free fruit into schools was unknown during the summer of 2000 hence this is the reason for not having a scenario forecasted in the study by Briest.

It would be advantageous to calculate the increase in demand to show the impact that this scheme could have on the industry and whether the UK producer could actually supply the demand.

4.2 Possible Factors Affecting Demand for Fruit and Vegetables as Part of School Meals Provision.

4.2.1 Derived Demand

Academic marketing literature distinguishes between 'high involvement purchases' and 'low involvement purchases'. With respect to fruit and vegetable purchases either by, or on behalf of, schools, there is an element of both. When contracts for supply are being set up there is 'high involvement'. That is, there is a great deal of searching for information, and the deliberations before a decision is reached tend to be lengthy and involve a number of parties. However, once a contract is in place, purchasing tends to be routine and with 'low involvement'.

4.2.2 Constraints to Demand:

A number of issues were addressed within the study that would impact on the demand for fresh produce within schools. The major parties within the supply chain were asked what they thought restricts fruit and vegetable demand in schools. The issues raised most were those concerning physical attributes of produce, sensitivity towards produce, where and how produce is displayed/presented in schools, how fruits and vegetables are served, as well as the purchase and service constraints. In this section the results of these concerns are discussed.

4.2.2.1 Direct Product Information:

(Perception of Fruit and Vegetables: Physical Difficulties of Fruit and Vegetables)

Several points were raised to do with the physical difficulties of consuming fruit and vegetables at schools. Children do not necessarily want to consume a whole piece of fruit and pips and stones in fruit could be of danger to a young child. So a requirement for preparation of washing, peeling and chopping the fresh produce becomes necessary. Pips and stones would need to be removed or where possible seedless fruit provided. Unfortunately, most schools do not have the staff to undertake such time consuming tasks. Moreover, schools are reluctant to subject the children to risks not least because they can be held responsible if a child chokes on pips or seeds.

From the school meal provider's viewpoint, the schools cannot buy the fresh produce in bulk due to storage limitations and perishability, and so frequent deliveries are necessary. As a consequence costs are pushed up. By comparison frozen and dried products can be bulk purchased which enables these products to be delivered less frequently.

Furthermore, frozen produce is often in a ready-to-use form.

It was considered by the providers that fruit and vegetables are generally unpopular among children; especially vegetables. Staff are discouraged when they see the produce they have prepared and cooked largely wasted when it is thrown out day after day. The natural reaction is to cut out that particular vegetable. As a result, a visitor to schools would find only a very narrow range of vegetables on offer to the children. As one interviewee put it: "We are almost down to just sweet corn and peas!"

4.2.2.2 Indirect Product information

Price of fruit and vegetables: Budgetary constraints can limit purchasing choices. The price of fresh produce to some schools was not thought to be good. Especially when the size of the school may restrict the quantity purchased. For example, the primary school may only provide 10 meals out of a pupil roll of 25. In these situations, frozen vegetables are a more viable option. Fruit is one of the most expensive of the desserts, compared with for example a packet sponge mix, where the unit cost can be extremely low.

Distribution costs can make fresh produce appear expensive. For example delivering only 2lbs of apples/pears/bananas are expensive for the supplier to deliver, the price is therefore front-loaded and an apple ends up costing 14-15p, before any discounts/profit margins are added. The price of fresh fruit fluctuates considerably throughout the year. Where budgets were fixed this restricted the possible benefits of seasonal reductions in price.

The dominant perception, among suppliers, is that the fresh produce used in schools tends to be low value vegetables such as cabbage and carrots. They therefore believe that it is difficult for them to make a profit out of the school sector and so make little, if any, effort to promote fruit and/or vegetables to schools.

4.2.2.3 Product Environment Information

(Where and How the Fruit and Vegetables is Served)

School Meal Service: The dining area is sometimes a shared space, used for teaching and eating; this can restrict the time of the meal service and the dining room ambience. For this reason in some schools, meal provision is regarded as a nuisance.

With lunchtime breaks down to half an hour in some cases, food is served in a pressurised environment due to the time constraints and queues; discouraging the children from using the service. This was similarly found in a study produced for Knowsley Contract Services.

The introduction of salad bars highlighted its own set of constraints. A child helping his or herself was found to be time consuming, there is sometimes resistance from non-catering staff regarding the mess for example that a salad bar creates. These factors are sometimes not conducive to consuming fruit and vegetables that take time to eat and serve.

LEAs have found that the wider the range of non-fruit desserts on offer to children exerts a negative effect on the consumption of fresh fruit.

The natural conclusion is that if these choices were to be constrained then fruit consumption, in schools, would actually increase. Whether or not LEAs would take such a course of action is open to question.

Due to space and/or budgetary restrictions, fruit is not always on show for the child to select, unless they ask. Opening up the selection of fruit and vegetables available would help increase demand. In most schools the selection of fruit is restricted to apples, oranges, pears and Satsuma's (even the same brand of apple was used – French Golden Delicious).

The standard of the school meal is reflected by the enthusiasm and ability of the cook to manage with minimal resources and within a restricted, unimaginative menu. The enthusiasm and skills of the cooking team played a big part in determining what was provided and what could be done on a limited budget. In some schools, there is neither the time nor staff with the skills to prepare and cook fresh fruit and vegetables. This is something that could be overcome with training and through providing incentives for staff.

Better presentation of fruit and vegetables at lunchtime and providing a larger range to attract would be beneficial. As has been said, in some schools the fruit was available but not on show. A variety of sliced fruit on a plate also seemed to encourage consumption.

Another way that was used to increase consumption was to disguise the vegetables by adding them to more popular foods.

Supervision of the children was mentioned many times as a way to encourage children to consume more fruit and vegetables. This could be provided at the counter, persuading the children to at least *try* fruit and vegetables or by the supervisors, teachers and even by other pupils. A family service is offered in some schools and the older children serve the younger children at the table.

QUOTE FROM THE INDUSTRY

'Whether the child tries a fruit or vegetable can depend on the encouragement the child gets to take a piece of fruit and then spend time eating it.'

Equipment becomes another issue, because the equipment is old or non-existent, this discourages the use of fresh produce. If the equipment is unavailable there is a likelihood that more frozen produce will be used.

Parental influence: Many people felt that healthy eating practices and education should start in the home the comment below was indicative of many, rather than the onus being on the school meal providers.

QUOTE FROM THE INDUSTRY

'Start at home – at age 5 choices have been made, we are not the people to change that, and it must be done through education and in the home.'

Vegetables are not always consumed in the home and are therefore an alien product when a child is faced with them at school.

Purchasing Constraints: There are sometimes constraints to compiling contract specifications a year in advance, if future developments are uncertain. For example, where there is new development in the service, such as the uncertainty of the content of the new nutritional guidelines.

Moving towards delegated budgets may also be a constraint on purchasing. All Secondary schools have delegated budgets already and from next year all Primary schools will have the option as well. So they will be free to buy into a central contract or use an individual caterer or purchase direct themselves. What ends up on the plate will be down to the schools in this delegated arrangement. Purchasers are sometimes fixed into a contract governed by price that a particular supplier offers. This limits the choice and prevents shopping around either locally or more cheaply.

Supplier Service Constraints: These were minimal and focused on the difficulties with logistics of obtaining fruit and vegetables where schools maybe wide apart and cover a large geographical area. The size of a whole LEA contract can limit the choice of suppliers that can actually cope with the size of delivering to all the schools within that LEA. From the suppliers' viewpoint there are limitations to the school contract in that there are only 40 weeks of business available from the school meals market (due to school holidays). The additional 12 weeks of the year, which cover the school holidays, mean there is a cost that is incurred, e.g. vehicles, drivers, and telesales that are not being used to their full capacity.

4.3 Patterns of Demand for Fruit and Vegetables for Suppliers

Differing patterns of demand for fruit and vegetables occur throughout the year for the different types of customers. Some suppliers – especially those in rural areas - rely more heavily on business from schools than others. For those suppliers with a high proportion of school-based trade the average shutdown of three months of the year is a problem. Other suppliers actually find the school holidays help relieve the pressures on them because they can coincide with peaks in other industries (for example, hotels during seasonal summer holidays and Christmas festivities require larger volumes at certain times of the year). Likewise the schools market provides steady sales during the quieter months. Preventing under-utilisation of staff and vehicles and hence loss of revenue.

There are many tactics that members of the school meal system are using to encourage fruit and vegetable consumption. These could be adopted elsewhere. Information is included in the recommendations and provides suggestions from school meal providers on how they have approached projects concerning increased fruit and vegetable consumption.

Some schools are introducing 'Smart Cards' (Schoolsnet website 04/02/2000). This is being tried in the Plymouth area, for example. The cards are intended to reduce queues and can include incentives such as a point system. The pupil can then save the points up and spend them either inside or outside of their school. The Smart Card was intended as a card that all residents in a Local Authority would be able to use. The parents or pupil credit the cards. The use of these cards was increasing the use of school meals by 20%.

Pupils receiving free school meals have their cards charged automatically removing the stigma that might arise from making public that a given individual was receiving free school meals.

4.4 The Consequence of Substantial Increases in Fruit and Vegetable Consumption for the Supply Chain

All the parties interviewed believed that they were geared to cope with the potential increase in demand. It was felt that there would not be any difficulty in delivering for example a 50% increase in fruit and vegetables or as a consequence of the new nutritional guidelines. The frequency of deliveries may have to increase due to storage space limitations at the schools.

The deliveries would need to be spread out more evenly throughout the week. The benefits would be that the suppliers would get a full week's work out of their lorry, balancing out the distribution costs. The reduction in kitchen staff numbers and equipment could cause a problem with preparing additional volumes of fresh fruit and vegetables. If there was an increase in fruit and vegetable consumption there may be a storage requirement for increased freezer space for the increase in frozen vegetables required.

Some felt that there would be a huge increase in food costs required to pay for the extra fresh produce. Others believed that previous food items would either be removed or replaced with the fresh produce. A child can only eat so much. For example, baked beans/tinned fruits and vegetables maybe cut back to purchase more fresh produce.

QUOTE FROM THE INDUSTRY

'If the children are consuming more, then that is reflected in the menu so if all of a sudden children wanted cauliflower and sprouts every day then you would not be putting beans or something else on. One takes the place of the other.'

4.5 Free Fruit into Schools

While conducting the interviews, an announcement was made regarding the introduction of free fruit into schools as part of a major investment plan by the government over three years totalling 30 million. Interestingly, this money has come from the health budget rather than the education budget.

Due to the relevance to the project, a question was added to the interviews as to what challenges did the four parties envisage that they may need assistance with. This question raised the following points:

In Primary schools where there are no kitchens the fruit and vegetables would have to go into a secondary school and be prepared there like the packed lunch is currently prepared. It would have to be washed and distributed out.

One of the concerns was that time would need to be allocated to eat the fruit and when would it be handed out? Morning break or lunch time? One individual suggested giving the children fruit and then read them a story.

If contractors are acting as an agent to provide the fruit, it was thought that they would not do that for free.

4.6 Number of School Meals Served

With both the Cranfield studies there were difficulties finding exact numbers for meal consumption figures. Free meal figures were found quite readily, but recent total school meal consumption information was not found. The last data found was from 1997. So several secondary sources of data were used to compile meal numbers for the whole of the UK, see table 9 for details.

There were inconsistencies in the categories used to classify the data for example: Numbers of nursery and primary aged children were sometimes added together in reports, as well as middle school numbers being included with primary aged children, that this distorted the figures a little however comparison between statistics of the different catering reports available was not possible. Table 9 was compiled from a variety of sources.

The lack of school meal number information was surprising, given that the majority of primary school meals tend to still serve a conventional set meal. The secondary meal numbers is a little harder to count due to the phenomena of what constitutes a meal where snacks are a frequently used alternative to the set meal. However some figures from 1997 were found and used in here. Another factor to consider is, do these figures include meals from other times of the day? For instance, 'morning break' in some secondary schools can be busier than the lunchtime service, with children purchasing for their lunch so that they can then leave the school premises during the midday break.

The take up of school meals had fallen from 64% in 1979, to 42% in 1992. This was attributed to the changes made in school meal provision during Compulsory, Competitive Tendering, CCT (Caroline Walker Trust 1992).

The school meal take up figure has been maintained at 42% for all nurseries, primary and middle schools (see table 9).

Table 9. Maintained Nursery, Primary and Middle Deemed Primary Schools – School Meal Consumption figures. For England, Wales Scotland and Northern Ireland:

Region	Number on roll	Pupils Taking School Meals			Percentage Taking School Meals			Eligible for free meals	
		Free	Bought	Total	Free	Bought	Total	No. Eligible for free meals	% Known to be eligible for free meals
North East	253,299	58,504	76,850	135,354	23	30	53	68,862	27
North West and Merseyside	697,156	149,215	167,946	317,161	21	24	46	179,361	26
Yorkshire and Humber	486,731	86,066	138,988	225,054	18	29	46	105,428	22
East Midlands	386,603	51,633	80,121	131,754	14	21	35	63,087	17
West Midlands	518,641	93,909	128,325	222,234	18	25	43	113,218	22
Eastern	453,129	58,495	129,181	187,676	13	28	41	72,787	16
London: Inner	231,077	82,421	59,148	141,569	36	26	61	102,193	44
London: Outer	401,837	68,212	90,746	158,958	17	23	40	84,425	21
South East	658,527	74,981	146,781	221,762	11	22	33	92,579	14
South West	398,454	52,306	73,209	125,515	13	18	31	62,652	16
Total for England	4,479,454	775,742	1,091,30	1,867,037	17	24	42	944,592	21
Wales *									
Primary Schools only	291,712	53,266			21			63,713	22
Scotland*									
Primary Schools & nursery	418,751 (present on census day)	77,887	198,906	206,693	19	47	66	100,756	22
Northern Ireland*									
	181,554							44,620	25

* Figures compiled from reports dated as follows: England (1997), Wales (1999) Scotland and Northern Ireland (1998/99).

(Adapted from various sources: Dfee 1997 and 2000, Deni 2000, National Assembly of Wales 2000, Scottish Executive 1998).

The Dfee (1997) figures were the only data found for the number of meals served. Contact with the Dfee revealed that to obtain this information each LEA would have to be contacted. During the interviews, the question was asked as to the number of meals served. Most gave the information quite readily, however, others regarded this information as confidential. On average the meal take up figure was estimated at 45%.

Northern LEA's had the largest take up of school meals in 1997, with 61% in inner London and 53% in the North East. In the South the lowest take up was found at 31% in the South West. The figure on the Scottish Executive website (2000) only showed the combined meal take up figure, including the free school meals.

Data from elsewhere tends to support the estimate of around 45% take up. For instance, Keynote (1999) estimates that the percentage of school pupils taking school meals in England and Wales was 47% in 1995 that fell to 45% in 1999. Looking at table 9, the result was not dissimilar at 42% for England alone.

Although the forecasted decline in market size (number of 4-11 year old pupils) looks gloomy at first glance, there is still potential for developing the consumption of school meals within the existing market. When approximately only 42% of pupils in England are consuming school meals (Dfee, 1997). If the demand for school meals could be increased then demand for fresh produce could also increase plus the additional effect of other intervention projects and their expected effects.

4.6.1 Increase in Meal Numbers

Roll numbers have increased in some areas, causing school meal numbers to rise. Developments/investments in dining areas in the type of service and the type of menu available have also increased the demand for school meals. There is greater emphasis to put on a better service and presentation of the school meal, tailoring the service to the needs of the school child. Finally, with more parents out at work, it is easier for the parent to give their child money to purchase a school meal than make a packed lunch.

- Where contracts are given to an external contract caterer, providing a service alongside the existing LEA service, competition can result between the two providers.

With some of the subsidies removed, the parent is paying for the service and therefore the LEA's feel more accountable, to them. Parent evenings are used as a time to consult parents. The children and the cooks are also consulted. This was illustrated by one response:

'If the parents want two roasts per week therefore within reason that is what is put on the menu'.

4.7 Free School Meals

Free meal entitlement is given to those children whose parents are on Income Support; it can be assumed therefore that these children are on or near to the poverty line (Caroline Walker Trust 1992). In most regions, 3-4% of school children eligible for free school meals were not actually consuming them. Current information concerning the number of children eligible for free school meals was readily available through the Deni, Dfee, Scottish Executive and National Assembly of Wales either through the websites or through speaking to statistical personnel within these organisations.

The free meals figure for England has fluctuated by 1 or 2% over the last 3 years. The highest eligibility for free school meals was found in Inner London in 1997 with 101,673 (44%) children eligible for school meals. However, the actual uptake of free school meals was just 36%. In 2000, eligibility for free meals had dropped slightly to 39.5%.

The lowest figure found for eligibility of free school meals as a percentage of the total number of primary aged pupils was found in the South East at 14% in 1997. Similarly, the figure was still the lowest in 2000 and had fallen to 11.4% Appendix 11.

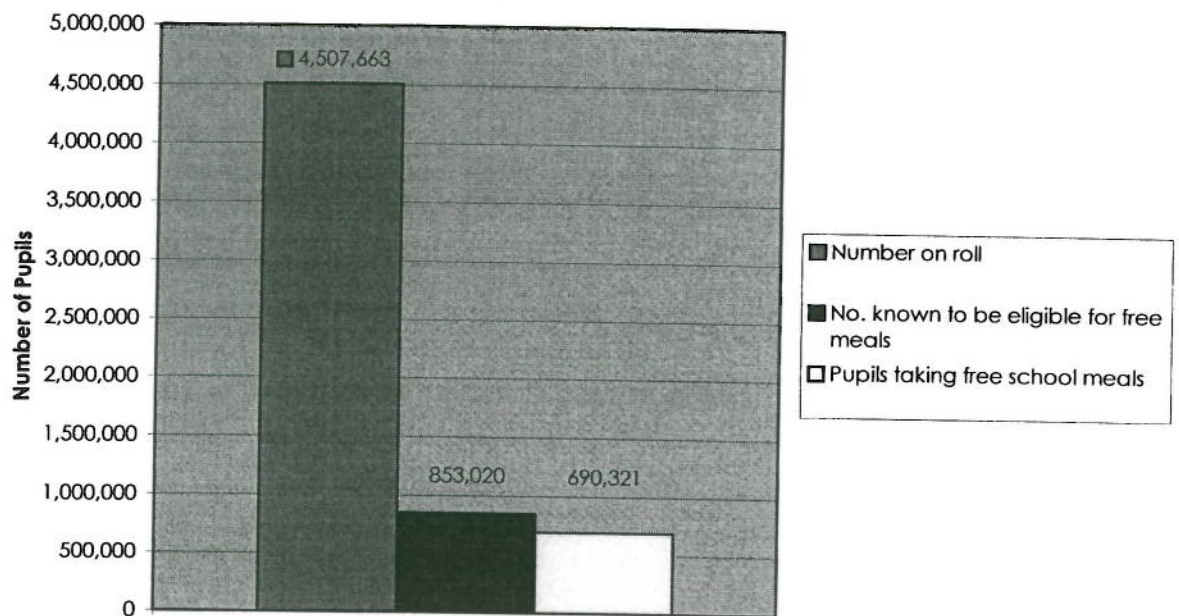
The latest figures obtained from LACA (2000) for the year 2000 revealed that the number of primary aged children had fallen by almost 26,000 which may have contributed to the very slight fall in the number of pupils taking free school meals.

The Health Education Trust (HET) reported in their 1999 newsletter that: 1.8 million children are entitled to free school meals although there are 2.8 million children living in poverty. The Child, Poverty Action Group, who suggested extending the free meal allowance to all children whose families received family tax credits, initiated a move towards increasing free school meals; the cost to the Government for the meals would be 410 million. If all primary aged children were given a free school meal it would cost 1 billion (HET 1999).

Where free meals are provided however, the take up can be quite low for the following reasons among others:

- Stigma
- Separate queues
- Made to wait until paying pupils are through
- Sickness or school exclusion affects these figures

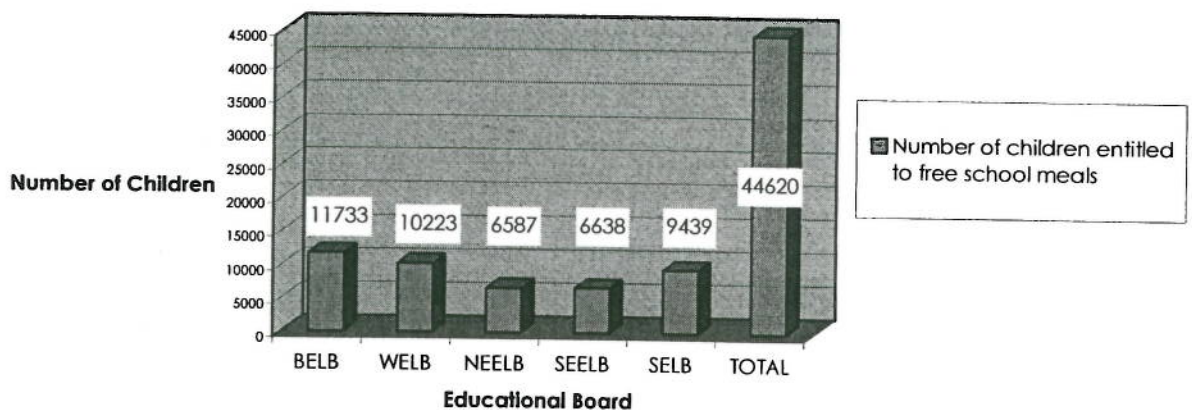
Figure 14. Maintained Nursery, Primary and Middle Primary Schools – Free Meals in England:



*Source: Dfee (1999)

The proportion of primary aged children eligible for a free school meal in England has risen from 12% in 1991 to nearly 19% in 1999.

Figure 15. Number of Primary Aged Children Entitled to Free School Meals in Northern Ireland by Educational Board:

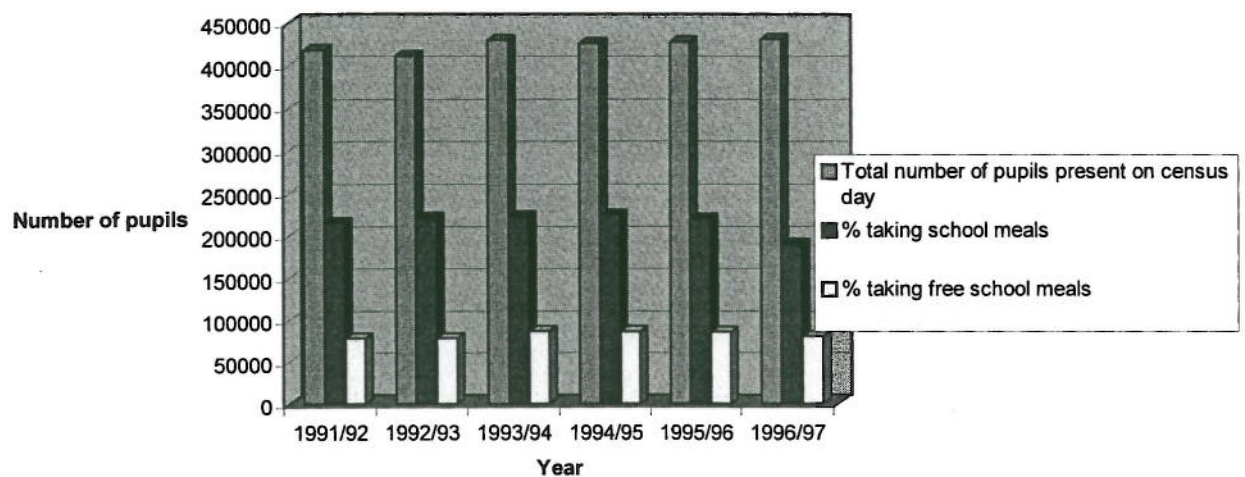


(Source: Personal Communication Deni 2000)

The overall total for primary aged pupils for all schools up to Grammar is 82,155.

Instead of Local Authorities, Northern Ireland has five regional boards. Interviews were conducted with all five boards. Three out of the five boards had found that their school meal numbers had decreased. Various reasons were given from a decrease in paying pupils to a fall in population. But, the main reason provided was that of the recent removal of subsidies, hence the prices had to increase. The primary school meal price for a main course and a dessert ranged from £1.25 to £1.60.

Figure 16. **Number of Scottish Primary Aged Children (Including Pupils in Nursery Schools) Taking Free and School meals:**



5.0 The Supply Chain for Fruit and Vegetables as Part of School Meal Provision

The supply chain diagram (figure 17) depicts the diverse arrangements to be found in the supply of fruit and vegetables into schools. It was formulated from information gathered during the exploratory and primary data collection. It illustrates how the different players interact and at what stage.

As the main part of the study was specific to the school meals market, the supply chain was described from catering wholesaler/distributor downwards.

5.1 The Fruit and Vegetable Producer and Supplier

Fresh produce enters the supply chain to schools in a number of ways. The route most relevant to this study and most commonly used is through the catering wholesale market via catering distributors that supply and distribute to schools. These suppliers are selected through purchasing organisations, consultancies, and consortiums or through direct contact with the school meal provider.

5.2 The Process of Providing Fruit and Vegetables to Schools

The catering distributor forms a transport/logistic channel to the schools in the supply chain. The distributor can either have a unit within a wholesale market. From there the distributor can sell to other traders within the market or to other buyers visiting the market. Alternatively, the catering distributor can be situated at a separate distribution point – e.g. a warehouse facility - from which he/she supplies prearranged orders but with no *ad hoc* sales to passing trade. In more rural areas in some parts of the UK, local specialised wholesalers are still used to supply fruit and vegetables to the schools.

The purchasing arrangement is initiated by orders processed by the sales department received by returned delivery drivers, faxes, telephone or email from the school meal provider. The orders are put together for direct delivery to a variety of different addresses within a certain geographical area, or, are delivered to a central production point (where school meals are prepared in one kitchen for allocation to several small schools). Other arrangements involve distribution companies such as the Danish Bacon Company who would act as distributors in some cases, therefore the fresh produce would be pre-picked, by the wholesaler, ready to hand over to the distributor.

Large national distribution companies like Pauleys offer a one-stop service, where they supply and deliver everything from meat to fresh produce. There are advantages to both the LEA and the supplier with this type of service in that it can reduce administration costs to both the provider and the supplier.

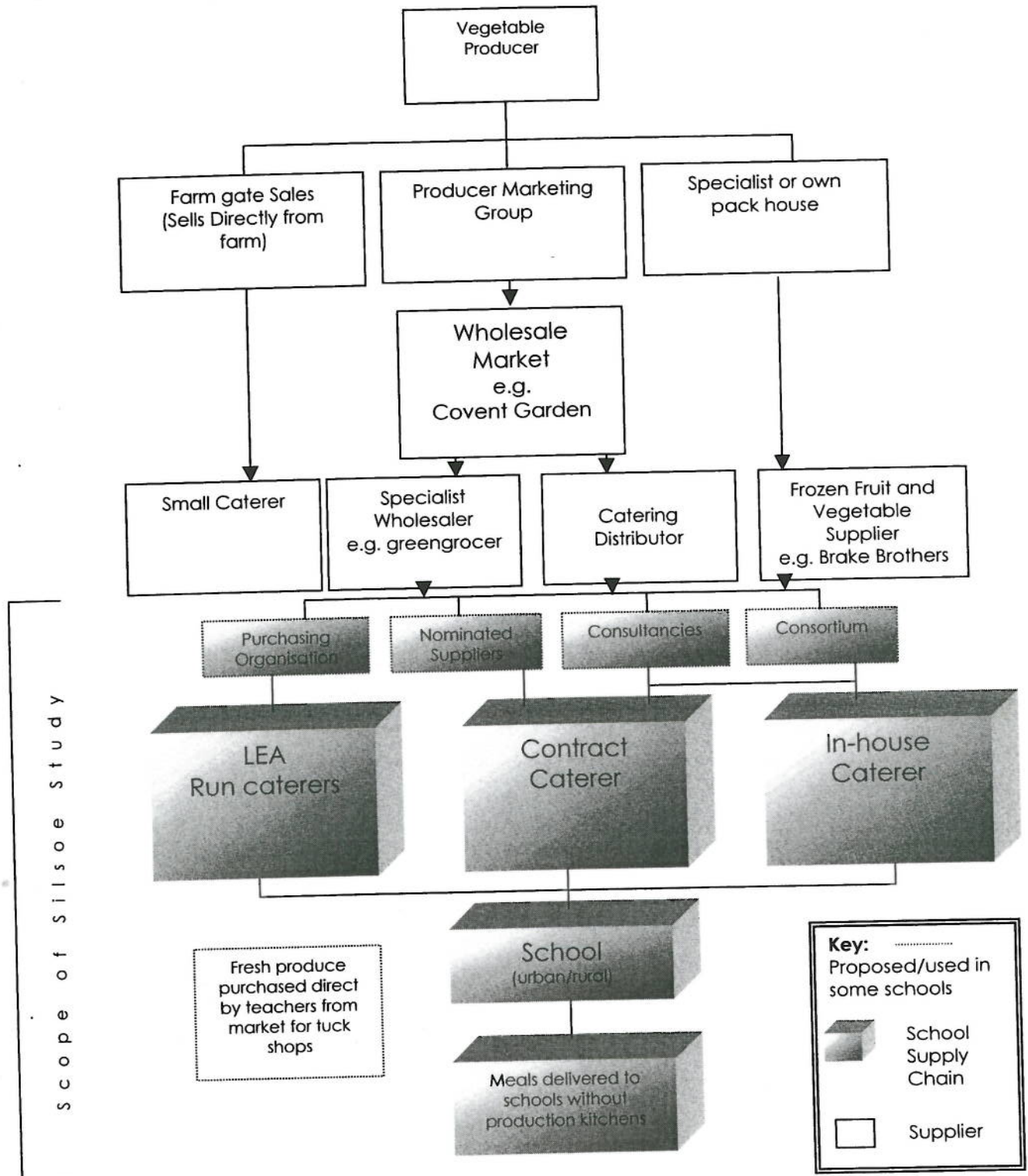
It was rather surprising to find that so many orders are placed through delivery drivers and usually for produce required the following week. Given that the demand within any given primary school is fairly stable, one would have thought it quite possible for these schools to give suppliers orders for two or three months ahead.

Giving suppliers a longer planning horizon could improve the economics of the supply chain. Suppliers could plan their purchases ahead of schedule and possibly obtain better prices. Forward orders would also reduce suppliers' overheads with respect to sales personnel and the costs incurred from servicing a large number of small orders. Any saving would serve to make the suppliers more profitable and, if some of the saving were passed on to school-customers, would reduce the pressure on school meal budgets.

The impression gained in the course of interviews was that the weekly placing of orders was a hangover from the historical practice of placing orders on a daily basis. There would not appear to be any substantive reasons why primary schools could not place advanced orders since their budgets are set on an annual basis.

From this, what recommendations should we make? For example how could FPC members encourage catering providers encourage fresh produce suppliers to place orders over several months?

Figure 17. School Supply Chain for Fruit and Vegetables:



Adapted from: Catering 1998, Surveying the Supply Chain, Haines and Turner (The first four tiers came from the original diagram).

5.2.1 Challenges Facing the Suppliers of Fresh Produce to Schools

When supplying fruit and vegetables to schools, the size of the orders and the frequency of deliveries required is sometimes a major problem that has to be overcome. There are many reasons why the size of the order may be small, e.g. due to storage limitations, the number of pupils consuming school meals, type of menu and scope and availability of cooking staff.

Deliveries can range from daily to weekly deliveries depending on the size of the school and its' location.

QUOTE FROM THE INDUSTRY

'As far as distribution goes, one lorry will do 50 to 60 deliveries which makes a very difficult job compared with another lorry delivering to just one or two hospitals.'

To keep the distribution costs down, delivery times have to be worked out to coincide with other non-school deliveries on the round. In some cases the school rounds are kept separate from the other customers, but the number of deliveries to each school is kept to a minimum to control costs.

Adjustments sometimes have to be made to the delivery times. For instance, restricted access times stipulated by the head of school have resulted from risk assessments. Delivery lorries are identified as a safety black spot while children are arriving at school, consequently, for safety, rules are enforced so that delivery lorries are not on the premises during school starting times. Consequently, 'delivery windows' are getting tighter and tighter, so some LEA's are looking for 'one stop shops.' The use of convenience products is increasing these products can be delivered at any time. If there is one company delivering a full range of commodities from milk to fruit and vegetables, then the arrangement will also save money in terms of processing invoices.

Doorstep deliveries used to be made where the deliveries were left outside the door if there was no one there. In these days of sensitivity about food safety issues, there is pressure to ensure that doorstep deliveries are minimised. Each party along the chain is held responsible for the goods until they are safely handed over to the next party and slows down the delivery process. For instance, goods have to be monitored for quality, and temperatures checked, before the goods are accepted and additional time is required to wait until the fresh produce is checked.

A knock on effect occurs whereby if you have a vehicle in a particular area and the time is not right to deliver or have the goods checked, the driver then has to wait. These examples provide restrictions that slow down the delivery process and therefore the 40-60 deliveries required by the vehicle is not always achievable. Sometimes, there are inevitably late deliveries where in some urban areas the logistics may be very difficult for example where parking restrictions and narrow roads may be an issue.

Sometimes it was found that fruit and vegetables may not be supplied in sufficient quantities, or not sent at all.

5.2.2 Building Relationships Between the Supplier and Purchaser

Although price is important in an ever-competitive market, there are other criteria that are of importance to the school meal provider. These include maintaining a sound buyer-seller relationship, and ensuring continuity of supply. Building the relationship between the buyer and seller is achieved through workable payment terms, consistency of products and quality.

The school trade is sometimes used as a tactic in developing other new business in a certain area. In some parts of the country, suppliers wanted to spread the business in the country but did not have the base of customers to do it. In one LEA covered by the survey, initially the prices were too expensive for the LEA, but prices were brought down by building up deliveries elsewhere in restaurants, hotels etc, within the area. The LEA, in the example decided to pay a little extra for the fruit and vegetables to get a better quality product, which lasted longer. Thus the number of deliveries went down to one per week and savings were made. Two other LEA's contracted the same supplier and this brought the costs down further.

Supplier motives were found to be on a personal level or an organisational level. The personal gain was to introduce children to fresh fruit and vegetables and the satisfaction of providing a good service. On a wider scale the school contracts, which may form part of a larger LEA contract that helps to keep turnover up. It can provide business for forty weeks of the year where there is a determined volume and secure outlet.

5.2.3 Competition to the Fresh Produce Industry

The *Surveying the Supply Chain* report (1998) mentioned that, because of the relative static population levels towards the end of the last century, retailers are looking to increase their share of existing market volumes. Similarly, the fruit and vegetable industry is looking to increase its share within consumer markets. Looking to the future requires developing the consumer of tomorrow (the school child) by changing their behaviour, attitudes and perceptions towards fresh produce; hence, the importance of the Bangor project. Some catering distributors expressed the fear that, with the retailers looking to increase the market share, they might well seek to move into the school meals market. At one time this looked most unlikely but with many supermarkets now having a home delivery service the logistic systems are in place that would make this a real possibility. Moreover, a number of major supermarket organisations are participating in the Bangor project.

The reasons behind the concerns were that supermarkets can guarantee farm assured produce for example buy direct from the growers, tell growers what to grow and how to grow it. Catering wholesalers on the other hand are not geared up to manage in this way. Safety of food is an issue and requires traceability of a product. It was thought that companies needed to develop themselves in this area if they have not already done so.

Much of the competition comes from other rival suppliers, but because of the small volume required by each school and the infrequency of drops, many find that it is not a viable market. So existing arrangements prevail.

Many customers are requiring the need for pre-prepared vegetables to cut labour costs. Using frozen versions were given as an example and are commonly used in school meal provision. It was mentioned that these products could be delivered at any time rather than first thing in the morning, when part-time catering staff may not have started work.

6.0 LEA School Meal Providers

The next section describes the activities and roles of the LEA school meal providers. The majority of primary school meals are still provided by the LEA's therefore the purchasing DMU within LEA's was focussed upon in this chapter. Details regarding contract caterers and In-house providers are found in Chapter 7.

6.1 Decision Making Within LEAs

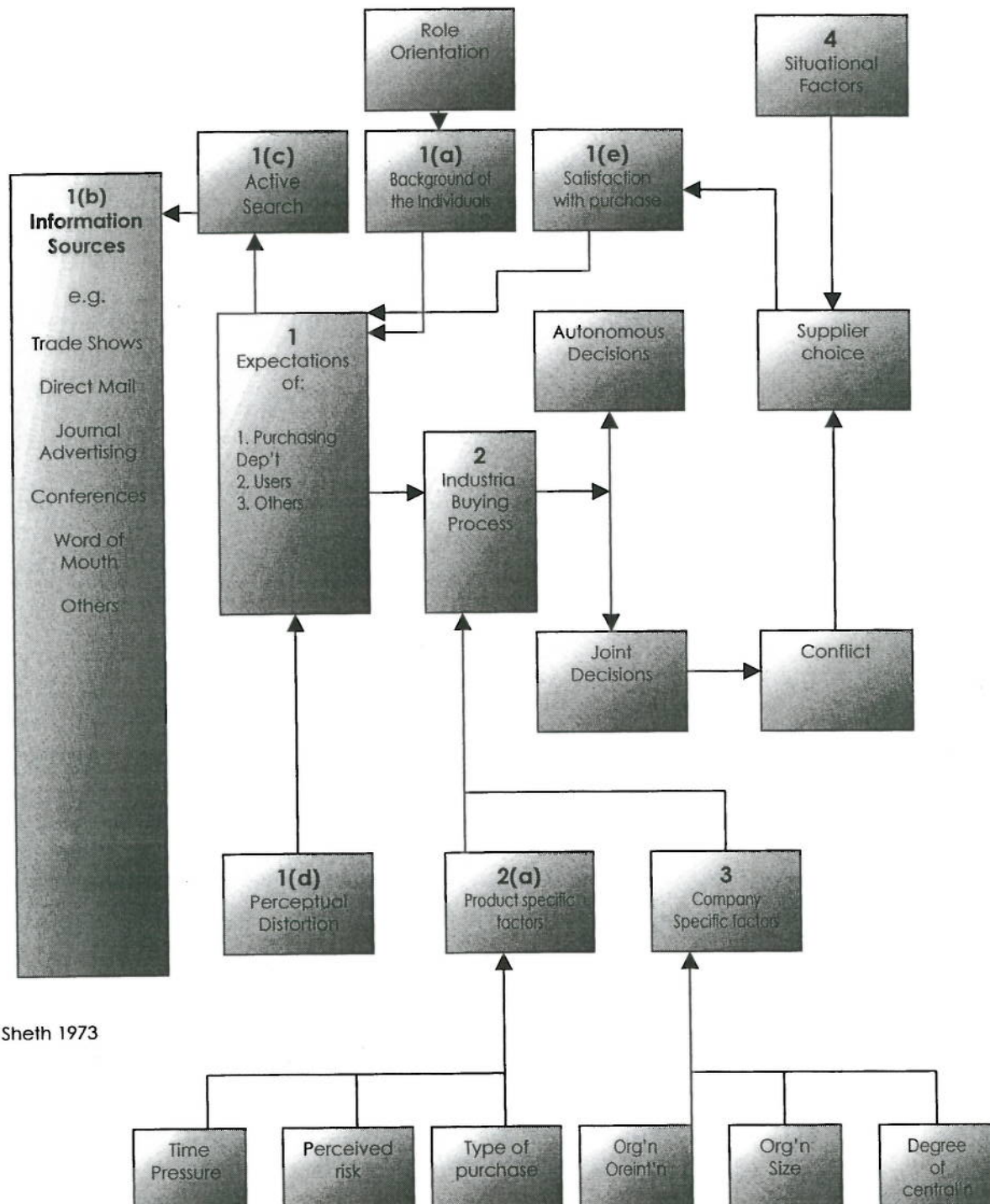
Whereas a single individual often makes purchasing decisions in consumer markets, this is rarely the case in the context of organisational buying. Purchasing within organisations is normally subject to influences and inputs from several people. Thus, rather than trying to identify and describe a buyer – as we might in consumer marketing - industrial marketers seek to define and describe 'The Decision Making Unit '. That is, all of those individuals or groups within the purchasing organisation that exert any substantive influence on a given purchasing decision.

The Decision Making Unit, within LEAs, is made up of several parties who influence, activate and control the purchasing process.

The study looked at the LEA school meal provider exploring who was involved in decision-making. In virtually all cases, the DMU involved more than one person, from sourcing and compiling the contracts to the end user. The only example experienced when just one person made all of the decisions was in a Foundation School, where the chef/manager sourced and purchased from a supplier they selected themselves.

In order to convey the DMU structures to be found within LEAs, Sheth's model of industrial buyer behaviour will be used as a conceptual framework. The reader may recall encountering this model in section 2.6.1 where it was used to illustrate how categories were developed for the purposes of the Content Analysis of the interviews that were conducted.

Figure 18. **Industrial Buyer Behaviour Model:**



Source: Sheth 1973

There are many models of Organisational Buying Behaviour. Models form a conceptual framework to assist in explaining the phenomena sequentially for the reader to follow. As Moriarty (1984) identified, models enable different types of data to be collected from all sources and applied analytically to direct the analysis of the findings. Similarly by using the variables from the Sheth model, the LEA purchasing decision-making unit and their buying organisation were systematically broken down. Details regarding explanatory variables and influences that affect the buying decisions in the LEA were consequently identified in the following way.

The Sheth model shows several variables that can be used to understand joint buying behaviour. Although quite an old model the main variables were still felt to be relevant to the corporate institutional buying organisation found in Local Education Authorities. It is a model that can be adapted to many situations by removing ineffective variables. The model divided organisational buyer behaviour into three characteristics:

- i. Psychology of individuals involved in decision making
- ii. Conditions which initiated buying decisions
- iii. Process of decision making and resolving conflicts.

It noted that there can be substantial differences in expectations between the different decision makers and suggested a way of exploring these differences in expectations, looking at the variables 1a to 1e in figure 18. The next stage was to determine whether the decisions were made jointly or delegated to one party. This was determined through looking at product specific factors e.g. type or risk of purchasing fresh produce and company specific factors e.g. size and degree of centralisation. Finally, the process of decision-making and any situational factors e.g. promotional efforts, and any organisational changes need to be noted. By looking at these variables can provide information as to why certain suppliers are selected, who makes these decisions and how these decisions originate.

6.2 LEA School Meal Provider Categories

There were four different school meal provider arrangements within LEA's mentioned during the interviews and these are described below. The terms used were:

Client and Contractor
 Direct Services Organisations (D.S.O.)
 In-House Service Providers or In-House Work Force
 Twin Hatting

Full definitions of these are provided in Appendix 12. These have been identified to illustrate that school meal provision is not situated in one catering department. Instead they are found in many different departments and not necessarily in the main council buildings. For example: Education and Leisure, Contract/ Commercial Services, Community/Housing and Trading Services, Corporate or Central Services and finally a self contained board (LACA 1999). So although LEA addresses and telephone numbers were found quite readily on the internet, they could not necessarily be relied upon to direct mailings to school meal providers or their purchasing departments. LACA on the other hand have a comprehensive members list that can be purchased with contact names and addresses of their members who operate approximately 14,000 of the infant/Junior/ Mixed Schools. There is also a list of Scottish LEA School Meal Provider addresses and contact numbers and Welsh County Councils, compiled as part of this report found in Appendix 13. This aspect of identifying who is responsible for what is very confusing.

Due to the number of different parties involved in the school meal arrangements and to try to help clarify the situation about exactly who did what, it was decided to show the main areas of responsibility for each job title as mentioned in the interviews. These of course will vary between each LEA. It does however highlight the main areas of accountability and that there are many people with different job titles in areas that reflect on fruit and vegetable provision to schools. Decisions from menu planning to the control of purchasing and maintenance of kitchen equipment can impact on the use of fresh produce. For example, if machinery is no longer provided to help prepare fresh produce then it can reflect on the future requirements within the school meals industry.

6.3 Roles and Activities of Decision Makers Found in LEA's

In terms of targeting promotional material, from the fresh produce industry, the following Local Authority Managers would be important to target.

Local Authority General Manager

- In charge of catering, which includes cleaning services as well, and civic outside catering
- Control of Budgets for equipment in the kitchen
- Development of promotions/menus
- Recruitment and training of staff in all areas
- In charge of EC milk subsidy schemes and welfare school schemes
- Oversees contracts in school catering
- Determine recipe content.

Catering Manager

The Catering Manager title was commonly used in the client and contractor arrangement. The catering manager is acting as the contractor. He/she is an important target for the fresh produce supplier seeking to develop their business in the school meals sector. The Catering Manager is generally:

- Responsible for the provision of the meal service, providing best value to the customers.
- Responsible for food contracts, staffing and nutritional standards.
- Responsible for catering within the borough. Providing school meals, putting together tenders, and performing monitoring
- Responsible for operational issues.
- Approve menus and implement. Also checking menus and nutritional content of the school meal.
- Purchase Decisions – What, how or who the caterers purchase through.

Contracts Manager

The Contracts Manager controls the contracts not necessarily just the school meal contract but also cleaning, maintenance and monitoring. The contracts manager provides the specification for school meals that is approved by the Education Committee.

- Develop a new menu planning service to ensure that there is a choice through to the end of service
- Source products for trial in units involving staff and children
- Monitoring
- To ensure free school meals are provided with a balanced meal
- Follow contract specifications
- Act on behalf of schools to make sure that contractors are performing
- Oversees service delivery and purchasing
- Implementation of nutritional standards.

Client Officer

The client looks after the supply and premises. They are responsible for defining and developing the contract specification and advising schools.

The client can act as an advisory service to the schools and the schools can buy into this monitoring service, enabling the LEA to control the service. The client would monitor the performance of the contractor for cleaning, school meals, and maintenance of building and equipment. Other staff would check meal content and temperature checks of food. However, the school does not have to buy into the service.

With the new re-organisation, some LEA's are finding that the client responsibilities are not so clear-cut. The client who used to do the monitoring is part of the catering set-up now and therefore it is called twin hatted. Working in partnership with the provider. Other responsibilities are:

- Sourcing contractors
- Approve menus and put across whole borough
- Purchasing decision – what, how or who to purchase through.
- Broader consultation – with parents and users as well as governors in schools.

LA Purchasing Officer

The Purchasing Officer works out the costs of food items, recipe development and dealing with the suppliers and purchasing organisations. The Purchasing Officer is given a list of acceptable suppliers (see section 6.5) from which he/she selects the supplier.

Informal Communication Channels Between School Meal Providers

Many LEA's meet periodically through the Regional Branches of Local Authority Catering Associations (LACA) and the London D.S.O. Managers Association. They discuss school meal issues and pool their resources, the benefits are numerous, some are mentioned below:

Ideas are exchanged and knowledge and expertise are shared. Problems are compared with like-minded people. Resources are pooled for example for joint marketing. By working together prevents for example 'reinventing wheels' – one lead board will experiment; pilot a new idea and all the LEA's learn and then work to develop it before implementing it everywhere. It helps to keep services uniform and consistent.

These external channels can therefore be very influential in the decision making process. For instance, a supplier's reputation for providing a good and valued service to a Local Authority may influence the choice of that supplier in a neighbouring authority.

Other forums referred to during the interviews were:

- Meetings with other LEA's, especially when the LEA's existed in a joint arrangement but are now unitary
- Food Forum where 6 authorities meet
- South West Client Catering Group who meet each term and consists of approximately sixteen local authorities. The client officers work with a range of other client and contractors
- Food group (a group of 3 LEA's)
- Health Education Trust.

The Whole School Approach

Instead of food provision being the responsibility of one or two organisations, the whole school approach has been devised. The approach includes parties involved in school meal provision, working together to solve problems and work towards forming policies that will assist the school meal process.

The Health Education Trust (HET) that introduced School Nutrition Action Groups (SNAGS) also initiated the whole school approach. A SNAG is a Food Committee that is formed within a school and brings together key players from pupil to nutritionist. All parties have an interest but for different reasons e.g. Teachers to improve education and encourage positive behaviour changes, nutritionists – to improve health. The central players were:

- Senior Member of Team
- Teachers
- Pupils
- Parents.

With back up from:

- Schools administrator
- Community dietician.

These groups help to develop school meal policies and are actively involved in the promotion of the school meal service.

SNAGS provide a solution to a need for the school meal service that requires a flexible and workable approach. (Individual parties cannot control these).

It involves for example, working towards areas such as timetabling of a lunch hour. Provide a school policy in the prospectus. Marketing the service to parents. It also influences solving the length of queues, improving the environment of the restaurant, cost and menu information. It has been suggested by the House of Commons Education and Employment Committee that the government provides backing to help refurbish cafeterias rather than the schools resorting to sponsorship from 'junk food' manufacturers, who have other motives (Blythman 2000).

QUOTE FROM THE INDUSTRY

'At the moment there is a ad hoc arrangement between caterer and schools (Jo Harvey 2000). What happens in classroom should be backed by the ethos of school.'

Another initiative is the National Healthy School Standard (Dfee 1999) that is part of the Healthy Schools Programme. As part of the guidance a school is advised to:

1. Stock healthy products in vending machines
2. Monitoring of foods at break times
3. Healthy eating included in the curriculum.

Various methods are used to select the supplier. Even within LEA's there was not a single standardised method, although tendering featured most.

In summary, there can be many people within an organisation, external organisations (consultants, competitors, professional associations) and government pressure that have an influence on decision making within school meals provision that ultimately reflects on fruit and vegetable consumption.

To select a supplier involved many individuals, but on a day-to-day level, because of the products low value and regularity of purchase, one person would be in charge of purchasing. Using Webster and Winds classification (Hill & Hillier 1986) the LEA DMU has been summarised into five buying roles, where one individual may cover more than one of these roles, as follows:

Table 10. Decision Making Units for Purchasing Fruit and Vegetables as Part of School Meals Provision:

Decision Making Units	Title
Buyers Choose suppliers and agree terms and conditions	Head of Purchasing Department Senior Food Buyer Purchasing Officer Purchasing Consultants Purchasing Organisations Bursars
Decision Makers	User Department Heads General Manager Contracts Manager
Approvers	Catering Manager Supervisor/Cook Head Chef
Influencers	Head Teachers Teachers Children Catering Staff Catering Managers
Users	School Children Staff

6.4 The LEA Buying Process of Fruit and Vegetables for Schools

The following section provides a description of the different purchasing arrangements used within LEA's, contract caterers and schools. A couple of definitions regarding purchasing is provided first, followed by the different purchasing arrangements found in either a centralised or decentralised situation. The examples mentioned here describe those found in this particular study, there may be others or variations to those mentioned here.

A definition provided by The Institute of Purchasing and Supply (1990) described purchasing as the selection of a suitable product (optimum relationship between price and quality) and suppliers, the negotiations of price quality and quantity as well as proper invoicing control. It is these areas within the definitions and others that will be focused upon.

The procurement process revolves around financial, commercial, technical and practical issues that in turn can involve several organisations to carry out the process.

In summary, it will involve some of the following:

- Local Education Authorities
- Purchasing Organisations
- Purchasing Consultancies
- The School
- Purchasing Consortia
- The Caterer
- The Supplier

The types of purchasing arrangements used to procure fruit and vegetables for schools can vary quite considerably even within the LEA's alone. The LEA's had the largest share of the primary school meals market so this also led to the decision to focus the study heavily on these organisations. The central issues for school meal provision are service, quality and price. To obtain the optimum buying power several alternatives were available and these were described here along with the various purchasing arrangements found within the bodies listed above.

It has been observed that the number of available suppliers that can cope with a large contract such as local authorities is limited (The LA includes schools and civic catering).

6.5 Selecting the Supplier

6.5.1 The Purchasing Organisation

The use of a purchasing organisation is one option open to the LEA provider to select a suitable supplier. The purchasing organisation works on behalf of the Local Authority to negotiate better prices and contracts. They are, however, a separate organisation e.g., The Yorkshire Purchasing Organisation (YPO) and Eastern Shires Purchasing Organisation (ESPO) are both organisations that are Government public authority bodies.

The purchasing department within the LEA will inform the purchasing organisation what they want to procure and the purchasing organisation will sort out the specification and bulk buy the product, on behalf of groups of schools, and so get a better price.

Using a purchasing organisation enables LEAs to make more input and the tendering document will be sourced individually for that LEA. Costs for fruit and vegetables are based on an on-cost and a controlled price based on the Fresh Produce Journal prices. The supplier is asked to tender and provide their margin on cost.

A number of searches will be done on those that have responded to the tender to ensure that the supplier has the resources to meet the demand of the contract. Once short-listed, a series of specification documents to tender on are sent out to the suppliers, to put prices against it. The contractor who provides best value (not just price) acquires the contract.

Where there is substantial purchasing power, special terms may be negotiated such as discounts on invoice and regressively based on exceeding a certain amount by the end of the year. The purchasing organisation also ensures that the supplier must adhere to all aspects of legislation, e.g. food safety regulations.

From the point of receiving the goods the LEA becomes responsible for them. The distribution company is responsible to make sure their procedures conform to legislation and meets the requirement of the LEA.

Purchasing organisations issue contracts to wholesale distributors such as Pauleys or Lamberts. However, due to the nature of fruit and vegetables local deliveries are often sought (personal communication 2000).

The Yorkshire Purchasing Organisation is a self-supporting purchasing, supplies service, and was formed as a joint committee of local authorities in 1974. There are 13 Local Authority members (see Appendix 14). Several other purchasing organisations operate around the UK called the Wiltshire Consortium, The Welsh Purchasing Organisation and A to Z in Essex. These purchasing Organisations do not always work in their own regions of the UK.

There are also some private purchasing organisations such as Pelican and Purchasing Supplies Limited (P.S.L.). These companies will tender to carry out the selection for a suitable supplier for a Local Authority in the same way as a Local Authority Purchasing Organisation.

6.5.2 Purchasing Consortia

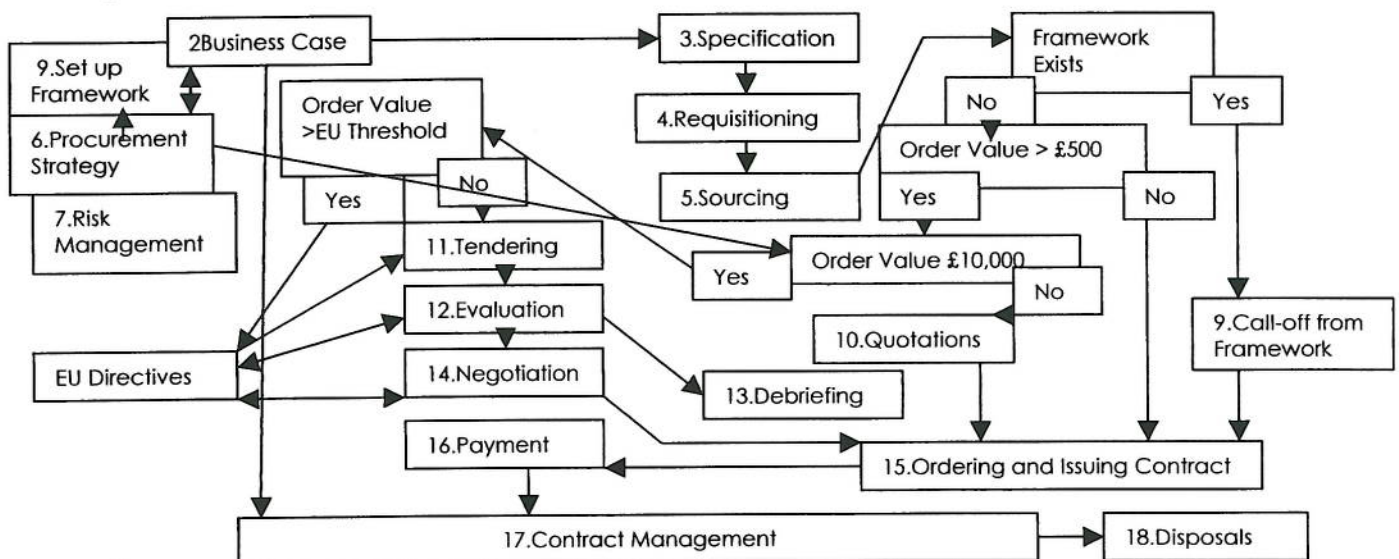
Consortia are where either schools or local authorities group together to increase their buying power. Making the tender application more appealing and cost effective to the LEA, the school and the supplier. They are sometimes used when schools are situated in close proximity to each other and form a purchasing partnership. An example would be: 5 primary schools a special school and a secondary school that have joined together to form a partnership, with for example 4,000 children to cater for.

6.5.3 EU Procurement Regulations:

Within Local Authorities, it was often found that policies existed that required a tendering process (whereas some did not). The process provides an opportunity for the supplier to obtain the contract to supply all the schools in that authority under the LEA's school meal arrangement. Other LEA's depending on the size of the contract have to comply with the EU procurement regulations, which means that an annual contract if worth over £144,000 has to be advertised in the European Journal, opening up the competition to other European countries.

The only official summary of the procurement process was a diagram found on the Department of trade and industry (DTI) website as follows:

Figure 19. Procurement diagram



Source: DTI 2000

A general description of each of these stages in the diagram is provided on the DTI website, but not in the context of food procurement, however, some of the same principles may well still apply. The diagram helps to clarify the various procurement procedures that are available when budgets exceed certain values.

For example, for higher values, the organisations have to comply with EU procurement regulations that are drawn up by the European Procurement Services.

Through these regulations, tenders over a certain value have to be open tendered and advertised within the EU.

For example, if the contract exceeds £144,000 per year, it has to be advertised in the European Journal. To get the best value in the European Union, not just nationally. To approach local suppliers only would be regarded as illegal. Contracts have to be opened up to all common market countries.

QUOTE FROM THE INDUSTRY:

'One of the hindrances is the contracting legislation that we work under through the European Procurement regulation. I can't go down to the UK farmers; I am prohibited to do that. The EU procurement Regulations forbids me to do that.'

The Influence of European Procurement Directives: Where the value of certain contracts exceeds a certain amount then these contracts are subject to being advertised in the Supplement to the Official Journal of the European Communities (OJEC).

There are many restrictions to control purchasing and the following article described some of them, although not specific to fruit and vegetables.

In a study on Local Authority purchasing (Martin, Hartley and Cox 1999) funded by the Nuffield Foundation mentioned the various arguments. One example was that if EU competition is not encouraged to use procurement directives then the public sector pays more than it should do for the products it buys. The advantages would be that purchasing would occur from the cheapest supplier. The market then becomes more competitive and restructuring of the market occurs with fewer larger players, that in turn leads to obtaining greater economies of scale.

However, the public sector more commonly opts for using the domestic market, which is described in the study as that of less risk, and greater accessibility. It is thought that the relationship between the bureaucrats and the suppliers is held very strong especially when national labour or business may be jeopardised during a recession. Purchases made from national companies support jobs and technology.

The study identified 4 types of purchaser – central Government, local authorities, utilities and the Armed Forces, of which local authorities put in 61% of all tender invitations, showing the potential extent of the buying power that local authorities have.

There was evidence, looking at the successful tenders published in the journal, that domestic firms are still more successful at winning contracts than foreign ones.

The reasons given were that purchasers might split up large contracts so that the value of an individual tender does not reach more than £144,000 (anything over the quoted value has to be advertised in the OJEC).

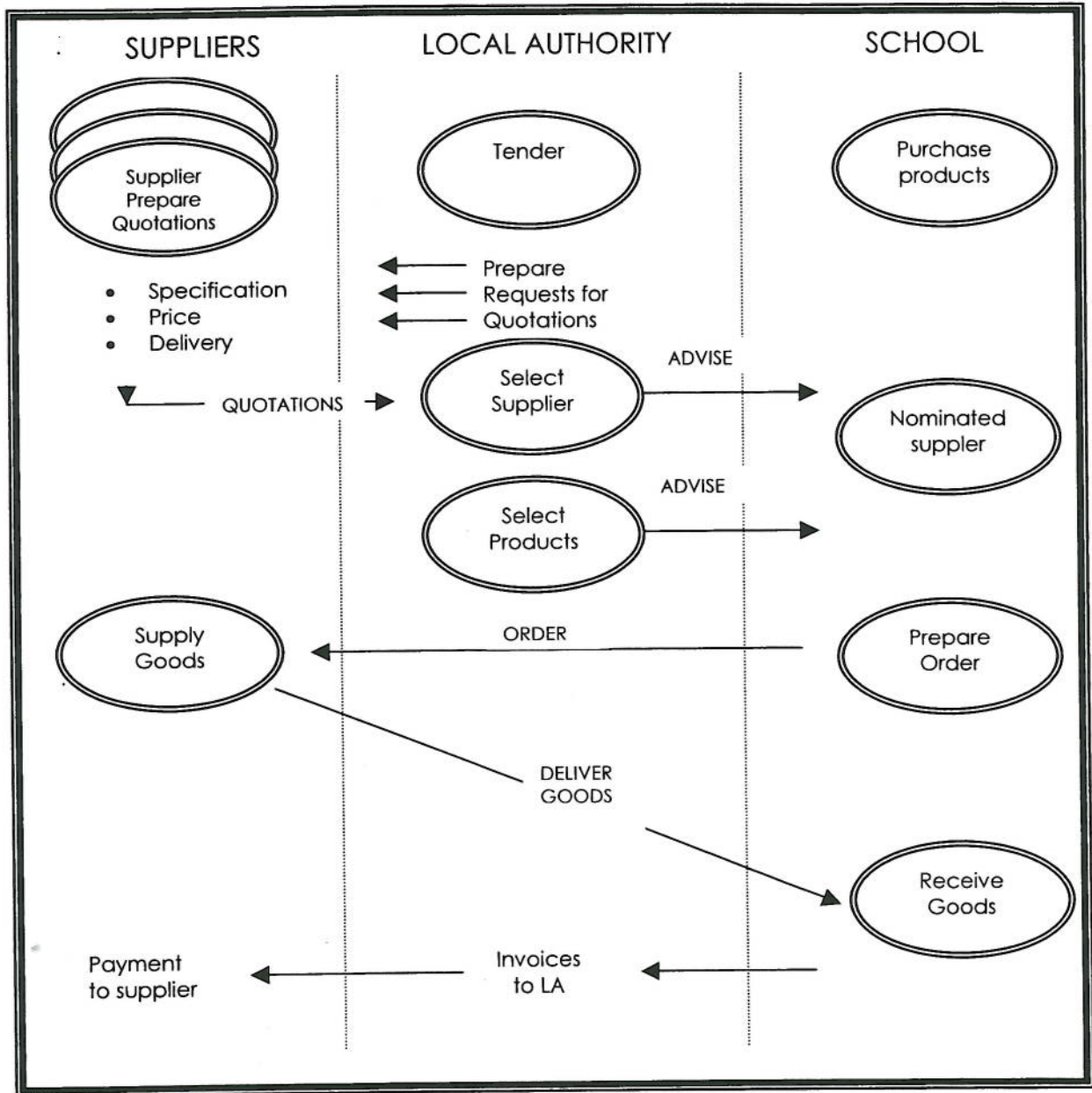
There may be a lack of advertising and compliance with legislation when the tender value is more than £144,000. The only policing of compliance to the legislation occurs when grieved or unsuccessful firms complain. The process maybe lengthy and alienating a large buyer is sometimes considered unbeneficial. Some of the awarded firms were investigated to reveal that although on the outside the firms looked as though they were domestic companies (by their UK address), foreign companies in fact owned them. It was also highlighted that the items to be purchased may be comprised of mainly imported material.

6.5.4 The Tendering Process

In a Local Authority, there is in some cases more central control with a purchasing department consisting of officers who lay out specifications for tenders and source suppliers. Ultimately this process provides nominated suppliers for the chef/cook to order from. A menu cycle formulated at head office level also controls what is purchased and in some cases a restricted list of fresh produce is provided to order from. The invoices would be sent from the school to the Local Authority for payment. This process is schematically illustrated in figure 20.

Figure 20. An Example of One Purchasing Function Found Within LEA's:

Adapted from Slack,Chambers,Harland,Harrison and Johnston. Operations Management 1998.



The decision to purchase will not be one person's decision in either a private contractual or a Local Authority arrangement, with the actual value of the annual contract being quite large. A few LEA's have a selective list of key questions and requirements to ask of the supplier:

- How long has the firm been trading?
- Do they supply other Local Authorities?
- Have they sufficient vehicles?
- Number of deliveries
- Require fresh produce to be boxed
- Require the specified unit size.

This search is carried out on smaller organisations to ensure that they have the resources to meet the demands of the contract.

An advertisement is placed in the trade press such as the Caterer and Hotelkeeper for suppliers to apply to. When the tendering process is used information was sought proactively as to how many suppliers or what competition is involved in the procedure.

There is a restricted choice of suppliers in some regions of the country. Response is generally poor to tenders, because in some cases the LEA's are an isolated rural area and the distribution is expensive. In conclusion, the fruit and vegetable contract are often found to be the hardest contract to sell and get a good level of customer satisfaction from.

6.5.5 Joint Purchasing Agreement

It was found that many LEA's will come together in regional groups to discuss purchasing policies and draw up contracts together. The advantage of this action is that it helps to sharpen specifications. But because of geographical restrictions it was often opted that each LEA drew up fruit and vegetable contracts individually by tender, because the schools were too widespread. By meeting on a regular basis with other LEA's enabled prices to be compared and expertise shared. As a unitary status, the County Council will be broken down into various boroughs. A central supply arrangement is set up in some of these areas to provide a purchasing arm for the various boroughs to purchase collectively.

6.5.6 Types of Contractual Agreements for Fruit and Vegetables

There were several different agreements drawn up between the school meal providers and the suppliers. Some of these are mentioned below. The main criteria are for the LEA to keep to budgets this can be achieved by the use of discounts and can also be controlled by specifying a ceiling price to set a price parameter that cannot be exceeded.

Rise and Fall Prices: Where a supplier puts in a contract price plus an on-cost (distribution and profit), there is a rise and fall price fluctuation permitted once per term. If there is a market crisis then the situation is taken into consideration.

Fixed Annual Price: These are for regularly ordered products such as some fresh and frozen fruits and vegetables, e.g. peas and solid pack apples. A fixed annual price can work to the customer's disadvantage, because the supplier will be over compensating on prices, to cover the fluctuation in market prices. Other suppliers found it difficult to fix prices due to market forces, which is led by natural forces and was not something they could pre-determine. The advantage of a fixed term contract is the static prices, however the provider cannot take advantage of a glut of fresh produce.

Fixed Price with 6-month reviews: Main core items have secured fixed prices.

Weekly Price Plus Agreed Delivery On-Cost: Based on a market price plus a percentage distribution cost. It is felt by the suppliers to be more competitive and flexible to work prices on a weekly or fortnightly basis. The County may well fix an on-cost percentage e.g. 40%.

Fixed by 'school term' price: Items such as pre-prepared potato chips can be fixed for 3 months.

No contract: Some suppliers did not have a contract to work to and preferred it that way. Not having a contract meant that the supplier maintained their standards and provided the best incentive to motivate and do a good job.

Discounting Arrangements: The LEA in some respects is like a contract caterer in terms of requiring discounts on purchasing volumes, some examples are provided below.

QUOTE FROM THE INDUSTRY

'The purchasing body for the council were looking for a 6% rebate of the purchasing price, first it was 2%, some are 3% and some are 4%. You have then got 6% added on to a 5p apple before we have put our percentage on costs.'

Examples of Discounting Used With LEA's:

- Volume Discounts on overall purchases
- Specific Volume Discount on some products (not necessarily fruit and vegetables)
- Fixed discounts, at the end of the year 'x' amount is given back by the suppliers to the contractors.

Examples of discounting used with contract caterers would be:

- Monthly 5% discount in the form of a credit note to contract caterers.
- At the end of the year if purchases exceed a certain amount then a discount is given back to the contractors.

Another discount that is experienced by the suppliers dealing with contract caterers is the Retrospective Discount. This form of discount was being used against high volume products such as chipped potatoes. The fresh produce supplier had to purchase the chips from the contract caterers' own source. For example:

Chips	£5.00 (bought by the contract caterer)
	£8.00 (The price that the supplier has to purchase the chips from the caterer at).
	$£8.00 - £5.00 = £3.00$ profit to the contractor
	Supplier has to add on an additional £2.00 profit for the caterer plus the supplier's own profit of £1.00

Thus on each box of chips, the caterer makes £5.00 profit and the price of the chips escalates.

The implications of all the different discounting arrangements must make an impact on the final price that fruit can be sold at or provided for by the time it reaches the school. Fresh fruit and vegetables are not generally expensive to purchase (especially those commonly used by schools), so it must be a combination of the discount arrangements mentioned above, and distribution costs that increases the price.

6.6 Market Information Sources

In order for the supplier to proceed with an effective marketing strategy, it is necessary to determine the most effective way of reaching the customer.

The information was reviewed by looking at the type of information currently being sent and used. Finding which information source is more effective and that customers make decisions from.

Where an external contractor is used for a LEA arrangement then any information that is obtained by the LEA is forwarded to the contractor. The parties interviewed mentioned the following as sources of information:

- Purchasing Managers
Trade shows, journals, word of mouth by recommendations from other Local Authorities and catering exhibitions.
- Local Authorities
Direct marketing information from food companies/organisations e.g. Dairy Council, Meat and Livestock Commission.

Purchasing personnel, obtain information about fruit and vegetable suppliers through representatives, or direct marketing (promotional brochures, itemising the products that individual supplier may sell).

Other sources of information included:

- Contact Purchasing Organisations
- Visit Trade Fairs
- Trade Journals, e.g. the Fresh Produce Journal
- Exhibitions e.g. The International Fresh Produce Fair. To meet and compare suppliers
- Adverts in trade press for tendering
- Websites e.g. www.freshinfo.com
- Meetings with other Local Authorities, sharing information and recommendations.

6.7 Reducing The Number Of Invoices

Up until now, County Councils have been responsible for paying the invoices not the schools. This is likely change, to some extent, with the implementation of the Fair Funding initiative (see chapter 10). Primary schools will have the option of paying their own invoices or contracting the LEA to do this and other purchasing tasks on their behalf. The impression gained from the interviews carried out as part of this research, was that primary schools would, in the main, contract the LEAs to continue paying their invoices.

Some LEA's are reducing invoices by using the same distributor to deliver for example milk and fresh produce; cutting down the number of invoices saves the LEA money. For instance, as a cost cutting procedure, some LEA's are looking at ways to speed up the payment procedure, eliminating administration costs by reducing the number of invoices passing through the system. These all have an effect on the fresh produce suppliers. A new system is in trial in a number of LEA's, to decrease the number of invoices required for processing:

Another system involved sending an invoice to the school, the school then swipes a card and enters the invoice value. The information assembled will go straight to the bank. It has the advantages that the supplier will then be paid immediately and removes the paperwork from the Local Authority. A breakdown can be provided if required. There is also a credit ban that stops misuse of the system, e.g. putting produce on a tab for home use.

6.8 Decentralisation of Local Education Authorities Purchasing in the School Meal Sector

Purchasing within Local Authorities can be either decentralised or centralised, depending on the type of arrangement employed to purchase fruit and vegetables within the individual organisation. In the context of the Silsoe study, the proposal of devolving or 'decentralising' financial arrangements to a local school level through the new Fair Funding agreement; provides an example of the application of decentralisation of purchasing to the individual schools.

Certain functions within purchasing were decentralised in some authorities. For example, a distribution company is sometimes used and it may also distribute other items e.g. milk. The distribution function has evolved starting initially with the distribution-company 'picking' the fruit and vegetable themselves, but this resulted in too much wastage. The next development involved the use of a nominated supplier who was selected to deliver pre-picked orders to the distribution company. The LEA controls the range of products, but the price is agreed with the purchasing organisation. Having direct supplies from fruit and vegetable suppliers was considered geographically to be unfeasible in some LEA's. By comparison, large catering organisations have centralised their purchasing, which enables them to purchase direct from the wholesaler or primary importers (Moore et al 1996).

6.9 Expectations Raised by LEA School Meal Providers of Their Suppliers

The LEAs' expectations of suppliers have been categorised using explicit and implicit objectives that originated from Sheth's model. The responses generated from the LEA catering personnel were combined to generalise the expectations.

6.9.1. Explicit and Implicit Objectives About LEA's Expectations of the Supply Service

LEAs' expectations of suppliers related mainly to quality, delivery time, after sales service and price. Implicit (underlying) objectives were identified as the size of the supply company, relationships with the suppliers, expertise and salesmanship. These are summarised in Table 11.

Table 11. **Explicit and Implicit Objectives Summarising the LEA Responses:**

Explicit Objectives (Stated)	Implicit Objectives (Not expressed, but underlying)
Product quality Delivery Time Quantity of supply After sales service and price	Reputation Size Location Give and take relationship with the supplier

Source: Adapted from Sheth

Fresh Produce Quality: Although product quality is subjective, a way to control this subjectivity is to provide written agreements. These provide a mutual understanding about the criteria to be used in defining the quality of a particular item e.g. size and, perhaps, blemish free skins. If the supplier provides a product that is consistent with the written specification, then this helps to achieve satisfaction on the part of the purchaser (Padberg et al 1997). These agreements can then help to counter balance other external individual preferences from having an influencing effect.

Some examples of fruit and vegetable specifications are provided in Appendix 15.

LEA buyers considered that Grade A or Class 1 produce was important and must be available and supplied to them, however, what sometimes arrived was not necessarily of that standard. Clearly, the provision of Grade A produce increases the price, but the LEA buyers did not appear to accept that necessarily had to be the case.

Sometimes prices and specifications are sealed into a contract but not all suppliers have, or even want, a formal contract because of the price fluctuations of the product. On many occasions an *ad hoc* arrangement suits both parties but then conflicts can arise due to differences in implicit expectations on the parts of LEAs and produce suppliers.

In general, it is thought that although price was important at the initial negotiation stage, quality and service were equally important considerations here. A problem may arise when market prices are running higher than those worked to while compiling the contract. In order for the supplier to provide the products for the given price, may require buying a cheaper more inferior product to ensure that they cover their costs.

QUOTE FROM THE INDUSTRY

'Some people think that the school meals market is somewhere to offload rubbish i.e. we are the cheap end of the market.'

One of the main reasons for dissatisfaction with fresh produce was inconsistency of quality of a product. Schools may not actually receive grade A fruit and vegetables that are specified in the LEA's specifications. Having several nominated suppliers also introduced problems with differing values regarding packaging, costs, or differing standards of delivery vans.

Consistency of good quality produce needed to be maintained and packaged well to prevent damage by harder heavier products. For example, the standards of banana were found to fluctuate. The condition of bananas varies and was proving difficult to maintain a consistent quality with chilled vans, the bananas were found to go black very quickly as a result.

After Sales Service and Price: School meal providers requested increased use of marketing and merchandising material as part of the after sales service.

Pricing Structures: Some parts of the country do not have a problem with getting the children to eat fruit, however, they just cannot afford to buy it. When fruit is provided, it is in limited supplies due to the budgetary restrictions e.g. for 100 children there is only 30 to 35 pieces of fruit.

It was also mentioned that some providers would like to experiment with vegetables such as aubergine and courgettes, but they have not been able to because they are too expensive to fit within the school meal budget.

The budgets are generally tight or fixed in school meal provision. To aid in the control of financial budgets, some LEA's were issuing a ceiling price on fruit and vegetables, to prevent seasonal fluctuations in price exceeding allocated resources causing budgets to be surpassed.

If the Local Authority is considered large, the buying power is greatly improved especially if they contain a great number of large secondary schools. Smaller authorities find that smaller orders affect their contract prices. Because the volumes purchased are so small, special offers are not always offered to schools. An example given of a weekly order was 12 apples/oranges/bananas. Out of 36 pieces of fruit, the children consume a very small quantity unless it is chopped up and put in a salad or jelly or something else. The staff are quite often more likely to eat it.

With the large discounts that can be obtained on dry goods, a packet sponge mix can provide a dessert that costs pence compared with a piece of fruit that may work out considerably more. For example a Banana will sell for 15-16p compared with 5 or 10p per doughnut.

The majority of fruit and vegetable suppliers are required to service a large number of schools in one go therefore distribution costs are high. Distribution costs will be disproportionate to a company that perhaps provides frozen vegetables once per week or once per fortnight.

Give and Take Relationship with the Supplier: The size of the contract is thought to be a big incentive to the supplier, especially those containing a number of large schools. The volume of fresh produce required will subsequently be higher than in the smaller schools. The LEA contract is therefore sold as a whole authority to encompass all sizes of schools under their control.

The relationship with the supplier is of great importance, providing a mutual understanding of what both parties' requirements are.

In some cases, a real partnership develops where a supplier wants to spread the business in the country using the schools as a base. Prices have to be negotiated to win the contract. But consequently the arrangement enables the supplier to develop the business elsewhere.

The provider did mention on a few occasions that they would welcome a more proactive approach, for example, if plums are in season or available at a good price to let them know. It could be argued that a school meal provider should know which fruit and vegetables are in season.

Size of Fresh Produce Suppliers: As specifications become more detailed, the use of more formal contracts are required. Large distributors such as Pauleys are used. The 'better' service is more expensive and not all service providers have stayed with them. Instead, LEA's select their own catering wholesaler to supply pre picked goods and utilise a smaller distribution company who can offer the same standard of service for supplying the schools.

Only one supplier is used in some cases, as a consequence, fruit and vegetable suppliers are expected to service a large number of schools if they take on a LEA contract. Because of the nature of the goods, fruit and vegetables have to be delivered at least twice per week and hence the distribution costs tend to be high relative to the size and number of the orders.

Location: It was sometimes thought that physically getting the fresh produce to some schools was a problem due to their location.

6.9.2 Degree of Satisfaction With the Service

There were a great many satisfied buyers who commented on the relationship that they had with their supplier and vice versa. In general the LEA's were happy with the service, however, it is the changing needs of their customer and budgetary influences that are having an affect, on the quantities purchased and the type of produce purchased.

If there is dissatisfaction with the service, then the reasons need to be identified as to what actually stimulates the search for a new supplier. Various reasons were listed in Hill & Hillier (1986) regarding the degree of satisfaction with a product or service; these were used to guide the next section and listed common reasons for changing a supplier.

Changes in products required: Convenience is a main reason for the selection of frozen and or tinned fruit and vegetables over fresh produce. It helps keep staffing costs to a minimum, requiring less time to prepare and cook the produce and requires less skill.

Where equipment is old or tired, these convenient products only require equipment to cook, not prepare. Adding to these factors the demand is not there due to other tempting snack choices on offer.

Financial Savings: Cost of the fresh produce, delivery and volumes encountered all have areas of possible savings in them. Comparing fresh produce with tinned or frozen, the latter provides a way of controlling waste. Firstly there is no waste from preparing the produce, there is also greater control to either cook a bit more if required, or if any frozen vegetables are unused, they have a longer shelf life by storing in the freezer until the next time. There is little fluctuation in the price of frozen vegetables and the quality of the product is predictable. Discounts/rebates may be requested if spend exceeds so much per annum.

Delivery: A new supplier may offer greater flexibility of delivery times and frequency of drops.

Quantity: Depending on the quantity purchased the buyers may expect discounts. Larger suppliers can often accommodate these discounts more easily than smaller business in order to gather more business.

Improved Service Benefits from Alternative Suppliers: The following items are not necessarily enough to switch suppliers, but if terms and conditions cannot be matched or rectified, the buyer may be forced to source another supplier.

After sales

- More Promotional material provided
- Fruit provision for a promotion
- New invoicing facilities, to cut down on administration.
- Inform buyers of special offers and prices
- Start selling/delivering other products e.g. bread/meat
- Deliveries on time
- Deliveries at a certain time.

6.9.3 Other Purchasing Arrangements

Other purchasing arrangements exist within school catering. The schools can either purchase direct themselves by selecting their own supplier or purchase through a consortium. The bursars association can engage a purchasing company or the schools can buy direct through a buying consortium or group. Finally, a catering contractor may run the school meal service and will therefore have nominated suppliers. A purchasing group enables a group of schools to obtain a better buying power because of the larger volumes involved. Grant Maintained schools were the purchasing groups main customers but now, through Fair Funding, the market is becoming more open.

7.0 Other Catering Provider and Purchasing Arrangements in the School Meals Industry

7.1 Contract Catering

Contract Catering has been defined by the British Hospitality Association (2000) as 'food service management where the provision of meals is not the primary activity of the organisation on whole premises meals are being provided.' A list of names and addresses of the main contract caterers is provided in Appendix 16.

In the *Supplier Opportunities in the Food Service Sector Report* (IGD 1996), the cost sector of the contract catering industry was classified and described as contractual companies who do not make a profit. The organisations are normally Government owned institutions and in some cases the consumer does not pay for the meal. Contractors will either be contracted by the LEA or directly with the school. Five reports (IGD, Keynote, Mintel, MTI and the BHA) were found regarding school meal numbers and outlets and could be used to show trends and estimate the level of demand.

The figures varied between each of the reports, but only marginally. The most recent report found was that compiled by the BHA in 1999, but did not break down the stated schools into all of the different categories of schools.

Table 12. Number of Contract Catering Outlets in Educational premises:

Type of Outlet	Number of Outlets		% Of total types of contracts catered for within the industry		Meals served (millions)		%	
	1999	1991	1999	1991	1999	1991	1999	1991
STATE EDUCATION								
State Schools	4572				132		16.3	
Further Education/Higher Education	433				90			
Total	5005	450	28%	4.3%	222	33	16.3	5.0
Independent Schools and Private Nurseries	597	620	3.3%	6.0%	93	81	6.8	12.4

Source: Adapted from British Hospitality Association Contract Catering Survey, 2000

The BHA survey did not break down the figures of the type of state school. However, it indicates how the contract catering industry in state education has grown from 4.3% in 1991 to 28% in 1999. Within the school meal sector, contract caterers are increasing their share of the market. In 2001 LEA's In-house providers have 62% of the business and 38% of LEA's are run by the contractor (LACA, personal communication 2001). These figures could not be split further between Primary and Secondary Schools, they had to be taken as LEA's as a whole. This should not pose a threat to the fresh produce industry as purchasing departments tend to be centralised. So any marketing material can be sent direct to a head office.

The Cost Sector: *The UK Catering Report (1998)* classified the Cost Sector industry as covering Contract Catering, Education, Healthcare, Services/Welfare, Travel and Civic Catering. The report mentioned all of these in detail however those of relevance were Contract Catering and Education. The sector is concerned with providing a service rather than making a profit (MTI 1998).

As decreased budgets occur within the Local Education Authorities, there has been an increased use of Cost Sector Caterers. Local Authorities have looked to the contract caterers to take over catering provision, especially in the school meal sector.

The *UK Catering* report (IGD 1998) also mentioned the trend in the industry of smaller business such as Chartwells being acquired by the larger players such as Compass, examples have been compiled from various sources, see below.

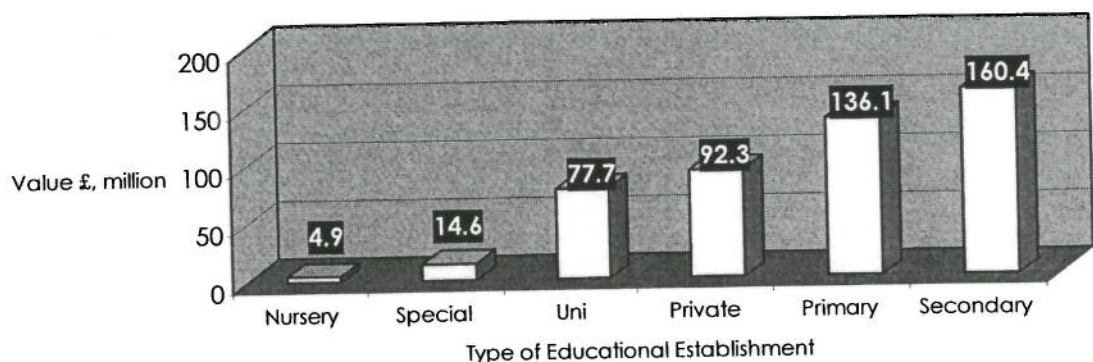
Table 13. The Main Contract Caterers for the School Meal Industry Showing Mergers and Acquisitions:

Educational Contractor	Acquired by
Chartwells	Compass
Gardner Merchant (Amalgamated with Sodexho)	
Aramark plc	
Initial Catering	
Baxter & Platts	Fairfield Catering
Pabulum	

Source: Adapted from Mintel 1998, MTI Dewberry Boyes 1998, Personal Communication 2000)
(A list of addresses and contact numbers are available Appendix 16)

The *UK Catering Report* had a detailed breakdown of, for example, potential value of the education sector, number of meals served, breakdown of the state education sector into nursery, primary and secondary schools and demographic trends. However, due to the lack of comparative data, these figures should only be used as a guide.

Figure 21. Value of the Education Market by Sector, 1997:

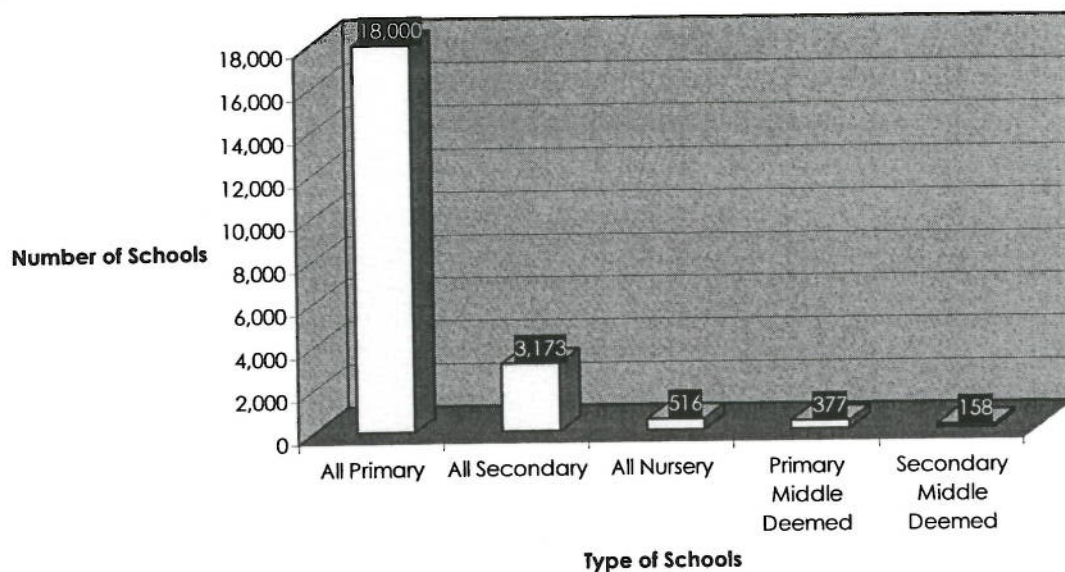


(Source MTI/Dewberry Boyes 1998)

Although there were many more primary schools compared to secondary schools in the UK (see figure 22). The actual value of the primary education market is lower at 136.1 million.

As a total the state schools amount to 90% of the total educational establishments, with the Colleges and Independent schools making up the remaining 10% (Figure 22). A detailed analysis was provided by LACA 2000 and is provided in Appendix 17

Figure 22. **Numbers of Educational Establishments:**



(Source: LACA 2000)

7.1.1 Purchasing Arrangements Within Contract Catering

A contractor requires the kitchen staff to purchase through their own nominated suppliers, which increases control. For contractors the purchasing arrangement can be quite lucrative. Due to the fees arranged. For instance: A statement discount – (which is the only discount that is auditable) and a rebate given at the end of the year (which is a loyalty discount). These two discounts can be manoeuvred between the two with the statement discount being hidden in the over-riding discount.

The larger contractors can chose to use one main catering distributor to deliver everything. An increase in the use of frozen foods enables the delivery to be made at any time of the day and using one distributor, there is only one invoice, which is much easier to process. Especially in an in-house situation when a bursar or a head teacher is the person who processes and pays the invoices.

The success of school meal provision in a school can be dependent on minor issues for example the length of the lunch break or the number of pupils.

7.2 In-house Selection of a Supplier

In some situations, schools selected their own supplier. Telephoning and obtaining quotes or by sending an enquiry to a number of suppliers and then the various quotes are compared. They may vary, however, according to the various discounts included. In some arrangements, there are one or more suppliers selected to serve a contractor or school.

It can work to both parties advantage, e.g. there maybe a competitive advantage and a choice if the right product is unavailable or not of a satisfactory quality.

8.0 The School Meal Service

8.1 The Provision of School Meals In Schools

School meals are provided using a number of different meal systems. The arrangements described here were those used by the primary school sector of the LEA's interviewed.

Cash Cafeteria: These are found mainly in middle and secondary schools. It is down to the children as to how wisely they select to get a balanced meal. With society taking less time to eat, the need to 'eat and go' is greater and coincides with many of the activities/clubs taking place at lunchtimes. To sit down to a meal is time-consuming, especially if queuing is an issue. Some schools offer 2 systems: The first to pay up front for a cooked meal or bring money in for a cafeteria system. The cafeteria option is popular because it saves parents making packed lunches. For £1.00 per day a child can purchase a hot snack item such as a hot dog, chips and sausage rolls for instance that they can eat in the playground. They are quick, cheap, easy to prepare and purchase from the dining room.

It was thought that the primary school meal service would go increasingly over to a cafeteria style. The increase in snack items could restrict the use of fresh fruit and vegetables in the service because fresh vegetables are more commonly associated with a conventional plated meal.

Part Cash Cafeteria: The first course is provided as a set meal at a set price. The second course is paid for daily and paid for separately.

Set Meal Service: The set meal service is more commonly found in Primary Schools, where children may have a choice of one or two dishes from which to select. The meals are prepaid weekly or monthly. Some authorities have separated out the cost of the dessert from the main course, to enable the child to choose between yoghurt, fruit and a hot dessert. The overall cost of the set meal to parents is reduced and has the added bonus to be able to offer some choice to the pupil.

The return of the plated dinner was mentioned several times as a means of controlling price and also what the child eats providing an important method of control with the re-introduction of the nutritional guidelines. By reducing the choice suggested that it would ensure that the child has the greatest opportunity to consume what is stated in the guidelines. One LEA was looking at providing three set meals per day (a), (b) or (c) option for example, if a child chooses menu (a), (b) or (c) then they get a complete set balanced meal. Developments like these have the potential to increase fresh produce demand.

QUOTE FROM THE INDUSTRY

'There is a choice in some primary schools, but there will be a significant move to a single choice to provide control to a balanced diet. If you do a single menu, the balance is fine. Bring in choice, balance goes, and therefore lose control.'

The Packed Lunch: The packed lunch provides another accepted alternative. Consumption of packed lunches increase in the summer, when children want to go outside and play. In the winter, the hot meal is more popular. The packed lunch can either be provided by the school or by the parent. The school meal provider has the potential to offer more control over what is put in a packed lunch nutritionally. On most occasions a piece of fruit or a fruit juice is added to these packed lunches. Comparatively there is no control over what is included in the packed lunch by the parent.

Not providing a meal-service saves the school a lot of money and space and maybe more appealing to some heads of schools. It has been mentioned by some of the interviewees that the delegation of the school meals budgets may become a threat to the existing meal service. Several LEAs are already only providing a sandwich lunch for children eligible for school meals and have been for some years, for instance Buckinghamshire. The schools in the counties no longer have a kitchen or a dining facility thus, children are consuming their lunches at their desks.

Increased use of the packed lunch could lower the demand for fresh produce by schools, with vegetables not required to accompany the main meals.

8.2 Menu Planning

The person who decides what to put on the menu can often be a chief individual to target. They are major influencers regarding what type of fruit or vegetable is used. If sweet corn and baked beans feature frequently on the menu, then this immediately cuts out the fresh produce industry. The next challenge was to try to identify exactly who compiled the menus.

The people involved in deciding on the menu content varied considerably between each LEA. The specifications for the menus are sometimes laid down by the council and can be fairly prescriptive; the contractor then works to that standard. On the other hand, quite often, the contractor drew up standardised menus and the supervisor could alter it to best suit their customer. The area manager would then agree any alterations. If the contract and client arrangement was split then the contractors issue the client with the menus and the client will approve them. In the 'split' arrangement, the client has the final say as to what is on the menu.

Some school meal providers involved all parties from catering manager to children to select what featured on the menu.

Several LEAs are finding that running the same menu cycle in every school is no longer providing the service that pupils now want. The catering staff are talking more to parents and head teachers and involving the staff more. New menus are developed to suit the school and pupil 'type'. LEAs in different catchment areas try to offer the foods that the children will eat.

There are many school meal systems available and many schools are currently undergoing change because of Fair Funding or as a consequence of removing subsidies (Northern Ireland). Some school meals are still subsidised in England, but these subsidies were described as minimal when mentioned.

8.3 The Price of a School Meal

The average price of a school meal was £1.39 in 1999 according to the 1999 Local Authority Catering Association School Meals Survey. The survey was based on 1200 telephone calls to school children and parents. In the same survey it was found that 66% of children eat school meals, 58% out of the 66% saying that they eat a school lunch everyday (Caterer and Hotelkeeper 1999).

In order to maintain the school meal service LACA was advising the LEAs to go for nil subsidy for their school meal provision to maintain their competitiveness (Moore et al 1996). The removal of subsidies has increased meal prices in some areas and some LEAs in mainland Britain have already removed all subsidies, similar to N. Ireland. The price increases could effect the numbers of children purchasing school lunches and hence influence the demand for fruit and vegetables.

8.4 The Use of Vending Machines in Schools

The use of vending machines and tuck shops can be seen as a potential threat to the fresh produce industry. The head teacher often controls vending machines and the profits from them go back to the school. Vending machines can also lead to unhealthy eating habits. The confectionary or drink vending company sometimes supply the vending machine free so that they can sell their own products within it. However, by placing fruit in both these areas could create potential additional selling points for fruit and vegetables as snacks.

QUOTE FROM THE INDUSTRY

'Vending is not evil' – Fill with healthy products, subsidise healthy with unhealthy. E.g. milk with coke.' (Jo Harvey 2000).

Although fruit could be regarded as the ideal nutritious snack with very little packaging therefore minimising the creation of rubbish, fruit is unfortunately not regarded as such. Hence the need to develop a snack 'version' of fruits and vegetables such as the carrot snack packs now available that could be placed in vending machines and eaten at any time. That can imitate the snack appeal.

9.0 The Head Teacher Role in the School Meals Process

The head teacher's role in the school meal process was more of a disciplinarian in the dining halls. They had little control over what is put on the menu. It can have its problems:

QUOTE FROM THE INDUSTRY

'Pure fruit juice was put on because I didn't like the pops that the LEA were putting on. Because it was full of 'e' numbers and totally contrary to what we are telling the children in the classroom about what is a good choice.'

Despite comments like these it was felt by most head teachers that not having a school meal facility at all, would put the school at a distinct disadvantage.

There are many individual initiatives being carried out by schools. Some schools purchase fruit from the local market, and a member of staff co-ordinates it all. The children pay for a piece of fruit at break time. Another example is the Smart Snack Scheme. It is an award scheme, judged annually by dental associations. 150 schools take part out of 300. Letters are sent to parents who are advised that the children should not be provided with sweets or crisps at school. Schools who are not partaking in the scheme are saying that they are situated in rural areas and it is very difficult to get a good supply of fresh fruit and vegetables. The fruit and vegetables are very expensive for the parents to buy so they are looking into the possibility of the school buying the fresh produce and the school children purchasing from the school. The school would get the fresh produce at contract prices and sell it straight on to the children. Some people may live a long way away from a supermarket, so they are relying on small village shops, where quality may not be as good. Providing fresh produce to purchase at school can give them an alternative and would make it easier for schools to join the scheme. There was parental objection for 2 reasons:

- 'Can't get the fruit'
- 'I will decide what my child will eat.'

Parents sometimes created resistance when the school wanted to implement a new policy such as no confectionary at break times. The parent felt it was up to them as to what their children ate.

Other promotions were tied into either the LEAs or working with the Health Promotion Agency e.g Give me Five Promotion.

National Schools Meals Week provides passports and stickers that pupils can redeem for a swim. Incentives such as the 'Clean Plate Awards' provide prizes for children who finish meals.

The Healthy Norfolk 2000 scheme enabled schools to enter and compete for an accreditation to be given to schools resulting in the school receiving extra fruit. The County Council laid down criteria and standards and the schools had to meet these in order to gain the official approval.

Other sources of information obtained by head teachers regarding health were sought from the Local Authority and Health Promotion agency.

An example of some of the information that can be obtained is for the Head Teacher to pro-actively send off for literature packs from commercial food companies. Project packs with 'fun things' for children to do and lots of information were also considered useful. Nutrition Education Agencies e.g. BNF, BHF are all good sources of curriculum based information. Further sources are available from the DoH and Government websites. For example, the DoH has an educational link advisor project, to make available health experts to visit schools. Doctors and nutritionists give lessons on how to eat healthily and why it is important to eat healthily.

10.0 The Implications of Fair Funding to the School Meal System.

The general response from most of the parties interviewed towards the effect of Fair Funding on the school meal service was not particularly optimistic, however, within the primary schools it was thought that they would stay with LEA's. Although some did comment that it was still too early to really know what the implications would be. The process of Fair Funding in Wales and Northern Ireland is not an option in primary schools.

In the *Mintel report* (2000) Fair Funding was reported as possibly having a profound effect on school catering. A Government consultation document was submitted in May 1997. It was thought that the smaller schools might join and form consortiums in order to be appealing to the contractors.

A major concern was the transfer or reduction of budgets away from school meal provision by the school governors to other areas e.g. books.

Some of the main comments from LEA's, Schools and Suppliers are summarised below:

Comments From School Meal Providers: The LEA's are concerned about the schools moving away from their own Direct Services Arrangement. To either contractors or the schools own in-house arrangement. The schools that are opting out are said to be the ones with subsidies, so that the subsidy money can be more accessible to the school. Generally primary schools were tending to stay with the Local Authority arrangement for the moment. The reasons given were that schools might not quite understand all the complexities and do not have the relevant experience or have the resources to carry out the service themselves. This could work to the suppliers' advantage by preventing further fragmentation of the chain and enables any marketing strategy to be directed at whole LEAs that encompass a number of schools, rather than needing to target individual school meal providers.

A number of schools still do not know what the funding is going to be; therefore it ties them to the LEA for a bit longer. The kitchen equipment would be the responsibility of the school as well and is causing concern, due to its age and condition. If equipment is not replaced this may have an impact on how pre prepared fresh produce will need to be. If the money is not available in the budgets to replace cooking equipment, a natural development as a consequence, may then lead to the schools opting for a packed lunch service.

Standards of provision are also of concern, where a sandwich meal can be made to meet the new nutritional guidelines. There is a risk that schools may opt for a sandwich service. Kitchen space would be released and staffing budgets to spend on other areas within education. When changes have occurred in some areas e.g. Bucks, the process is irreversible because of the expense of re-implementing the facility; the lunch service is lost forever.

Because the Local Authority are aware that schools have the choice to opt out of their service, they are becoming more adaptable to provide the service that the school wants. If there are a variety of services offered, then problems may arise where two schools in very close proximity could be providing a very different service. Offering a meal for a very different price and a diverse standard of school meal as already observed in some secondary schools.

Schools can be tied into a contract for at least five years and some local authorities would like the contract to be longer especially where they have invested heavily in the meal service for example equipment.

It is also felt by some that the schools may opt to control their own budgets, but equally may end up coming back to the LEA arrangement, it is just whether the LEA's service can survive in the mean time.

It would be difficult for the bursars in schools if the budgets are devolved. Funding catering has to be implemented at the expense of giving something else up.

At a central, LEA level it was felt generally that there would be less administration as a result of Fair Funding. However, at a local level the administration was considered to be more where one invoice would be provided for 30 schools, now there are separate accounts for each. Similarly, for a promotion one scheme would have been used for 50 schools, where as now there is a separate marketing plan for each school and therefore these increase costs to the operator. Each school is a separate account/contract.

QUOTE FROM THE INDUSTRY

'90% will stay with a corporate organisation like our selves. As long as we can demonstrate that we are offering best value. We do this by benchmarking and external questionnaires to prove that we do offer a quality service at the right price.'

Local authorities are looking to reduce the number of invoices that cost time and money to process a natural conclusion would be to use one supplier for all the products entering the schools.

Responses From Schools: It was felt that overall primary schools in general want to stay with LEA arrangements for the moment. Many are of the opinion that they would like to take control of the school meal service, but they do not have the time or resources. Others sense that too much money is spent on the school meal service and should be redirected into other areas of education.

It is generally believed that LEAs present Fair Funding initiatives to schools, as a situation where a buy back from the LEA would be more favourable.

Advantages to schools who opt for a contract catering arrangement is that a profit could be made from the service. It is then in their interest to sell more popular selling items e.g. more chips and less vegetables and having a damaging effect to all the parties involved from a health and a commercial viewpoint. The nutritional guidelines will counteract this to a certain extent.

There has been a suggestion by the Local Authority to group a set of schools together and get a group-catering contract, using a large catering contractor, threatening the smaller caterers.

Generally, there was little advantage of the Fair Funding scheme from the LEA viewpoint. It is felt that the 'good' Direct Services Organisations will stay whereas the 'poor' ones will go.

Responses From Suppliers: The supply chain would fragment even more, if each school starts providing its own service. Suppliers are concerned that they may lose business, if a contractor comes in to run the school with their own nominated supplier. Other suppliers have found that the contractor has changed from their own nominated supplier back to the original supplier who was offering a better service.

A number have not experienced any change when the schools have opted out, because the schools remain with the original supplier. The disadvantage to the school is that it may pay more because the supplier cannot charge a different price for one school compared to those being run and supplied by the Local Authority. The secondary schools that have opted out consume more fruit and vegetables than the smaller primaries, so it can have a big financial effect if these schools go.

It is therefore a time of change and unpredictability where the chain could become even more fragmented than it is already. However, for the time being most primary schools are opting to stay with LEAs.

Fair Funding could be advantageous to contract caterers, in that more schools are more open to contract caterers. However, due mainly to their size and their small orders, individual primary schools are not financially appealing to a contract caterer.

11.0 Conclusions and Recommendations

Due to FPC having a broad membership involving many different types of organisations, it is impossible to make recommendations that would apply to all members'. Their circumstances are so diverse. Therefore it was decided to focus on more broadly based conclusions and recommendations.

It could be said that the general business environment for the fresh produce sector has never been better. Both inflation and interest rates are low, disposable incomes are showing reasonable growth and all major economic indicators are both positive and stable. More specific to the fresh produce sector is the commitment, on the part of the government and health professionals to improving the nutritional status of the UK population in general and children in particular. Since the 1990's numerous government papers and academic reports have expressed the need and the means of improving the nutritional status of UK citizens. The momentum behind this mission has been gathering and is likely to continue, unabated, into the foreseeable future. The most recent initiative of providing free fruit to 4-6 year olds as part of The National School Fruit Scheme, is indicative of this commitment and was just one of the initiatives that were being undertaken in the school meals industry during the period of the study.

Increasing fruit and vegetable consumption is not the sole responsibility of any one industry or organisation. The benefits are at government level (to save long term healthcare bills) down to the supply chain level where the potential to increase sales is considerable. It is recommended that joint promotions be explored with government departments or the NHS to provide posters. Joint promotions with for example Muller yoghurts or Copella apple juice could also be investigated, promoted with a certain fruit. They could sponsor the use of a food vending machine, a juicer or a fresh fruit juice equivalent to 'slush puppies', 'fresh juice slush vending machines'. It will be healthy, but above all it must be 'fun'.

The business climate looks extremely positive for FPC members who are interested in developing their supplies into the primary schools sector. To fully exploit the potential that exists, there needs to be a certain amount of co-operation in developing merchandising material, providing market information, in standardising produce specifications and perhaps terms and conditions of trade.

There is plenty of scope for providing merchandising material, but it needs to be mentioned that there maybe space limitations in a small dining room, any leaflets/flyers potentially could cause a litter problem.

Hence the need to liaise with the schools as to what would be most favourably received. Merchandising has been used by many of the contractors, having a mascot to help endorse healthy choices. Suggestions, for posters, point of sale material and stickers were commonly mentioned with a streetwise, high profile image. Posters were provided from Coca Cola and confectionary suppliers, but very little was provided from the fruit and vegetable industry.

Building Above-the-Line Relationships

It is necessary to develop internal relationships between LEAs, contractors and the suppliers (above the line) as well as external ones with the customer - schools or pupils (below the line). One of the ways to achieve this should be by sharing market information with the school meal provider via a newsletter informing the industry of potential trends of under or oversupply of a certain fruit or vegetable in the market place and special offers. Information regarding trends is readily available from the industry's journals such as *The Grocer*, but the information does not necessarily reach the providers on a regular basis. Other items to include would be topical news, recipes and a summary of what is occurring in the industry. This may relieve the dependence on set price contracts by building trust between the two parties due to the increased openness in the communication channels. Newsletters could also be produced for other parties in the supply chain.

Specifications

Standardising and providing specifications is necessary to provide a bench mark for both parties to work to and therefore meet each other's expectations. It helps to determine the provider's perception of quality and acts to control quality. Likewise, establishing terms and conditions of trade could also be a way of establishing relationships. Each party agreeing to the promises made helps to standardise the service and contribute towards the relationship. It is this reaching of a shared goal that extends this relationship.

Marketing Intelligence

It is virtually impossible to describe the DMU of LEAs in so much that they vary widely in their structure and membership. The LEA's have a highly personalised pattern. The suppliers need to be encouraged to share their information gathered from marketing intelligence between the different traders supplying LEAs.

Due to the difficulty of standardising the DMU to all the school meal provider organisations, using marketing intelligence could be an effective way of collecting whom the decision makers were from around the country from each of the suppliers. Once the database is compiled the information can also be used to inform the provider of future developments and promotions that may be of interest to them. From this study it was determined that LEAs manage the service, but are increasingly driven by the schools. Hence any direct marketing material should be directed at the LEAs, while any Public Relations (PR) work should be directed at the schools to show presence and increase familiarity of fresh produce within the schools.

A strategy could be developed for the provider to give responsibility to the supplier for sourcing their needs and providing solutions. Suppliers to the industry could collect information from visiting their customers and observing the developments that are occurring using market intelligence. The information collected can then assist the providers by the supplier more closely matching their customer's needs and expectations. Marketing intelligence is low cost and can be gathered using a preformatted checklist to fill in. The information can then be entered onto a database so that the customer's needs shall be more closely matched and builds that relationship. Similarly, other information can be collected in this way.

Building organisational relationships is sometimes more beneficial than concentrating on individual relationships. Individuals move on and consequently individual LEA DMU's may change. Between the LEAs there are strong inter-organisation communication channels, thus a secondary benefit of building relationships occurs whereby suppliers are recommended to other neighbouring LEAs.

To ensure that the suppliers are meeting the provider's expectations and requirements, feedback and monitoring needs to be encouraged. Suppliers can also help each other to achieve common goals through shared problem solving.

The use of supply chain management and category management (originating from the retail sector) should be adapted and applied to the school meal sector to encourage openness in relationships. It would involve the school meal providers working closer together with the supplier and the consumer (pupil). As has already been mentioned, the school meal provider is increasingly led by what the consumer (pupil) requires, through SNAGs leading to a change in the type of meal service.

There also needs to be a close working relationship between participants in the supply chain in order that each party achieves its objectives whilst optimising the deployment of each of their resources. The relationship between school catering staff and suppliers has, historically, been strong and positive. This needs to be extended to other linkages in the supply chain. However, as far as any long-term strategies are concerned, the industry is restricted due to the lack of readily available customer and consumer (pupil) information. These include pupil meal consumption figures and accurate figures regarding the amount of fruit and vegetables purchased. This could be easily rectified, if information was more freely available and collected in the first place through information systems. Through the use of cash machines (tills) that itemise what is being purchased. If these are already being used then these records should be immediately and freely available. In this way, even secondary school figures could be used to estimate the level of demand from the school meals market.

To provide more accurate calculations, school meal numbers or fruit and vegetable purchase information needs to be obtained to predict the level of demand. Because there are no recent total meal consumption figures available, a sample of consumption figures for different areas around the UK should be collected. The results could be multiplied to give an approximate figure that may be used to more accurately predict the demand of fruit and vegetable consumption. New calculations should be made to project the level of demand as in the scenario of 1 piece of fruit to be offered to the 4-6 year old age group every day from 2003. Different criteria need to be taken into account, for instance the difference between urban and rural parts of the UK and different socio-economic groups.

The primary school meals market does use a prepayment scheme in some schools for a set meal, so the information may need to come from elsewhere in the industry, e.g. what purchases each school makes. It was not possible to obtain information on fruit and vegetable purchases for schools, even though in the majority of cases LEAs or contractor head offices paid invoices centrally. This information must therefore be available, if only it was accessible. By linking these information sources together, it cannot help but increase the effectiveness and efficiency of the supply chain. If the school meal provider shared plans and expectations with the supplier then the supplier can improve and develop their service. As discussed earlier it is important that a partnership develops and information can be traded to achieve government aims.

Building Below the Line Relationships

It is important to identify the size and trend of the school meals market for 4-11 year olds, to predict the demand and service yield. The demographic projection for pupil numbers in this age group is predicted to decline. There is, however, great potential in the school meals market to increase the level of demand substantially, as the existing consumption of fruit and vegetables and school meals are low.

If more school meals were consumed this should also have a positive effect on fresh produce consumption levels. The school meal provider offers flyers to new intake parents at the start of the school term or at parents' evenings and could be a way of the two industries joining to meet a common goal. To promote the service, and fruit and vegetables, the existing school meal service leaflets could be extended to include fresh produce information to the parents and children. Joint promoting the school meal service and fresh produce should be achieved by extending for example the existing A5, four-page leaflet to a six-page leaflet. Minimal costs would be involved to achieve the flyer and different parties in the chain benefit. Suppliers and School Meal Providers would increase sales and profitability, the pupil may benefit from improved health and the teacher from improved behaviour and attention span of the children.

At the school end of the chain, subsidising the healthier products with the less healthy was seen to successfully occur in vending machines and the dining areas. Fizzy drinks were subsidising items such as milk and juice and this should like wise be used to subsidise fresh produce in a similar manner.

There is currently a narrow range of fresh produce offered. Easy peel citrus fruits such as satsumas and clementines should be promoted which is a more practical fruit for a young child to manage, rather than an orange. Fruits could be introduced through a fruit of the month or season. Instead of having a vast range on offer that may not be consumed without further educational interventions. Using more up to date varieties of apple such as a Braeburn in schools increased sales over the less popular French Golden Delicious. Offering the same variety of fruit, 40 weeks of the year is bound to look monotonous and less tempting to the customer. The provider often offers the cheapest fruit rather than what the child either wants or will eat. Watton Produce has devised the carrot snack pack (carrots shaped into smaller carrots and placed into a sealed bag). The idea should be further developed using other vegetables if the price was right, such as mange tout, baby tomatoes, raw swede or baby sweet corn.

Using fresh produce in convenient packaging could be a way forward for a snack type item that could be placed into vending machines or sold direct.

Fruit such as bananas and some apples are considered too large for primary school children. The way around the problem is to cut up the fruit so that a child can take 2 halves, quarters, a mixture of fruits or by using smaller varieties of fruit. If the school meals industry showed their commitment to using fresh produce over other more convenient foods, then the fresh produce supply industry is more likely to feel that they will invest in developing their products: Growing fruit that is the right size and quality, reliability of supply and improved shelf life all help to reduce costs. Investing and developing the pre-prepared produce market may also be an option.

New Product Development

Taking note of what has occurred in the retail industry. There is increased use of prepared fruit and vegetables as consumers feel they have less time to prepare and portion control. Both these ideas can be applied to the school meals industry. Less staff means less time to prepare fruit and vegetables from scratch. Portion control and pre-preparing fruit and vegetables may be an option to the suppliers that could assist school meal providers.

Two ideas involving product development were mentioned that should be further developed. Fruit was eaten if it was sliced up and provided with a chocolate sauce or similar, this line should be developed using a further range of fruit sauces or savoury dips and ready prepared vegetables.

Adding value to products that could assist school meal providers was felt to be an area where there was plenty of opportunity. Using salad/vacuum packed, mixed packs or stew packs (mixed packs of vegetables). This takes out the labour costs of preparing fresh produce to the provider. Fresh produce may then be more practical to use, within the school meal sector.

Many providers concentrate on developing familiar foods, but using a higher percentage of fresh produce within them. Other providers were introducing the pasta and noodle dishes incorporating vegetables into these. Mixed vegetable packs should be developed to add to these dishes. Preparation of these dishes could be taken further up the chain and prepared in central production kitchens, which can also increase control of quality and ingredients used.

Many members of the industry felt that packaging had a key part to play, increasing fruit and vegetables 'street credibility'. With packaging there needs to be a big emphasis on making it recyclable.

Fruit is quite often forgotten about when it comes to presentation. Here are a few suggestions made by providers:

- Make fruit look fun - a kiwi in an eggcup
- Have fruit on show, not out of sight
- Make displays
- Cut up and present on a plate or bowl
- Provide, good, consistent, quality of fruit.

A policy decision for the schools should be implemented that restricts what the children can bring into schools in the way of drink or snack items (similar to the 'Smart Snack Scheme' that forms part of the school health policy and aims to promote healthy snacking habits). Morning break drinks are restricted to milk or water and or fruit and vegetables. Parents are kept fully informed. In some schools where morning break items have been restricted to fruit only, any waste from the fruit is put on a compost heap and provides one example of linking school food provision with education, perhaps the compost bins could be sponsored, by the council. These ideas are not happening in every school, it is an area that should be monitored and/or actively encouraged.

In order for policies to work, requires the backing of parents. Many of the parties spoken to came up against resistance with parents. The parent was often mentioned as a potential barrier against encouraging children to eat healthily. Information should be sent home explaining school schemes. This identified that work needs to be carried out targeting this group; a start should be focussing on new mums in anti natal classes.

Teaching Aids

There is more that should be done to incorporate fruit and vegetables into the school curriculum using teaching aids. Head teachers recommend any teaching material must be National Curriculum related so that it fits into PSHE, science, or food technology subject areas. Education promotion material is only used if it is in the curriculum map for that time of the year. There is no time to just slot an additional 'bit' in when it arrives in the post. The FPC can locate the curriculum from the Internet. The most suitable time to target schools with educational information that should be used during the following term can be identified building the material into a PR strategy.

Companies should be used to sponsor teaching aids, similar to those carried out by Birds Eye and the National Dairy Council.

Fruit and vegetable educational material can help many parties in the chain. An interactive CD (Similar to one offered by the National Dairy Council) or material that could be downloaded from the FPC website, should be designed as a teaching tool for the relevant Key Stage level using the Food dude concept. It should form part of a teacher's resource pack that contains lesson plans (that can be easily photocopied), along with a CD that contains ideas for projects for key stages two and or three.

For key stage 1 pupils, a more simplified version should be provided about where the fresh produce comes from in the UK, harvesting the fruit and the types of fruits available. Ideas for older children should include research projects on related subjects to the industry. Such as organic fruit and vegetables, health and nutrition, the use of pesticides and cell biology. Computerised board games could be introduced called 'Food Do' or 'Dudo'! – This should be tied into the existing FPC website with education resources, facts and figures for children to draw upon. Further information should be provided on how to arrange visits to markets, growers, and manufacturers. Relating it to health and nutrition and how fresh produce moves down the supply chain.

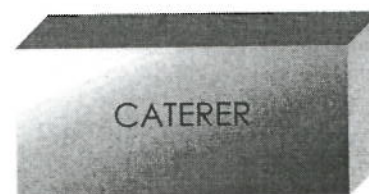
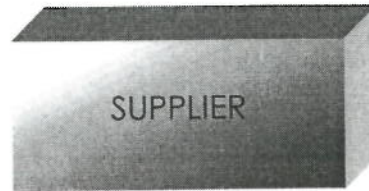
Much development work has been carried out to introduce fruit tuck shops. Some schools have adopted and adapted the fruit tuck shop idea. Some LEAs subsidise the fruit, so that each child has two pieces of free fruit per week or at a reduced price e.g. a piece of fruit is 10p. Alternatively, they include the price of a piece of fruit in the meal price. These are all initiatives that need to be encouraged. Where healthy tuck shops have been used (Wolsey Junior School) there has been very positive effects both with behaviour and academically. Fruit has replaced crisps and confectionary, motivating not only the pupil but also the teacher as classroom results improve. Children were found to be less hyperactive after lunch with a longer concentration span. Fruit was supplied by a local outlet and cut up into halves or quarters, to enable all children to participate.

To the FPC members the fruit tuck shop should increase demand. Fresh produce would require pre-washing (some schools do not have kitchen facilities on site). Information should be provided by the FPC on how to set up a fruit tuck shop for teachers to use with children. There could be a CD with spreadsheets featuring the Food Dudes. The fruit should be purchased through the existing supply arrangement.

Figure 23. Summary of recommendations

ABOVE

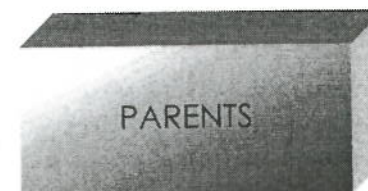
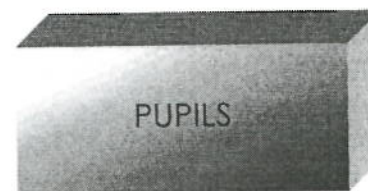
- Joint Promotions
- Produce Specifications
- Terms and Conditions of Trade
- Relationship Marketing (Internal)
- Newsletter
- Marketing Intelligence (Form a database and identify DMU's)
- School Meals Info
- Direct Marketing



- Centrally Purchase Fruit and Vegetables
- Introduce Data Transfer Terms
- Centrally Produce Meals

BELOW

- Posters
- P.O.S Material
- Stickers
- Newsletters
- Packaging
- CD's
- Educational Material



Conclusion

There are a multiple of variables that constrain the level of demand for fruit and vegetables within the school meal industry at all levels of the chain. Currently the demand for fresh produce in the sector for the year 2000 was estimated at just over 20,000 tonnes. If the nutritional guidelines are introduced this is likely to increase to over double with the recommended two portions consumed. If the 50% increase in fresh fruit and vegetable consumption – achieved in the Bangor Project trials could be replicated nationally then the demand per year would be over 3.5 times the current estimated volumes.

The fresh produce supply chain for fruit and vegetables into schools is extremely fragmented. For the foreseeable future, it will gradually become increasingly so with the introduction of Fair Funding (the schools will have the option of receiving delegated funding, and this will increase fragmentation of the chain or remove the school meals service altogether). A way to prevent further fragmentation is for school meal provision to be under one contractor, either using LEA caterers or private contractors. This development would be so radical that it is unlikely to occur. It would require government legislation. Although contract caterers are increasing their market share all of the time it is unlikely that any one contractor will dominate the school meals market completely.

To prevent further fragmentation of the fresh produce chain through Fair Funding, a way forward is to stipulate that all fruit and vegetables should be centrally purchased and should be written into a contract between the LEA and the contractor or school.

As a consequence of the limited choice of suppliers able to handle the size of some of the larger LEA contracts, aspects of Relationship Marketing are forced upon the LEAs and the suppliers involved. Other relationships do not seem to be actively pursued due mainly because of the size of the orders. It does not encourage any form of marketing or partnership building. A suggestion is to link all the wholesalers together forming a network of suppliers, the benefits being an enlarged customer base, more efficient use of marketing/sales resources and volume opportunities. The benefits for the school meal provider should be similar to that of retailers, in that it improves purchasing and use of administration staff and as already mentioned there is a large supplier base.

Invitation-to-tender was the most common form of purchasing process to be found in the sector and is likely to remain so. The implications are to send all direct marketing to LEA's, national contractors and purchasing organisations.

Fruit looks expensive compared to other products such as sponge mixes and jellies where a portion can cost just a few pence to make. This illustrates what the fresh produce is competing against when it comes to price differentials. However, it has a major positive feature against all these convenience products in that fresh produce has considerable health benefits.

The solution, therefore, is to find financial savings elsewhere in the chain. If the provider could predict their requirements in advance then this should help the supplier to estimate the future demands more accurately. This would reduce costs along the chain. The supplier can plan for the demand and schedule distribution more efficiently. The provider should cooperate even further to help plan with the supplier any peaks or troughs expected during the school year and inform them of any promotions.

The introduction of data transfer systems in some LEAs helps to reduce the number of invoices and purchase orders that need to be processed. This assists the school meal provider in the long term. Assistance is certainly required by LEAs in this area. If the amount of invoices were minimised, then a reduction in the number of administrative staff required by the buyer and the supplier would be reduced and payment terms would be reduced. Taking costs out of the chain that could be reinvested elsewhere, for example promotional material.

Fixed price contracts may offer the purchaser stability by knowing the price of fresh produce consistently throughout the term or year, but it is a more expensive way of operating. Fluctuations in prices still have to be balanced somewhere and may generate additional costs to the supplier. To secure against these losses, fluctuations in price have to be allowed for in the initial contract price and therefore the initial price is higher than it needs to be. A future strategy could be for LEAs to join the FPC as a member and instead of receiving discounts from each supplier. The supplier could pay a small levy to the FPC out of the money allocated for discounts. The revenue generated from these two sources should pay for promotional and or educational material that endorses the school meal service as well as fruit and vegetables and therefore increases sales for both parties.

The inevitable retention strategy, discounting, that occurs between the provider and the supplier should really be looked into more closely. All discounts appear to do is make the prices of fresh produce artificially high and could be a contributory factor that detracts from their use and purchase within the industry.

Unfortunately as discounting provides a source of funding to school meal providers in a non-profit sector it is unlikely to cease.

Current Initiatives

There are many initiatives ongoing throughout the country at all levels of the supply chain. To maximise efficiency all these different ideas and energies should be combined to form a national message. They are all brilliant ideas in their own right but somehow they need to be pooled and combined to increase the benefits to all children that arise out of each idea. The FPC website could be a site to publicise the current initiatives, to have a 'bulletin board'. There should be different sections on the website to place information specific to school meal providers, suppliers or schools where people can also source contacts. The website would therefore act as a central point of communication linking the other parties.

Fruit promotion weeks: strawberries in Wimbledon Week and English Apple week should be linked in with the Focus on Food Campaign supported by Waitrose that conducts healthy eating road shows. The purpose of the visiting bus is to raise awareness and educate the pupils' tastes.

Tasting/Educational days are a good way to introduce children to what a fruit such as a pineapple looks like in its whole form and then chopped up for the children to try. It has been found that children are more likely to try fruit and vegetables in an educational environment where they know they attend to learn new ideas.

Special weeks are used as promotional weeks in conjunction with a fruit and vegetables supplier. Tasting days were mentioned frequently as a way of educating the children. With some suppliers providing the free fruit for the promotion. More unusual fruits are used and the supplier offers these at a special price for those weeks; for example Fun with Fruit Week and 'Veg Out Week'. Communication would need to occur between the supplier and school or LEA to discuss the best weeks for both parties. If these special days were organised during set weeks throughout the year. Then the supplier has more time to plan and negotiate prices and co-ordinate a box containing posters/leaflet and

the fruit or vegetables. There should be a 'national Food Dude Day' where each child could bring a piece of fruit of their choice.

Another example in merchandising is the fruit cart, which formed part of a whole school project. Some children were buying fruit to take home because it was unavailable there. Children were involved in helping to promote the fresh produce on the cart. Some of these suggestions could be easily put into action in other schools.

Ideas such as preparing fruit requires a little more thought to make it feasible and is an area where the fresh produce industry should perhaps assist. Pre preparing fresh produce and packaging in a resealable pack would be an example.

A local theatre company was used to produce a play on healthy eating and the play was going to be rolled out to all schools. The pilot shows produced a positive reaction from both staff and children. Using the theatrical approach was found to be a successful way of reinforcing the healthy eating message (Parker 1997). Similarly this is an idea to extend or launch the 'Food Dudes' concept.

Competitions and prizes should be devised related to fruit and vegetables and tied into taste sessions or theme days or weeks. It provides a goal and a feeling of participation on behalf of the pupil.

During 'Take 5' weeks, in some cases posters were designed and sponsorship for the print came from companies, not necessarily related to fresh produce at all, ironically from companies such as McCain's. Their motives were not necessarily to providing health-reaching benefits to children, instead, the benefits to them were the increase in sales of their products that occurred because more children would eat in the restaurant during the 'Take 5' weeks. This was a good idea, but sponsorship should be sought from a more appropriate supplier.

Regional groups of LACA have devised a 'Take 5' marketing pack, compiled by the Local Authorities because there was no other fruit marketing board available to produce the set.

Other recommendations

An idea should be developed using the concept of stickers found on branded fruits. The sticker could be developed to provide a collectable sticker with the food dudes logo or 'stars' from the Food Dudes Video on them. A child can then accumulate the stickers onto a card and save up for a gift. Stickers in general were thought to be a good incentive, to hand out at any stage.

Although not within the remit of this study, free fruit in schools is a significant development and should have a considerable impact on consumption levels. To contribute to this a recommendation has been put forward for a possible supply route for the free fruit. An idea would be to have a website, that schools contact and enter the quantity of fruit they require. Another suggestion would be for the parent to register their child directly. Any member of the industry could tender for the actual distribution and co-ordination of the website for example supermarkets (an extension of the home delivery service) – increasing their buying power of fresh produce and utilising central delivery points.

The financial implications of employing some of these ideas could be enormous a way around this problem could be to adopt the concept of 'clusters' of National promotions should be used around the country. Again this is an idea from the retail industry, where a central body devises the national promotions and instead of sending it out to all suppliers or all school meal providers or all regions (depending on the promotion) at the same time. The promotion should instead move from one 'cluster' to another. Therefore one set of promotional material is used for longer, gradually being released into the industry saving production resources.

APPENDICES



Appendix 1

Healthy school lunches for primary pupils

Guidance for caterers on implementing national nutritional standards

What are the standards for lunches for pupils aged five and above in primary schools?

National nutritional standards use the food groups in *The Balance of Good Health*. This shows the types of food, which make up a healthy balanced diet:

The law says that a school lunch for pupils aged five and above in primary schools must meet the following requirements:

- Starchy foods such as bread, potatoes, rice and pasta.
- Every school lunch must contain a portion or portions of food from this group.
- You must not serve chips, roast potatoes or other fried potatoes more than three times a week. On days when you serve one of these items there must be something else from this food group which is not chips, other fried potatoes or roast potatoes.
- You must serve rice at least once a week.
- You must serve pasta at least once a week.
- Fruit, vegetables and salad.
- Every school lunch must contain at least one portion of food from this group.
- Baked beans must not be served as a vegetable more than once a week.
- Pies, casseroles, stews and other composite main course dishes must contain a minimum of half a portion of vegetables per serving in addition to a separate serving of vegetables.
- Pies, crumbles and other composite fruit dishes must contain at least one portion of fruit per serving.
- Fresh fruit, fruit tinned in juice or fruit salads must be served at least twice a week.
- A fruit-based dessert which provides at least one portion of fruit must be offered every day.

Potatoes (including sweet potatoes) and yams

	Recommended portion size for 5-7 year olds	Recommended portion size for 7-11 year olds
Mashed, boiled, croquettes	84g	98g
Jacket	112g	170g
Chips, roast, other potatoes cooked in fat eg jacket wedges and processed potato products	70g	84g

Offer mashed, new, jacket, boiled and baked potatoes or yams as alternatives to chips and on chip-free days.

Fruit, vegetables and salad

Fruit and vegetables can be fresh, frozen, canned, dried or in juice form.

Fruit, vegetables and salads provide vitamins, minerals and fibre.

People should eat at least five portions a day.

The law says

- Every school lunch must contain at least a portion of food from this group.
- Baked beans must not be served as a vegetable more than once a week.
- Pies, casseroles, stews and other composite main course dishes must contain a minimum of half a portion of vegetables per serving in addition to a separate serving of vegetables.
- Pies, crumbles and other composite fruit dishes must contain at least one portion of fruit per serving.
- Fresh fruit, fruit tinned in juice or fruit salads must be served at least twice a week.
- A dessert which provides at least one portion of fruit must be offered every day.

Good practice

Serve the recommended portion sizes.

Be generous with foods from this group. Work towards serving two portions of vegetables, salad or fruit with every lunch.

If using fresh fruit and vegetables, remember that using produce in season is cheaper. Vegetables are often cheaper than fruit.

Serve a variety of foods from this group over a week.

Be creative so that you find ways of incorporating vegetables into dishes, which are acceptable to your pupil customers.

Vegetables

	Recommended portion size for 5-7 year olds	Recommended portion size for 7-11 year olds
Peas, green beans, sweetcorn, carrots, mixed vegetables, cauliflower, broccoli, swede, turnip	56g	70g
Cabbage, spinach, spring greens and other leafy vegetables	42g	56g
Baked beans	70g	84g
Tinned tomatoes	70g	84g

Offer a variety of fresh, frozen, canned and dried vegetables. Vary the choices between root vegetables, green leafy vegetables and salads.

Cooking vegetables with the minimum amount of water helps to prevent vitamin loss.

Do not add bicarbonate of soda when cooking green vegetables. It retains the colour at the expense of vitamins.

Some vegetables can be served raw as part of salads and with dips.

Steaming vegetables helps to retain nutrients, keeps them crispy and full of colour, and avoids added fat.

Try poaching or steaming mushrooms and onions instead of frying them. Add lemon juice or Worcester sauce to the poaching liquid for extra flavour.

Incorporate vegetables (such as tinned tomatoes or baked beans) into meat dishes such as casseroles, lasagne and shepherd's pie, but avoid adding vegetables in high fat sauces (such as creamy mushrooms).

Serve baked beans as a vegetable on a day when you have not extended a meat dish with beans.

Dark green leafy vegetables, broccoli, peas, green beans and canned mixed vegetables contain iron. Try to serve iron-containing vegetables at least twice a week.

Cauliflower, broccoli, dark green leafy vegetables, green beans and peas contain folate. Dark green leafy vegetables, broccoli, baked squash and peas provide some calcium.

Soups can be a good low fat snack and they can be hot or cold.

Remember that spaghetti hoops and other canned pasta in tomato sauce should not be counted as a vegetable. They should be counted as part of the bread, other cereals and potatoes group.

Salads

	Recommended portion size for 5-7 year olds	Recommended portion size for 7-11 year olds
Coleslaw	28g	42g
Salad vegetables	42g	56g

Salad bars are often very popular. Offer a choice and use a combination of traditional salads and raw vegetables such as crudites and coleslaw and even fruit and nuts to vary the taste, colour and texture.

Try offering the components of a salad separately and allow pupils to select the items they prefer.

Serve them 'undressed' where possible.

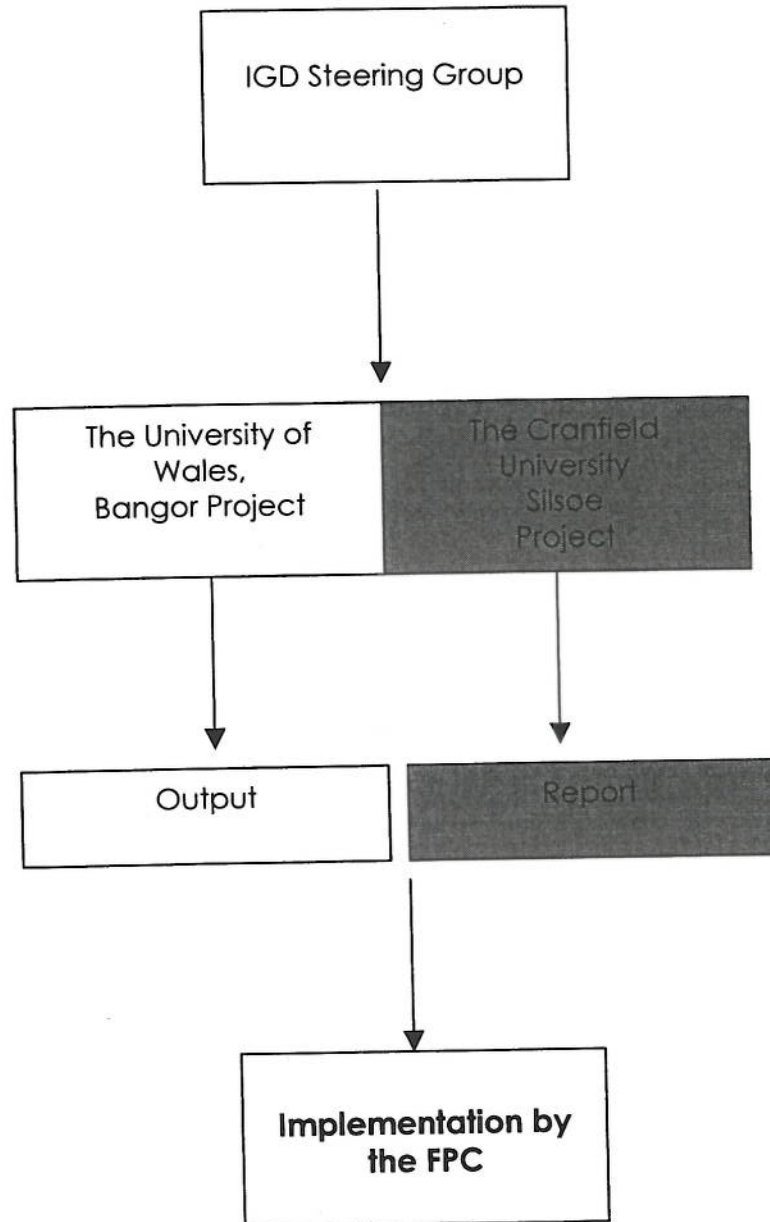
Fruit

	Recommended portion size for 5-7 year olds	Recommended portion size for 7-11 year olds
Apples, pears, large bananas, oranges	50g (about half a fruit)	100g (about one fruit)
Nectarines etc, small bananas	50g (one fruit)	100g (two fruits)
Soft fruit: plums, strawberries	56g	70g
Stewed fruit: apple, rhubarb, gooseberry	56g	70g
Fruit salad	70g (at least 80% of the weight should come from fruit)	84g (at least 80% of the weight should come from fruit)
Fruit tinned in juice	70g (at least 80% of the weight should come from fruit)	84g (at least 80% of the weight should come from fruit)
Fruit juice	200ml	200ml
Dried fruit	28g	42g

Source: Dfee 2000

Appendix 2

Organisation of the 'Healthy Eating at school' Project. Based on the Following Structure



Key:



Of relevance to this project

Appendix 3

Cranfield University, Silsoe Project Research Brief From the FPC

At the same time as researching the demand associated challenges relating to consumption, the produce Sub-committee has also considered the supply associated issues relating to the availability of fresh produce in schools.

The Sub-committee has concluded that it would be appropriate to sponsor a MSc by research at Cranfield University, Silsoe. This research project would report upon the supply chain issues affecting fresh produce availability in schools.

Project Aim:

To research and make recommendations for improvements to the supply chain used by schools.

The scope of the project will cover:

- A quantitative description of the current supply chain including:
 - Numbers and age profile of children;
 - The number and location of schools;
 - The location of local authority schools catering departments;
 - A description of the supply chain linking wholesale markets, local authorities and schools;
 - An assessment of the volumes and values of fresh produce currently consumed in school.
- A description of the current purchasing arrangements utilised by schools and local authorities.
- An assessment of the likely impact of government plans to devolve budgets from the local authorities and empower schools to be responsible for their own purchasing decisions.
- To make recommendations on improvements to the supply chain that will enable schools to satisfy an increased demand for fresh fruit and vegetables at an appropriate quality and price.

The anticipated report from the Silsoe project will provide a detailed understanding of the current supply chain to schools together with recommendations for its improvement. This will create an essential platform upon which to construct an effective implementation programme for the Bangor project.

Appendix 4

Database Source:

Names	Sites	Type of Information
BIDS ISI Social Science Index	www.bids.ac.uk	Abstracts
Proquest ABI/INFORM	www.umi.com/pqdauto	Abstracts, Periodicals Newspapers
Infotrac	http://infotrac.galegroup.com/itweb/cran_its	Whole articles/ Abstracts
MCB Emerald Library	www.emerald-library.com	Full Text Articles
Directory of Thesis	www.theses.com	Abstracts from theses 1970 -2000

Secondary Data Sources:

Objective Topic	Information Gathered	Organisation	Resource	Website addresses
Demo graphic information	A wide selection of Demographic information	Dep't of Education Northern Ireland		www.deni.gov.uk
		National Assembly for Wales		www.wales.gov.uk
	List of UK SCHOOLS			www.schoolsnet.com
	Statistics/ Population trends	Office of National Statistics		www.ons.gov.uk
	Free school meal no's	Scottish Executive		www.scotland.gov.uk
	Projected Population	General Register Office for Scotland Dfee		http://wood.ccta.gov.uk www.dfee.gov.uk http://www.gad.gov.uk http://www.ons.gov.uk
	School def'ns	BBC	Croners 1999	http://news2.thls.bbc.co.uk

Purchasing Procedures	Purchasing Organisations	Eastern Shires Purchasing Organisation Yorkshire Purchasing Organisation Dfee		www.espo.org/abotram/abo.htm www.dfee.gov.uk
Decision Making Unit	Procurement Process	Dep't of trade and industry		ww2.dti.gov.uk/about/procurement/procure1-2.htm
	Legislation			www.hmso.gov.uk
	Caterers/statistics	Hotel Catering and Institutional Management Association British Hospitality Association Local Authority Catering Association Mintel International Group Snapshots Keynote	Library	http://www.hcima.org.uk http://www.bha.org.uk www.laca.co.uk http://sinatra2.mintel.com/sinatra/mintel/search fil:/f/snapshot/uk/uk-conca.htm http://193.133.118.9/keynote/cd/HOME/dcrup7.htm
Supply Chain	Education	Health Education Trust MAFF Fresh Produce Consortium Institute of Grocery Distribution Fresh Produce Journal National Farmers Union		www.maff.gov.uk www.freshproduce.co.uk www.igd.org.uk www.nfu.org.uk
Fair Funding	Statistics	Mintel Dfee Individual County Councils		http://sinatra2.mintel.com/sinatra/mintel/search www.dfee.gov.uk

Appendix 5

ID No: County:

Healthy eating at school Project – increasing fruit and vegetable consumption.

Many thanks for agreeing to take part in this telephone interview. I would like to ask a few questions concerning the supply of fruits and vegetables into schools and related issues. As far as confidentiality is concerned, I will be combining responses and will not report on individual responses in any way that you can be identified.

Questions		Delete as applicable and write additional notes here D,A,P,N
<u>Section 1. Demand</u>		
1.	Approximately what percentage of primary school children in your authority consumes school meals on a daily basis? Have these numbers increased or decreased over the last 5 years? Increased ☐ Decreased ☐ Fluctuates ☐ The same ☐ By approximately how much? Why is that, do you think? a) Increase in packed lunches? ☐ b) More parents out at work? ☐ c) Improvement in meal service? ☐ d) Increasing pupil role? ☐ e) Other ☐ Please explain	
2.	How many primary school children are entitled to free school meals each day? What is the actual take up of these meals?	

3.

While out visiting some schools around the country, I have observed great variation in the selection of fruit and vegetables available at lunchtime. In some cases the choice is quite limited, whereas in others the choice might be quite wide.

What do you think limits some schools from providing a reasonable choice of fruit and vegetables at lunchtime?

Are there issues regarding:

- a) Supply?
- b) Costs?
- c) Equipment?
- d) Staffing?
- f) Preparation time?
- g) Geographical location?
- h) Children's own choice?
- i) Children do not select it; therefore wasteful
- j) Storage Limitations
- k) Insufficient quantities sent
- l) Depends on what subsidies are available from LA
- m) Types of meal service available
- n) Type of Management
- o) Other

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Could you explain what you mean by this?

4.	Imagine if there was at least a 50% increase in the amount of fruit and vegetables supplied to schools. What challenges, if any, can you envisage operationally from your point of view? a) Cost implications due to limited budgets to spend on fruits and vegetables b) Geared to do it c) Fresh fruit is already offered daily d) Additional deliveries	☐ ☐ ☐ ☐
5.	During the early exploratory interviews that I conducted, a number of people have said that fruit and vegetables are more costly to provide relative to other components of the school menu. What factors do you think affect the price of fruit and vegetables provided to the schools in your authority? a) Discounts/rebates b) Staffing costs c) Volume orders d) Fixed annual prices of vegetables e) Seasonal fluctuations in prices f) Disagree g) Fixed into a contract, cannot shop around for best value or locally h) Distribution costs i) Labour to prepare it j) Quality fruit costs more money k) Cannot answer I am not the supplier l) Other Could you explain?	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

6.	How much is a primary school meal per child in your authority? Is the meal subsidized? p	
7.	How do you envisage the primary school meal service altering in the future, if at all? For example: a) Packed lunches b) Contractors c) Stay the same d) Snack type meal e) I do not think it will alter f) Other g) Increase in cooked meals provided Please explain:	☐ ☐ ☐ ☐ ☐ ☐ ☐

Section 2. Marketing/Promotion

8.	How do you think children, who eat school lunches, could be encouraged to increase their intake of fruit and vegetables?
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For example:

- a) Lower prices
- b) With promotional material?
- c) Taste sessions?
- d) Make it interesting
- e) Parental guidance
- f) Presentation
- g) Education
- h) Provide more choice
- i) Make fruit more widely available
- j) More imaginatively combined
- k) Start at home
- l) Advertising on television
- m) Provide rewards
- n) Make society more conscious
- o) Marketing
- p) Allow more time to eat
- q) More encouragement at the counter
- r) Other

Are there items or services that you already provide?

Or

Would you like assistance with this area from people external to your organisation?

Yes/No

In what way?

100

9.	What types of literature is sent or provided to the schools in your authority regarding food & nutrition related issues? For example: a) Healthy Eating Policy b) Literature packs c) Theme day information d) Promotions e) Manuals f) Copy of menus sent to parents g) Other	☐ ☐ ☐ ☐ ☐ ☐ ☐
<u>Section 3. Decision making</u>		
10.	Could you describe your involvement in the implementation of school meals in your authority? a. Client Officer b. Client/Contracts Officer c. Contracts Officer d. Catering Manager	

11.

Do you have meetings with other local authorities to discuss the school meals purchasing policies?

Yes/No

What do you think are the benefits of doing this?

- a) Exchange of ideas
- b) Problem solving
- c) Bench marking
- d) Keep updated
- e) Hear different views
- f) Sharing information
- g) Sharing knowledge
- h) Sharing expertise
- i) Brainstorming
- j) Prevents re-inventing the wheel
- k) Sharing experiences
- l) Lobbying
- m) Economies of Scale
- n) See what other authorities are providing
- o) Helps us to purchase as advantageously as possible
- p) Share marketing resources
- q) Share recipes
- r) Increase purchasing power
- s) Best Value Comparisons
- t) Networking
- u) Compare prices
- v) Other

12.	Who decides in your organisation what to put on the menus in primary schools that have bought into the service provided by the local authority? a) Catering Manger b) Operations Director c) Contracts Manager d) Children e) Heads of school f) Local authority g) Contractor h) Area Managers i) Supervisors j) Other	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
13.	What requirements, if any, do you stipulate to the catering manager regarding the content of the school meal? a. At least 1 fruit per day b. At least 1 vegetable per day c. Provide a balanced meal d. Restrict fried foods e. 5 a day policy f. Follow new nutritional guidelines g. Set menus provided h. Other How do you monitor that the caterer is following these instructions?	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

SECTION 4. FAIR FUNDING

14.

In your opinion what are the likely implications, if any, of fair funding on the provision of school meals?

What are the advantages?

What are the disadvantages?

Would it create more or less administration?

- a. More
- b. Less
- c. About the same
- d. Too soon to say

Why is that?

☐
☐
☐
☐

SECTION 5. PURCHASING POLICIES

(Do not ask these questions if service is contracted out)

15.

In order to understand the process of purchasing fruit and vegetables in the different organisations I would like to ask you some questions about how purchasing of fruit and vegetables is guided.

Do you have a purchasing policy?
Yes/No

How is the content of the fresh produce specification determined?

Who is responsible for compiling specifications specific to fruit and vegetables?

	Are parties external to the organisation sought for advice during this process? IF YES Who are they? a. Nutritionists b. Suppliers c. Purchasing consultantancies d. Other Would it be possible to have a copy? a. Yes b. No c. Followed up	☐ ☐ ☐ ☐ ☐ ☐ ☐
16.	During the exploratory interviews, school meal providers have mentioned the different types of contracts that can be negotiated with suppliers. For example having fixed annual prices for fruit and vegetables and volume discounts etc. What is the arrangement in your authority?	

17.	<i>How are the requirements laid down in your purchasing specifications measured?</i> e.g a. Quality b. Deliveries <i>Who carries out these checks?</i> <i>What is the frequency of the monitoring?</i> a. daily, b. weekly, c. monthly, d. termly, e. annually, f. other	☐ ☐ ☐ ☐ ☐ ☐ ☐
<u>Section 6. Recommendations</u>		
18.	Has your authority any useful experiences or initiatives regarding fruit and vegetables that it would like to pass on? For example: a) Healthy Eating Policies b) Promotions c) Teaching aids d) None e) Fruit tuck shop e) Other Do you have any examples that you can send me?	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

19.	There has been a recent announcement regarding the supply of free fruit to 2 million children from 2004. What challenges, if any can you envisage regarding this scheme that you feel you might need assistance with?	
20.	Are there any ways administratively that fruit and vegetable suppliers could assist you with developing or maintaining their service? For example in the ordering process or providing promotional material.	
<u>Section 7. Name of caterer, Fruit & Vegetable supplier</u>		
21.	Who provides the school meal catering service in your authority? a) Direct Services Organisation b) Contract Caterer – Name? c) Both d) Partnership with LA e) Other (Grant maintained, in-house caterer)	☐ ☐ ☐ ☐ ☐
22.	Which company(s) supplies fruit and vegetables to schools in your authority?	

You have been most helpful and you have given me a great deal to think about. Thank you very much for giving up your time to answer these questions. Your comments have made a valuable contribution to the report. Is there anything you would like to add?

For Office use:

Local Authority Name:
Geographical Area:
Job title:
Name of Respondent:
Contact No:
Date:

Key to how interview responds:

Evasive E Defensive: D

Concerned C

Enthusiastic: Enth

Positive: P Negative: N

Disinterested: DI

Interested: I

Other: _____

Length of Interview: -----

Appendix 6

Population Trends – Definition of families

7 families of data

Rural Areas

Geographical Location: authorities in this Family are located away from urban areas in the south west of England, central Wales, parts of eastern and northern England and much of Scotland.

Key characteristics: a relatively mature population, predominance of employment in agriculture, high car ownership and large dwellings.

Urban Fringe

Geographical Location: authorities are generally on the edges of main urban centres, and most are within England.

Key Characteristics: this group of authorities fall most closely to the Great Britain average for the range of socio-economic and demographic variables used in the classification.

Coast and Services

Geographical Location: authorities are widely scattered across England and Wales only. The majority are in coastal locations.

Key characteristics: a relatively mature population with below average household size. Finance and services is the dominant form of employment.

Prosperous England

Geographical Location: all authorities in this Family are English, with a notable circle around central and southeast England.

Key characteristics: higher than average values for all indicators of affluence including the proportion of the population where the household head is in Social Class 1 or 11, households with 2+ cars, 2

earners and no children households, owner occupied housing and more than 7 rooms.

Mining, Manufacturing and Industry

Geographical location: a strong link to all the former mining, primary production and early industrial areas of England, Wales and Scotland, including all major ports.

Key characteristics: a less affluent population with high proportions of the population in households where the household head is in Social Class 1V or V, high unemployment and high employment in mining, primary production and manufacturing.

Education Centres and Outer London

Geographical Location: authorities are located entirely in Outer London and a number of authorities containing university towns scattered across England and Scotland.

Key Characteristics: a larger than average student population, high reliance on public transport to work, high population in households where the head is in Social Class 111n.

Inner London

Geographical Location: entirely within Inner London.

Key characteristics: very diverse population characteristics including a large ethnic minority population, high unemployment, students and employment in finance and services, high proportion moved in the last year.

Source: ONS (2000)

Appendix 7

Multi Stage Summary Sheet

Key:	Letter Sent LS	Interview arranged IA	Interview complete IC
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Region	LEA	LEA Contact Name & No.	School Head teachers Name & No	Caterer & Contact no	Supplier & Contact No.	Educational Centre	Rural	Urban Fringe	Coastal	Industry
		LS/ IA/ IC	LS/ IA/ IC	LS/ IA/ IC	LS/ IA/ IC					
						✓				
							✓			
								✓		
									✓	

July 2000

Cranfield University, Silsoe
Bedfordshire MK45 4DT

Dear Ms

HEALTHY EATING AT SCHOOL ~ INCREASING CHILDREN'S FRUIT AND VEGETABLE CONSUMPTION

There are several studies ongoing that are researching ways of increasing fruit and vegetable consumption in a child's diet. Cranfield University has been selected to compile this particular project to report on the supply chain for fresh produce availability into schools and is part of a £500k programme attracting interest from the DoH and Dfee Sponsored by: The Fresh Produce Consortium, The Horticultural Development Council, The IGD, ASDA, CWS, Sainsbury, Somerfield and Tesco.

I am the principal researcher and will be looking at all aspects of supply, including the purchase of fruit and vegetables and how the key providers of school meals assist in the process. I have been greatly encouraged by the level of interest and support that I have received from produce suppliers, caterers, purchasing consultancies, local authorities, and heads of schools. These parties have helped me to get a clearer picture of the supply chain, its complexities, the prospects for growth and some of the constraints upon it. They have also helped me sharpen some of my original research questions as well as suggesting additional lines of enquiry for me to pursue.

I have decided to contact a panel of experts who are likely to have an overview of the sector and opinions on fresh produce supplies to schools. It is in this regard that I hope that you too will be able to help. It is my intention to aggregate responses and not to report your individual answers in any way that you can be identified.

I will contact you or your secretary within the next two weeks to arrange a suitable time for a telephone interview, which should take approximately 15 minutes of your time.

Should you have any questions about the nature of my research and its purposes, either now or in the future, you can contact me on 01525-863034 or email n.j.preston.s99@cranfield.ac.uk

Yours sincerely

Mrs. N. Preston, BSc (Hons), MHCIMA

APPENDIX 9 ALL SCHOOLS: NUMBER (HEADCOUNT) OF PUPILS BY TYPE OF SCHOOL

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery		All nursery	All primary	of which middle deemed		All secondary	of which middle deemed		Special (2)		Pupil		City Technology Colleges	All schools
	LEA Mntd	Direct Grant			All	primary		middle deemed	All secondary	LEA Mntd	Non- Mntd	All special	Referral Units (3)		
ENGLAND	46,334	120	46,454	4,435,346	53,286	3,181,813	153,119	91,802	4,768	96,570	8,479	560,560	16,593	8,345,815	
NORTH EAST	4,142	0	4,142	238,489	0	181,263	23,249	5,818	277	6,095	560	13,638	2,481	446,668	
Darlington	747	0	747	9,530	0	5,959	0	221	0	221	34	740	0	17,231	
Durham	1,274	0	1,274	46,209	0	32,178	0	1,012	0	1,012	19	1,942	0	82,634	
Gateshead	58	0	58	18,285	0	12,029	0	382	0	382	61	780	1,191	32,786	
Hartlepool	60	0	60	10,295	0	6,618	0	235	0	235	30	12	0	17,250	
Middlesbrough	0	0	0	16,078	0	8,685	0	488	0	488	0	0	1,290	26,541	
Newcastle upon Tyne	592	0	592	20,963	0	17,874	3,596	439	89	528	107	5,559	0	45,623	
North Tyneside	168	0	168	16,787	0	14,413	4,474	487	150	637	31	976	0	33,012	
Northumberland	77	0	77	21,437	0	30,284	15,179	517	38	555	0	742	0	53,095	
Redcar and Cleveland	0	0	0	15,607	0	10,348	0	222	0	222	54	0	0	26,231	
South Tyneside	377	0	377	15,108	0	10,444	0	422	0	422	146	46	0	26,543	
Stockton-on-Tees	0	0	0	19,585	0	12,853	0	549	0	549	62	1,728	0	34,777	
Sunderland	789	0	789	28,605	0	19,578	0	844	0	844	16	1,113	0	50,945	
NORTH WEST	9,380	0	9,380	664,841	0	456,041	0	14,731	850	15,581	830	57,006	0	1,203,679	
Blackburn with Darwen	786	0	786	15,245	0	9,502	0	419	62	481	0	2,767	0	28,781	
Blackpool	0	0	0	12,680	0	7,471	0	284	0	284	73	2,176	0	22,684	
Bolton	487	0	487	27,511	0	18,755	0	464	29	493	3	2,911	0	50,160	
Bury	69	0	69	17,724	0	11,604	0	205	0	205	66	2,627	0	32,295	
Cheshire	208	0	208	60,482	0	45,523	0	1,050	85	1,135	0	8,613	0	115,961	
Cumbria	640	0	640	44,120	0	33,322	0	381	0	381	121	3,295	0	81,879	
Halton	399	0	399	12,179	0	8,762	0	317	0	317	0	0	0	21,657	
Knowsley	0	0	0	18,976	0	10,131	0	656	0	656	38	0	0	29,801	
Lancashire	2,668	0	2,668	103,854	0	74,382	0	2,224	88	2,312	13	6,050	0	189,279	
Liverpool	472	0	472	45,341	0	33,052	0	1,324	142	1,466	187	2,569	0	83,087	
Manchester	104	0	104	44,114	0	23,042	0	1,479	0	1,479	0	6,337	0	75,076	
Oldham	0	0	0	24,445	0	16,662	0	491	0	491	0	1,683	0	43,281	
Rochdale	873	0	873	21,666	0	13,974	0	545	0	545	0	320	0	37,378	
Salford	625	0	625	22,631	0	12,413	0	462	0	462	46	2,653	0	38,830	
St. Helens	176	0	176	17,580	0	12,023	0	469	0	469	21	729	0	30,998	
Sefton	314	0	314	27,221	0	20,296	0	441	65	506	112	3,347	0	51,796	
Stockport	711	0	711	26,636	0	16,456	0	410	225	635	7	5,010	0	49,455	
Tameside	228	0	228	22,863	0	15,073	0	457	0	457	31	279	0	38,931	
Trafford	0	0	0	20,590	0	15,612	0	477	0	477	0	2,349	0	39,028	
Warrington	113	0	113	18,963	0	13,564	0	294	62	356	0	0	0	32,996	
Wigan	219	0	219	29,535	0	20,634	0	904	0	904	0	62	0	51,354	
Wirral	288	0	288	30,485	0	23,788	0	978	92	1,070	112	3,229	0	58,972	

APPENDIX 9
ALL SCHOOLS: NUMBER (HEADCOUNT) OF PUPILS BY TYPE OF SCHOOLJanuary 2000
By Local Education Authority area, by Government Office region in England.(1)

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery		All	primary	of which middle deemed	All secondary	of which middle deemed	Special (2)		All special	Pupil Referral Units (3)	Independent	Technology Colleges	City	All schools
	LEA	Direct Grant													
								Mntd	Non- Mntd						
YORKSHIRE AND THE HUMBER	4,031	0	4,031	480,599	991	340,351	19,140	8,125	429	8,554	969	32,148	1,061		867,713
Barnsley	173	0	173	21,825	0	13,181	0	159	0	159	9	226	0		35,573
Bradford	527	0	527	47,185	0	39,752	16,005	972	0	972	98	3,729	1,061		93,324
Calderdale	0	0	0	20,407	0	14,602	0	191	58	249	4	1,339	0		36,601
Doncaster	0	0	0	30,578	0	21,108	0	688	155	843	92	637	0		53,258
East Riding of Yorkshire	494	0	494	27,259	0	22,252	0	477	0	477	0	1,504	0		51,986
Kingston Upon Hull, City of	315	0	315	26,840	0	15,814	0	418	0	418	33	1,507	0		44,927
Kirklees	365	0	365	38,027	0	26,228	2,654	696	56	752	10	1,903	0		67,285
Leeds	0	0	0	69,589	0	46,428	0	967	89	1,056	208	5,082	0		122,363
North East Lincolnshire	336	0	336	16,426	0	11,584	0	204	0	204	39	458	0		29,047
North Lincolnshire	0	0	0	14,821	0	10,660	0	182	0	182	14	303	0		25,980
North Yorkshire	257	0	257	48,761	0	39,349	481	701	71	772	53	6,154	0		95,293
Rotherham	376	0	376	25,623	0	19,583	0	718	0	718	235	335	0		46,688
Sheffield	658	0	658	45,975	0	29,135	0	812	0	812	83	2,659	0		79,474
Wakefield	422	0	422	32,374	991	20,860	0	596	0	596	91	4,018	0		58,353
York	108	0	108	14,909	0	9,815	0	344	0	344	0	2,294	0		27,561

Nicola Preston

APPENDIX 9

ALL SCHOOLS: NUMBER (HEADCOUNT) OF PUPILS BY TYPE OF SCHOOL

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery		All nursery	All primary		of which middle deemed		All secondary		of which middle deemed		Special (2)		All special	Pupil Referral Units (3)	Independent Technology Colleges	City	All schools
	LEA			Direct Grant	All primary	All secondary	of which middle deemed	LEA		Non- Mntd	Mntd							
	Mntd	Grant						Mntd	Non- Mntd									
Walsall	753	0	753	28,030	0	21,097	0	534	0	534	0	647	0	51,061				
Warwickshire	708	0	708	43,427	0	32,030	0	1,077	0	1,077	97	6,694	0	84,033				
Wolverhampton	598	0	598	25,573	0	16,367	0	578	0	578	111	1,857	0	45,084				
Worcestershire	50	0	50	40,709	1,731	39,771	13,064	1,296	107	1,403	121	8,919	0	90,973				
EAST OF ENGLAND	4,612	0	4,612	460,413	17,297	365,057	40,579	8,904	220	9,124	586	61,678	0	901,470				
Bedfordshire	755	0	755	25,708	0	36,507	19,125	986	0	986	8	5,677	0	69,641				
Cambridgeshire	540	0	540	45,280	0	30,374	175	898	0	898	135	7,807	0	85,034				
Essex	302	0	302	112,913	0	84,250	0	1,892	86	1,978	79	10,777	0	210,299				
Hertfordshire	1,578	0	1,578	96,096	0	74,844	3,446	2,037	134	2,171	87	21,006	0	195,782				
Luton	775	0	775	19,278	0	11,785	0	286	0	286	28	441	0	32,593				
Norfolk	398	0	398	68,641	17,297	43,452	0	934	0	934	27	6,249	0	119,701				
Peterborough	160	0	160	15,977	0	12,898	0	332	0	332	38	292	0	29,697				
Southeast-on-Sea	0	0	0	14,503	0	11,032	0	460	0	460	0	1,555	0	27,550				
Suffolk	104	0	104	47,978	0	51,950	17,833	838	0	838	137	7,874	0	108,881				
Thurrock	0	0	0	14,039	0	7,965	0	241	0	241	47	0	0	22,292				
LONDON	8,008	0	8,008	640,164	11,900	399,124	1,041	12,372	177	12,549	1,976	118,444	5,127	1,185,392				
INNER LONDON	4,911	0	4,911	232,091	0	124,998	0	4,812	0	4,812	1,055	55,443	3,337	426,647				
Camden	91	0	91	11,515	0	10,850	0	300	0	300	37	7,101	0	29,894				
City of London	0	0	0	220	0	0	0	0	0	0	0	1,705	0	1,925				
Hackney	144	0	144	18,099	0	7,802	0	386	0	386	54	4,952	0	31,437				
Hammersmith and Fulham	527	0	527	9,604	0	6,915	0	309	0	309	96	4,280	0	21,731				
Haringey	261	0	261	22,238	0	11,089	0	398	0	398	65	1,987	0	36,038				
Islington	274	0	274	15,910	0	7,605	0	262	0	262	87	785	0	24,923				
Kensington and Chelsea	242	0	242	6,928	0	3,585	0	80	0	80	57	10,698	0	21,590				
Lambeth	469	0	469	19,894	0	7,117	0	641	0	641	95	2,116	0	30,332				
Lewisham	234	0	234	22,920	0	11,592	0	532	0	532	155	1,952	1,309	38,694				
Newham	980	0	980	31,195	0	17,058	0	84	0	84	35	154	0	49,506				
Southwark	551	0	551	23,893	0	9,779	0	453	0	453	140	4,994	1,042	40,852				
Tower Hamlets	723	0	723	21,924	0	13,874	0	487	0	487	151	474	0	37,633				
Wandsworth	219	0	219	17,738	0	9,771	0	741	0	741	83	7,960	986	37,498				
Westminster	196	0	196	10,013	0	7,961	0	139	0	139	0	6,285	0	24,594				
OUTER LONDON	3,097	0	3,097	408,073	11,900	274,126	1,041	7,560	177	7,737	921	63,001	1,790	758,745				
Barking and Dagenham	0	0	0	18,570	0	10,673	0	202	0	202	0	0	0	29,445				
Barnet	545	0	545	26,399	0	20,959	0	342	0	342	34	6,498	0	54,777				
Bexley	0	0	0	22,927	0	16,746	0	399	0	399	67	746	0	40,885				
Brent	220	0	220	22,690	0	14,389	0	424	0	424	35	1,903	0	39,661				
Bromley	0	0	0	24,981	0	20,443	0	431	25	456	67	5,272	0	51,219				
Croydon	548	0	548	31,493	0	16,757	0	546	0	546	202	7,169	1,790	58,505				

APPENDIX 9

ALL SCHOOLS: NUMBER (HEADCOUNT) OF PUPILS BY TYPE OF SCHOOL

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery		All nursery	All primary	of which middle deemed		All secondary	of which middle deemed		Special (2)		All special	Pupil Referral Units (3)	City Technology Colleges		All schools
	LEA Mntd	Direct Grant								LEA Mntd	Non- Mntd					
Ealing	400	0	400	27,313	0	15,009	0	525	0	525	140	5,693	0	0	0	49,080
Enfield	0	0	0	26,956	0	20,092	0	521	0	521	105	1,616	0	0	0	49,290
Greenwich	587	0	587	21,320	0	13,767	0	716	0	716	56	2,338	0	0	0	38,784
Harrow	0	0	0	20,155	6,230	8,665	0	237	0	237	26	4,704	0	0	0	33,787
Havering	0	0	0	21,176	0	15,362	0	246	0	246	3	869	0	0	0	37,656
Hillingdon	117	0	117	23,968	0	15,944	0	500	152	652	55	3,627	0	0	0	44,363
Hounslow	0	0	0	19,601	0	16,123	0	398	0	398	45	761	0	0	0	36,928
Kingston upon Thames	110	0	110	11,784	0	8,484	0	256	0	256	16	3,350	0	0	0	24,000
Merton	0	0	0	15,781	5,670	7,760	1,041	246	0	246	0	3,429	0	0	0	27,216
Redbridge	0	0	0	23,614	0	18,707	0	450	0	450	38	3,934	0	0	0	46,743
Richmond upon Thames	54	0	54	12,314	0	7,490	0	160	0	160	0	7,886	0	0	0	27,904
Sutton	189	0	189	14,767	0	13,954	0	267	0	267	32	1,746	0	0	0	30,955
Waltham Forest	327	0	327	22,264	0	12,802	0	694	0	694	0	1,460	0	0	0	37,547
SOUTH EAST	4,898	0	4,898	660,521	14,622	483,916	15,515	15,667	1,937	17,604	1,454	142,626	1,326	1,326	1,312,345	
Bracknell Forest	0	0	0	9,283	0	6,062	0	139	0	139	24	2,503	0	0	0	18,011
Brighton and Hove	176	0	176	18,150	0	11,657	0	582	228	810	35	4,533	0	0	0	35,361
Buckinghamshire	342	0	342	41,293	0	32,782	0	1,162	0	1,162	96	8,036	0	0	0	83,711
East Sussex	0	0	0	38,428	0	27,128	0	826	99	925	78	7,931	0	0	0	74,490
Hampshire	193	0	193	104,783	0	68,958	0	2,446	130	2,576	154	15,541	0	0	0	192,205
Isle of Wight	0	0	0	7,414	0	11,737	6,110	274	74	348	5	897	0	0	0	20,401
Kent	78	0	78	114,835	0	91,288	1,991	2,845	356	3,201	341	17,767	1,326	1,326	228,836	
Medway	0	0	0	25,360	0	19,450	0	408	0	408	63	1,445	0	0	0	46,726
Milton Keynes	138	0	138	22,309	6,085	11,701	0	531	0	531	30	1,361	0	0	0	36,070
Oxfordshire	957	0	957	45,345	0	37,691	4,592	890	128	1,018	121	14,213	0	0	0	99,345
Portsmouth	88	0	88	16,047	0	10,012	0	514	0	514	65	2,813	0	0	0	29,539
Reading	555	0	555	10,876	0	6,362	0	226	0	226	22	2,918	0	0	0	20,959
Slough	716	0	716	11,198	0	7,672	0	275	0	275	22	975	0	0	0	20,858
Southampton	110	0	110	18,159	0	11,974	0	458	0	458	50	2,232	0	0	0	32,983
Surrey	426	0	426	81,003	0	55,445	0	1,868	560	2,428	231	37,249	0	0	0	176,782
West Berkshire	189	0	189	12,394	0	11,474	0	371	227	598	28	2,987	0	0	0	27,670
West Sussex	417	0	417	62,018	8,537	41,751	1,115	1,340	79	1,419	64	10,922	0	0	0	116,591
Windsor and Maidenhead	358	0	358	8,624	0	10,141	1,707	196	0	196	25	5,564	0	0	0	24,908
Wokingham	155	0	155	13,002	0	10,631	0	316	56	372	0	2,739	0	0	0	26,899
SOUTH WEST	2,031	0	2,031	402,842	6,745	308,045	14,535	7,674	513	8,187	614	60,610	985	985	783,314	
Bath and North East Somerset	0	0	0	13,117	0	12,038	0	310	0	310	0	4,214	0	0	0	29,679
Bournemouth	0	0	0	11,554	0	9,668	0	251	0	251	0	1,576	0	0	0	23,049
Bristol, City of	1,662	0	1,662	32,222	0	17,486	0	847	0	847	0	8,137	0	0	0	60,354
Cornwall	129	0	129	41,550	0	31,439	0	424	0	424	0	2,553	0	0	0	76,095

Nicola Preston

APPENDIX 9
ALL SCHOOLS: NUMBER (HEADCOUNT) OF PUPILS BY TYPE OF SCHOOL

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery			of which			of which			Special (2)			Pupil Referral Units (3)	Independent Technology Colleges	City	All schools
	LEA Mntd	Direct Grant	All nursery	All primary	middle deemed	All secondary	LEA		Non-Mntd							
							Mntd	Non-Mntd	Mntd	Non-Mntd						
Devon	77	0	77	56,374	2,997	38,816	0	801	304	1,105	30	8,684	0		105,086	
Dorset	0	0	0	25,504	0	28,592	7,976	518	0	518	41	5,730	0		60,385	
Gloucestershire	0	0	0	46,895	0	37,290	0	1,148	74	1,222	60	7,928	0		93,395	
Isles of Scilly	0	0	0	151	0	108	0	0	0	0	0	7	0		266	
North Somerset	0	0	0	14,974	0	12,084	0	254	0	254	42	1,293	0		28,647	
Plymouth	163	0	163	21,510	0	18,645	0	775	0	775	104	1,571	0		42,768	
Poole	0	0	0	11,445	3,748	8,043	669	273	104	377	37	1,188	0		21,090	
Somerset	0	0	0	39,272	0	30,412	4,701	615	0	615	66	9,346	0		79,711	
South Gloucestershire	0	0	0	23,508	0	16,034	0	339	0	339	116	837	985		41,819	
Swindon	0	0	0	17,928	0	11,465	0	426	0	426	39	28	0		29,886	
Torbay	0	0	0	10,288	0	8,552	0	320	0	320	22	883	0		20,065	
Wiltshire	0	0	0	36,550	0	27,373	1,189	373	31	404	57	6,635	0		71,019	

(1) See paragraphs 42-43 of the explanatory notes.

(2) Excludes pupils who are also registered at a mainstream school.

(3) Excludes pupils who are also registered at a mainstream or special school.

Appendix 10

ACTUAL AND PROJECTED NUMBERS OF PUPILS BY AGE AND TYPE OF SCHOOL

England
Thousands

At January	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
MAINTAINED NURSERY, PRIMARY AND SECONDARY SCHOOLS											
BY AGE											
Under 5	431.4	450.0	469.6	491.2	505.0	524.9	530.1	534.6	540.3	543.1	539.5
Primary ages	3507.7	3538.2	3552.7	3598.8	3663.0	3718.0	3785.2	3821.4	3846.1	3845.8	3820.6
Secondary ages: 11-15	2499.0	2485.1	2515.7	2565.1	2621.8	2672.4	2678.0	2688.1	2708.0	2753.2	2813.1
16 & over	315.0	325.9	349.3	363.0	268.1	267.3	280.2	298.3	307.4	308.3	315.2
Total	2814.1	2811.0	2865.0	2928.1	2889.9	2939.7	2958.2	2986.4	3015.4	3061.5	3128.3
All ages	6753.2	6799.3	6887.3	7018.1	7057.9	7182.6	7273.4	7342.4	7401.8	7450.4	7488.4
BY TYPE OF SCHOOL											
Nursery	31.1	31.2	31.1	31.4	30.8	30.7	30.5	29.7	28.6	27.9	27.5
Primary											
Nursery classes	142.8	148.0	152.4	157.6	161.4	166.0	171.3	174.9	176.3	176.6	180.3
Other classes											
Under 5	258.7	272.2	286.7	302.9	313.6	328.8	329.4	331.6	336.6	339.6	332.9
Rising 5	189.0	191.1	193.4	200.8	198.1	199.8	207.6	202.6	195.6	195.8	190.4
Age 5 & over											
5-6	1115.3	1136.2	1160.4	1178.7	1212.3	1225.0	1225.4	1239.5	1240.1	1212.3	1189.1
7-10	2105.0	2116.0	2106.9	2136.3	2172.4	2213.1	2272.3	2300.8	2330.5	2357.5	2361.3
11 & over	48.6	51.3	50.7	45.9	35.8	26.3	26.4	21.8	21.2	18.7	18.8
Total primary	3859.4	3914.8	3950.5	4022.1	4093.5	4159.0	4232.5	4271.1	4300.4	4300.6	4272.9
Total nursery & primary	3890.5	3946.0	3981.5	4053.5	4124.3	4189.7	4263.0	4300.9	4329.0	4328.5	4300.4
Secondary											
Sixth form colleges	76.9	79.7	86.8	94.0							
All other secondary schools											
10 & under	97.2	93.6	91.4	82.4	79.5	79.4	78.7	77.0	78.6	79.1	78.5
11-13	1400.2	1432.3	1504.1	1568.5	1583.2	1584.8	1580.9	1611.6	1636.0	1678.2	1715.8
14-15	1048.0	1000.5	959.8	949.9	1002.9	1061.3	1070.6	1054.8	1050.8	1056.4	1078.5
Total 15 & under	2545.4	2526.3	2555.2	2600.8	2665.5	2725.6	2730.2	2743.3	2765.4	2813.6	2872.7
16 & over	240.3	247.2	263.8	269.9	268.1	267.3	280.2	298.3	307.4	308.3	315.2
Total secondary	2862.6	2853.3	2905.8	2964.7	2933.6	2992.9	3010.4	3041.6	3072.8	3121.9	3188.0
Total nursery, primary & secondary	6753.2	6799.3	6887.3	7018.1	7057.9	7182.6	7273.4	7342.4	7401.8	7450.4	7488.4
MAINTAINED SPECIAL SCHOOLS											
Under 5	4.3	4.4	4.5	4.6	4.4	4.5	4.4	4.3	4.3	4.0	4.0
Primary ages	33.8	34.0	34.0	34.1	34.2	33.7	33.6	33.5	33.6	33.2	32.8
Secondary ages: 11-15	46.4	45.2	45.7	46.3	47.1	47.3	47.3	47.3	47.7	47.7	47.8
16 & over	7.4	7.0	6.6	6.5	6.3	5.9	6.1	6.4	6.5	6.8	6.8
Total	53.8	52.2	52.3	52.7	53.4	53.2	53.4	53.7	54.2	54.5	54.6
All ages	92.0	90.6	90.9	91.4	92.1	91.4	91.4	91.5	92.1	91.7	91.4
MAINTAINED PUPIL REFERRAL UNITS											
Under 5						0.0	0.0	0.0	0.0	0.0	0.0
Primary ages						0.4	0.5	0.5	0.5	0.5	0.5
Secondary ages: 11-15						4.5	6.2	6.9	6.9	7.6	7.4
16 & over						0.1	0.1	0.1	0.4	0.2	0.2
Total						4.6	6.3	7.0	7.3	7.8	7.6
All ages						5.0	6.9	7.5	7.7	8.3	8.1
ALL MAINTAINED SCHOOLS											
Under 5	435.8	454.4	474.1	495.8	509.4	529.4	534.5	538.9	544.5	547.1	543.4
Primary ages	3541.5	3572.2	3586.7	3632.9	3697.3	3752.1	3819.4	3855.5	3880.2	3879.4	3853.9
Secondary ages: 11-15	2545.5	2530.3	2561.5	2611.4	2668.9	2724.2	2731.5	2742.4	2762.6	2808.6	2868.3
16 & over	322.4	332.9	355.9	369.4	274.3	273.3	286.4	304.7	314.3	315.2	322.2
Total	2867.9	2863.2	2917.4	2980.8	2943.3	2997.5	3017.9	3047.1	3076.9	3123.8	3190.5
All ages	6845.2	6889.9	6978.2	7109.5	7150.0	7279.1	7371.7	7441.5	7501.6	7550.4	7587.8
NON-MAINTAINED SPECIAL SCHOOLS											
Under 5	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0
Primary ages	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.1	1.1	1.0	1.0
Secondary ages: 11-15	3.2	3.1	3.0	2.9	2.9	2.9	2.9	3.0	2.8	2.6	2.4
16 & over	1.6	1.5	1.4	1.3	1.3	1.3	1.0	1.0	1.0	0.9	0.9
Total	4.8	4.6	4.4	4.2	4.1	4.2	3.9	4.0	3.8	3.5	3.3
All ages	6.2	6.0	5.8	5.6	5.5	5.5	5.2	5.2	4.9	4.6	4.3
INDEPENDENT SCHOOLS											
Under 5	34.1	35.5	36.8	37.2	37.6	39.7	41.2	43.4	43.4	44.0	44.6
Primary ages	201.2	203.6	201.4	197.2	194.9	194.9	197.9	201.4	208.5	211.6	212.4
Secondary ages: 11-15	237.3	239.8	241.1	238.6	235.9	232.5	227.7	226.5	224.4	224.6	226.3
16 & over	76.7	77.2	77.3	76.5	76.6	78.1	80.1	83.0	82.8	81.1	80.2
Total	314.0	317.0	318.4	315.0	312.5	310.6	307.8	309.5	307.2	305.7	306.5
All ages	549.2	556.1	556.6	549.5	545.0	545.1	546.9	554.2	559.1	561.2	563.5
ALL SCHOOLS											
Under 5	470.0	490.1	511.0	533.1	547.1	569.2	575.7	582.3	587.9	591.1	588.1
Primary ages	3744.0	3777.1	3789.4	3831.4	3893.4	3948.2	4018.5	4058.0	4089.7	4092.1	4067.3
Secondary ages: 11-15	2785.9	2773.2	2805.6	2852.8	2907.7	2959.7	2962.1	2971.9	2989.8	3035.7	3097.0
16 & over	400.7	411.6	434.6	447.2	352.2	352.6	367.5	388.7	398.1	397.2	403.4
Total	3186.7	3184.7	3240.2	3300.0	3259.9	3312.3	3329.6	3360.6	3387.9	3433.0	3500.4
All ages	7400.6	7452.0	7540.6	7664.6	7700.5	7829.7	7923.8	8000.9	8065.6	8116.2	8155.7

PROJECTED NUMBERS OF PUPILS BY AGE AND TYPE OF SCHOOL

England

											Thousands
At January	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
MAINTAINED NURSERY, PRIMARY AND SECONDARY SCHOOLS											
BY AGE											
Under 5	543.2	552.4	548.7	546.9	563.5	557.4	555.9	554.2	552.6	551.1	550.2
Primary ages	3787.7	3744.8	3690.1	3634.9	3591.8	3566.5	3549.3	3539.4	3518.6	3509.4	3509.9
Secondary ages: 11-15	2862.7	2900.5	2940.3	2961.0	2941.1	2928.8	2891.6	2839.3	2799.9	2768.7	2726.2
16 & over	318.9	326.1	335.0	343.4	356.1	360.0	362.4	367.1	367.8	359.8	354.1
Total	3181.5	3226.6	3275.3	3304.4	3297.2	3288.9	3254.0	3206.4	3167.7	3128.4	3080.3
All ages	7512.4	7523.8	7514.1	7486.2	7452.5	7412.8	7359.2	7300.0	7238.8	7188.9	7140.4
BY TYPE OF SCHOOL											
Nursery	27.6	27.0	26.7	27.3	27.1	27.0	26.8	26.7	26.6	26.5	26.5
Primary											
Nursery classes	186.5	192.8	192.4	199.3	199.4	199.7	200.0	200.0	199.9	199.7	199.8
Other classes											
Under 5	330.2	333.8	330.8	321.4	338.2	331.9	330.3	328.7	327.2	326.0	325.1
Rising 5	186.6	192.7	184.1	184.5	185.9	184.7	184.0	183.1	182.3	181.5	180.9
Age 5 & over											
5-6	1172.8	1145.9	1144.1	1138.3	1112.0	1120.3	1131.6	1120.2	1114.9	1109.8	1105.0
7-10	2348.3	2326.3	2283.8	2235.6	2218.4	2187.8	2160.0	2162.8	2149.7	2146.1	2151.2
11 & over	18.0	18.0	18.1	18.0	17.3	17.3	16.9	16.6	16.8	16.4	16.0
Total primary	4242.4	4209.5	4153.4	4097.2	4071.2	4041.7	4022.8	4011.3	3990.9	3979.5	3978.0
Total nursery & primary	4270.0	4236.5	4180.0	4124.5	4098.3	4068.7	4049.6	4038.0	4017.5	4006.0	4004.5
Secondary											
Sixth form colleges											
All other secondary schools											
10 & under	78.8	78.6	76.9	75.4	74.4	72.6	72.5	72.2	70.5	70.9	71.7
11-13	1742.0	1761.6	1768.0	1778.5	1757.9	1731.1	1693.2	1667.6	1649.8	1634.7	1617.9
14-15	1102.7	1120.9	1154.1	1164.4	1165.8	1180.4	1181.6	1155.1	1133.3	1117.5	1092.3
Total 15 & under	2923.5	2961.1	2999.1	3018.3	2998.1	2984.1	2947.2	2894.9	2853.6	2823.2	2781.9
16 & over	318.9	326.1	335.0	343.4	356.1	360.0	362.4	367.1	367.8	359.8	354.1
Total secondary	3242.4	3287.3	3334.0	3361.8	3354.2	3344.2	3309.6	3262.0	3221.4	3182.9	3136.0
Total nursery, primary & secondary	7512.4	7523.8	7514.1	7486.2	7452.5	7412.8	7359.2	7300.0	7238.8	7188.9	7140.4
MAINTAINED SPECIAL SCHOOLS											
Under 5	3.9	3.8	3.7	3.6	3.6	3.5	3.5	3.4	3.3	3.3	3.2
Primary ages	32.6	32.4	31.9	31.5	31.1	30.8	30.6	30.6	30.4	30.3	30.3
Secondary ages: 11-15	47.7	47.5	47.5	47.3	46.8	46.6	46.1	45.4	44.8	44.3	43.7
16 & over	6.8	6.8	6.8	6.9	6.9	6.8	6.8	6.8	6.8	6.7	6.6
Total	54.5	54.3	54.4	54.2	53.7	53.5	52.9	52.1	51.6	51.0	50.3
All ages	91.1	90.5	90.0	89.3	88.5	87.8	87.0	86.1	85.3	84.6	83.8
MAINTAINED PUPIL REFERRAL UNITS											
Under 5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Primary ages	0.5	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Secondary ages: 11-15	7.6	7.7	7.8	8.0	7.9	8.0	8.0	7.9	7.7	7.6	7.5
16 & over	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Total	7.8	7.9	8.1	8.2	8.2	8.2	8.2	8.1	7.9	7.8	7.7
All ages	8.3	8.4	8.5	8.6	8.6	8.7	8.6	8.5	8.3	8.3	8.1
ALL MAINTAINED SCHOOLS											
Under 5	547.1	556.2	552.5	550.5	567.2	561.0	559.4	557.7	555.9	554.4	553.4
Primary ages	3820.8	3777.7	3722.4	3666.8	3623.3	3597.8	3580.4	3570.4	3549.4	3540.1	3540.7
Secondary ages: 11-15	2918.0	2955.6	2995.7	3016.3	2995.8	2983.5	2945.7	2892.5	2852.4	2820.6	2777.4
16 & over	325.9	333.2	342.0	350.5	363.2	367.1	369.4	374.1	374.8	366.7	360.9
Total	3243.9	3288.8	3337.7	3366.8	3359.1	3350.5	3315.1	3266.6	3227.2	3187.3	3138.2
All ages	7611.7	7622.6	7612.6	7584.2	7549.6	7509.3	7454.9	7394.7	7332.5	7281.8	7232.4
NON-MAINTAINED SPECIAL SCHOOLS											
Under 5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Primary ages	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Secondary ages: 11-15	2.2	2.1	1.9	1.9	1.8	1.8	1.7	1.7	1.7	1.7	1.6
16 & over	0.9	0.8	0.7	0.7	0.6	0.5	0.5	0.5	0.5	0.4	0.4
Total	3.1	2.9	2.7	2.5	2.4	2.3	2.2	2.2	2.1	2.1	2.1
All ages	4.1	3.8	3.6	3.5	3.3	3.2	3.1	3.1	3.0	3.0	3.0
INDEPENDENT SCHOOLS											
Under 5	45.4	45.7	46.1	46.4	47.5	47.3	47.3	47.3	47.3	47.3	47.3
Primary ages	212.8	212.7	211.4	210.1	208.8	207.9	207.3	206.9	205.9	205.6	205.8
Secondary ages: 11-15	228.1	229.1	231.2	233.7	233.9	234.5	233.6	231.3	229.8	228.3	225.9
16 & over	79.7	80.7	82.0	81.9	82.9	84.0	84.8	86.2	86.7	85.9	85.4
Total	307.8	309.9	313.2	315.5	316.8	318.5	318.4	317.5	316.5	314.2	311.3
All ages	566.0	568.3	570.6	572.0	573.1	573.7	572.9	571.6	569.8	567.1	564.4
ALL SCHOOLS											
Under 5	592.5	601.9	598.6	597.0	614.7	608.3	606.7	605.0	603.2	601.7	600.8
Primary ages	4034.5	3991.3	3934.7	3877.8	3833.0	3806.6	3788.5	3778.1	3756.2	3746.6	3747.4
Secondary ages: 11-15	3148.3	3186.8	3228.9	3251.8	3231.5	3219.7	3181.1	3125.5	3083.8	3050.6	3004.9
16 & over	406.5	414.7	424.7	433.0	446.7	451.6	454.6	460.7	462.0	453.0	446.7
Total	3554.7	3601.5	3653.5	3684.8	3678.3	3671.3	3635.7	3586.2	3545.8	3503.6	3451.6
All ages	8181.8	8194.7	8186.9	8159.6	8126.0	8086.2	8030.9	7969.4	7905.3	7851.9	7799.8

MAINTAINED NURSERY, PRIMARY AND MIDDLE DEEMED PRIMARY SCHOOLS : SCHOOL MEAL ARRANGEMENTS

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Day Pupils(2)				
	Number on roll	Pupils taking free school meals	Percentage taking free school meals	No. known to be eligible for free meals	% known to be eligible for free meals
ENGLAND	4,481,677	671,486	15.0	821,521	18.3
NORTH EAST	242,630	49,816	20.5	58,990	24.3
Darlington	10,277	1,618	15.7	1,872	18.2
Durham	47,483	8,280	17.4	9,569	20.2
Gateshead	18,343	3,776	20.6	4,596	25.1
Hartlepool	10,355	2,327	22.5	2,682	25.9
Middlesbrough	16,078	4,162	25.9	4,791	29.8
Newcastle upon Tyne	21,555	6,438	29.9	7,616	35.3
North Tyneside	16,955	3,018	17.8	3,747	22.1
Northumberland	21,514	2,751	12.8	3,142	14.6
Redcar and Cleveland	15,607	3,597	23.0	3,941	25.3
South Tyneside	15,485	4,102	26.5	4,697	30.3
Stockton-on-Tees	19,585	3,623	18.5	4,204	21.5
Sunderland	29,393	6,124	20.8	8,133	27.7
NORTH WEST	674,221	125,946	18.7	153,594	22.8
Blackburn with Darwen	16,031	3,489	21.8	4,279	26.7
Blackpool	12,680	2,503	19.7	3,311	26.1
Bolton	27,998	4,624	16.5	5,174	18.5
Bury	17,793	2,335	13.1	2,808	15.8
Cheshire	60,690	6,709	11.1	8,015	13.2
Cumbria	44,760	5,785	12.9	6,934	15.5
Halton	12,578	3,050	24.2	3,493	27.8
Knowsley	18,976	5,560	29.3	7,362	38.8
Lancashire	106,522	14,586	13.7	18,339	17.2
Liverpool	45,813	14,178	30.9	17,657	38.5
Manchester	44,218	16,169	36.6	19,344	43.7
Oldham	24,445	5,200	21.3	6,107	25.0
Rochdale	22,539	4,705	20.9	5,567	24.7
Salford	23,256	6,278	27.0	7,284	31.3
St. Helens	17,756	3,130	17.6	3,716	20.9
Sefton	27,535	4,277	15.5	5,680	20.6
Stockport	27,347	3,171	11.6	3,786	13.8
Tameside	23,091	4,054	17.6	4,623	20.0
Trafford	20,590	2,750	13.4	3,478	16.9
Warrington	19,076	1,940	10.2	2,256	11.8
Wigan	29,754	4,097	13.8	5,087	17.1
Wirral	30,773	7,356	23.9	9,294	30.2
YORKSHIRE AND THE HUMBER	484,629	76,244	15.7	93,159	19.2
Barnsley	21,998	3,985	18.1	5,047	22.9
Bradford	47,712	9,285	19.5	11,015	23.1
Calderdale	20,407	3,126	15.3	3,607	17.7

MAINTAINED NURSERY, PRIMARY AND MIDDLE DEEMED PRIMARY SCHOOLS : SCHOOL MEAL ARRANGEMENTS

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Day Pupils(2)				
	Number on roll	Pupils taking free school meals	Percentage taking free school meals	No. known to be eligible for free meals	% known to be eligible for free meals
Doncaster	30,578	5,662	18.5	6,555	21.4
East Riding of Yorkshire	27,753	2,387	8.6	3,099	11.2
Kingston Upon Hull, City of	27,155	5,568	20.5	7,258	26.7
Kirklees	38,392	6,447	16.8	7,595	19.8
Leeds	69,589	11,354	16.3	14,040	20.2
North East Lincolnshire	16,762	3,322	19.8	3,977	23.7
North Lincolnshire	14,821	1,977	13.3	2,249	15.2
North Yorkshire	49,018	3,972	8.1	4,734	9.7
Rotherham	25,999	4,459	17.2	5,408	20.8
Sheffield	46,632	8,316	17.8	10,666	22.9
Wakefield	32,796	4,936	15.1	6,163	18.8
York	15,017	1,448	9.6	1,746	11.6
EAST MIDLANDS	384,373	44,755	11.6	54,714	14.2
Derby	23,820	4,232	17.8	4,947	20.8
Derbyshire	69,145	7,899	11.4	9,148	13.2
Leicester	29,936	6,094	20.4	7,136	23.8
Leicestershire	50,448	3,554	7.0	4,256	8.4
Lincolnshire	55,898	3,101	5.5	3,723	6.7
Northamptonshire	55,517	4,213	7.6	5,936	10.7
Nottingham	28,302	7,510	26.5	9,445	33.4
Nottinghamshire	68,603	8,037	11.7	9,990	14.6
Rutland	2,704	115	4.3	133	4.9
WEST MIDLANDS	512,336	82,247	16.1	99,101	19.3
Birmingham	108,176	30,100	27.8	35,437	32.8
Coventry	29,742	4,860	16.3	5,915	19.9
Dudley	30,783	3,636	11.8	4,735	15.4
Herefordshire	14,597	956	6.5	1,050	7.2
Sandwell	32,636	6,076	18.6	7,720	23.7
Shropshire	22,825	2,120	9.3	2,435	10.7
Solihull	22,148	2,167	9.8	2,828	12.8
Staffordshire	71,733	7,428	10.4	9,098	12.7
Stoke-on-Trent	24,165	5,946	24.6	6,961	28.8
Telford and Wrekin	15,683	2,896	18.5	3,417	21.8
Walsall	28,783	4,756	16.5	5,661	19.7
Warwickshire	44,135	3,760	8.5	4,600	10.4
Wolverhampton	26,171	4,568	17.5	5,599	21.4
Worcestershire	40,759	2,978	7.3	3,645	8.9
EAST OF ENGLAND	465,024	49,304	10.6	61,680	13.3
Bedfordshire	26,463	2,557	9.7	3,037	11.5
Cambridgeshire	45,820	3,674	8.0	4,621	10.1
Essex	113,215	11,375	10.0	14,527	12.8
Hertfordshire	97,673	7,661	7.8	9,487	9.7

MAINTAINED NURSERY, PRIMARY AND MIDDLE DEEMED PRIMARY SCHOOLS : SCHOOL MEAL ARRANGEMENTS

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Day Pupils(2)				
	Number on roll	Pupils taking free school meals	Percentage taking free school meals	No. known to be eligible for free meals	% known to be eligible for free meals
Luton	20,053	3,584	17.9	4,277	21.3
Norfolk	69,039	8,316	12.0	10,392	15.1
Peterborough	16,137	3,069	19.0	3,733	23.1
Southend-on-Sea	14,503	2,286	15.8	3,023	20.8
Suffolk	48,082	5,027	10.5	6,228	13.0
Thurrock	14,039	1,755	12.5	2,355	16.8
LONDON	648,172	142,098	21.9	173,121	26.7
INNER LONDON	237,002	77,886	32.9	93,577	39.5
Camden	11,606	4,212	36.3	4,980	42.9
City of London	220	73	33.2	79	35.9
Hackney	18,243	6,655	36.5	7,693	42.2
Hammersmith and Fulham	10,131	3,678	36.3	4,351	42.9
Haringey	22,499	7,124	31.7	8,524	37.9
Islington	16,184	5,877	36.3	6,864	42.4
Kensington and Chelsea	7,170	2,464	34.4	3,005	41.9
Lambeth	20,363	6,769	33.2	7,828	38.4
Lewisham	23,154	5,838	25.2	7,706	33.3
Newham	32,175	9,354	29.1	11,431	35.5
Southwark	24,444	7,708	31.5	9,361	38.3
Tower Hamlets	22,647	10,127	44.7	12,488	55.1
Wandsworth	17,957	4,411	24.6	5,294	29.5
Westminster	10,209	3,596	35.2	3,973	38.9
OUTER LONDON	411,170	64,212	15.6	79,544	19.3
Barking and Dagenham	18,570	3,716	20.0	4,525	24.4
Barnet	26,944	3,734	13.9	4,590	17.0
Bexley	22,927	2,633	11.5	3,338	14.6
Brent	22,910	5,387	23.5	6,443	28.1
Bromley	24,981	2,866	11.5	3,582	14.3
Croydon	32,041	5,724	17.9	7,058	22.0
Ealing	27,713	5,339	19.3	6,692	24.1
Enfield	26,956	4,972	18.4	6,060	22.5
Greenwich	21,907	6,087	27.8	7,821	35.7
Harrow	20,155	1,724	8.6	2,396	11.9
Havering	21,176	2,130	10.1	2,697	12.7
Hillingdon	24,085	2,397	10.0	3,111	12.9
Hounslow	19,601	3,821	19.5	4,566	23.3
Kingston upon Thames	11,894	667	5.6	763	6.4
Merton	15,781	1,994	12.6	2,565	16.3
Redbridge	23,614	3,383	14.3	3,937	16.7
Richmond upon Thames	12,368	1,090	8.8	1,377	11.1
Sutton	14,956	1,537	10.3	1,895	12.7
Waltham Forest	22,591	5,011	22.2	6,128	27.1

MAINTAINED NURSERY, PRIMARY AND MIDDLE DEEMED PRIMARY SCHOOLS : SCHOOL MEAL ARRANGEMENTS

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Day Pupils(2)				
	Number on roll	Pupils taking free school meals	Percentage taking free school meals	No. known to be eligible for free meals	% known to be eligible for free meals
SOUTH EAST	665,419	58,727	8.8	75,768	11.4
Bracknell Forest	9,283	522	5.6	704	7.6
Brighton and Hove	18,326	2,948	16.1	3,703	20.2
Buckinghamshire	41,635	1,683	4.0	2,174	5.2
East Sussex	38,428	4,463	11.6	5,758	15.0
Hampshire	104,976	8,106	7.7	9,822	9.4
Isle of Wight	7,414	1,281	17.3	1,507	20.3
Kent	114,913	12,866	11.2	16,085	14.0
Medway	25,360	2,733	10.8	3,605	14.2
Milton Keynes	22,447	1,937	8.6	3,034	13.5
Oxfordshire	46,302	3,167	6.8	4,363	9.4
Portsmouth	16,135	2,399	14.9	2,874	17.8
Reading	11,431	1,374	12.0	1,693	14.8
Slough	11,914	1,571	13.2	1,934	16.2
Southampton	18,269	3,479	19.0	4,301	23.5
Surrey	81,429	5,383	6.6	6,758	8.3
West Berkshire	12,583	683	5.4	856	6.8
West Sussex	62,435	3,309	5.3	5,475	8.8
Windsor and Maidenhead	8,982	451	5.0	621	6.9
Wokingham	13,157	372	2.8	501	3.8
SOUTH WEST	404,873	42,349	10.5	51,394	12.7
Bath and North East Somerset	13,117	1,293	9.9	1,530	11.7
Bournemouth	11,554	1,086	9.4	1,190	10.3
Bristol, City of	33,884	6,435	19.0	7,686	22.7
Cornwall	41,679	5,029	12.1	5,836	14.0
Devon	56,451	5,887	10.4	7,082	12.5
Dorset	25,504	1,276	5.0	1,428	5.6
Gloucestershire	46,895	3,873	8.3	4,889	10.4
Isles of Scilly	151	8	5.3	9	6.0
North Somerset	14,974	1,385	9.2	1,630	10.9
Plymouth	21,673	3,924	18.1	4,708	21.7
Poole	11,445	833	7.3	911	8.0
Somerset	39,272	3,198	8.1	4,451	11.3
South Gloucestershire	23,508	1,697	7.2	2,013	8.6
Swindon	17,928	1,830	10.2	2,372	13.2
Torbay	10,288	1,814	17.6	2,255	21.9
Wiltshire	36,550	2,781	7.6	3,404	9.3

(1) See paragraphs 42-43 of the explanatory notes.

(2) Excludes boarding pupils.

Appendix 12

LEA Catering Department Terminology

Client and Contractor Arrangement: The client and contractor arrangement was found in two situations; they were either in two different departments in the LEA or the commissioner would be in the Local Authority and the provider would be in the private sector.

The client and contractor arrangement originated when the Government instructed that there must be a split between those people who were writing the contracts and those people who were to provide the service. In the Local Authorities and also in the NHS line officer role, an inspectorate role was devised.

Previously everybody was working within the service to provide the service, the group was split away and a set of paid people became the monitors of the people providing the service resulting in less staff to produce the service. The clients monitor the service and is otherwise known as the D.S.O. arrangement.

When the catering arrangement is split into a client and provider, sometimes an imbalance results in the relationship with the clients department control a lot of the operation. They dictate what can be sold, what weight it has to be sold at and at what price.

Direct Services Organisations (D.S.O.): The D.S.O. were established after LEA's reorganised themselves on a commercial basis (IGD 1996), providing a system for the LEA to tender for the contracts. Many of the LEA's interviewed referred to their catering service as run through the D.S.O arrangement. D.S.O's may also be referred to as D.L.O's – Direct Labour Organisations in some parts of the country.

School meals contracts were made more open to external caterers through Compulsory Competitive Tendering (CCT) introduced in 1988. CCT provided the opportunity for national caterers to undercut the D.S.O's. The contract caterers can do this by obtaining better discounts and by having tighter controls than the LEA's. CCT was discontinued in 1998 (MTI/Dewberry Boyes). It was during the time of CCT that some of the LEA's opted to stop the provision of school meals except to those entitled to free meals and they were provided with a sandwich lunch. At the time the LEA's could also choose to devolve school meals budgets to individual schools, under a system called local management of schools (LMS), several concerns were raised regarding equipment,

nutritional expertise and personnel (Caroline Walker Trust 1992). Not dissimilar to those being raised regarding Fair Funding today.

Compulsory Competitive Tendering has now been taken over by a process called Best Value. To ensure Best Value, most Authorities instruct that the client has to market test where private sector caterers and in-house providers may or may not be invited to bid.

Twin-Hatting: In 1988 the Government came up with the idea of twin hatting and at the time, a Direct Services Organisation (D.S.O.) was providing the services in house. If the D.S.O. are within the Education Department it is then termed 'twin hatted' (i.e. the provider and the commissioner are in the same department). Where 'twin hatting' occurs the provider is also the client as well.

In-House Service Providers or In-House Work Force: Some LEA school meal providers are now no longer under the D.S.O. arrangement, and are called In-house Service Providers, but they are basically the same thing, and are back in the structure of the County Council. Under the original D.S.O. a client/contractor arrangement existed, but the client function has now disappeared within an in house work force. Roles involve the implementation of the new nutritional standards, the menu and price determination. All the catering is done under the flagship of education, because the major expenditure is education, and social services come into that also.

Appendix 13

Addresses of School Meal Catering Providers in Scotland

Council	Address	Catering Provider	Tel.
Aberdeen City Council	Summerhill Education Centre, Stronsey Drive, AB15 5aA	D.S.O	01224 346132
Aberdeenshire	Summerhill Education Centre, Stronsey Drive, AB15 5aA	D.S.O	01224 346132
Angus	Education Department, County Buildings, Market Street, Forfar DD8 2WE		
Argyll & Bute	Commercial Services, Argyll House, Alexandra parade, Dunoon, Argyll PA23 8AJ	D.S.O	01369 708535
Clackmannanshire	Education Support Services, Lime Tree House, Alloa, FK10 1EX	D.S.O	01259 452435
Dumfries & Galloway	Education Department, 30 Edinburgh Road, Dumfries, DG1 1NW		
Dundee City	Tayside Contracts, 1 Soutar Street, Dundee, DD3 855		01382 812721
East Ayrshire	On site Services, Holme Quarry House, Holme Quarry Road, Clackmannanshire, KA1 4AE	Contractor	01563 555541
East Dunbartonshire	Connect Services, Broomhill Industrial Estate, Kilsyth Road, Glasgow, G66 1TF	Inhouse Contractor	0141 5745600
East Lothian	Department of Education, Elite Services, Block B Brewery Park, Haddington, East Lothian, EH41 3HA		0141 5773308
East Renfrewshire	Catering Services, Capelrig House, Capelrig Road, Newton Meams, Glasgow, G77 6LA	Inhouse Contractor	0131 6695767
City of Edinburgh	Edinburgh Catering Services, 33 Flemming House, Newcraig Road, Edinburgh		01324 501544
Falkirk	Corporate and Commercial Services, Seabegs Road, Bonnybridge, Stirlingshire		01592 415019
Fife	Support Services Manager, Domestic Services, Block Q11, Flemmington Road, Glenrothes, Fife	D.S.O	0141 3539021
Glasgow City	Direct Services Organisation, 100, Barron Street, Glasgow, G4 9XE		01463 715087
Highland	52, Seafield Road, Inverness, IV1 1SG		01475 712605
Inverclyde	Environmental Services, Inverclyde Council, Old Library Building, Wallace Place, Greenock PA15 1HF	D.S.O	0131 5615263
Midlothian	62, Polton Street, Bonnyrigg, Midlothian, EH19 3YD		01343 557316
Moray	Environmental Health, Ashgrove Road, Elgin IV30 1BX		01294 485317
North Ayrshire	Catering & Cleaning, Nobel House, Ardeer, Stevenston, KA20 3LH		01236 812336
North Lanarkshire	Head of Educational Provision, North Lanarkshire Council, Department of Education, Municipal Buildings, Kildonan Street, Coatbridge, ML5 3BT		
Orkney Islands	Catering Manager, Orkney Island Services, Orkney Islands Council, Kirkwall, Orkney, KW15 1NY		01738 476211
Perth and Kinross	School Meals Catering, Education Childrens Services, Pullar House, 35, Kinnoull, Perth PH1 5GD		
Renfrewshire	Environmental Services, Commercial Operations Section, Renfrewshire Council, Cotton Street, Paisley, PA1 1BR		
Scottish Borders	Education Dept, Scottish Borders Council, Newtown St Boswells, Melrose, TD6 0SA		01835 824000
Shetland Islands	Department of Education and Community Services, Hayfield House, Hayfield Lane, Lerwick Shetland, ZE1 0GD		01595 744055
South Ayrshire	Commercial Operations, Facilities Department, Newton House, 30, Green Street Lane, South Ayrshire Council, Ayr, KA8 8BH		01292 612957
South Lanarkshire	Community Resources Department, 14th Floor, Council Offices, Almada Street, Hamilton, ML3 0AE		
Stirling	Operations Manager, Stirling Council, Catering and Cleaning Services, Technical Services, Viewforth, Stirling, FK8 2ET		
West Dunbartonshire	Commercial Services, Catering and Cleaning Section, West Dunbarton Council, Dunbarton, G82 2RH		01389 608329
West Lothian	Clients Service Department, Lindsay House, South Bridge Street, Bathgate, West Lothian, EH48 1TS		01506 776072
Western Isles	Comhairle nan Eilean Siar, Education Department, Western Isles Council, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW		01851 709487

	Welsh County and County Borough Councils	
BLAENAU GWENT	Blaenau Gwent County Borough Council Municipal Offices Civic Centre Ebbw Vale NP3 6XB	01495 350555
BRIDGEND	Bridgend County Borough Council Civic Offices Angel Street Bridgend CF31 1LX	01656 643643
CAERPHILLY	Caerphilly County Borough Council Nelson Road Tredomen Ystrad Mynach Hengoed CF82 7WF	01443 815588
CARDIFF	City and County of Cardiff County Hall Atlantic Wharf Cardiff CF1 5UW	01222 872000
CARMARTHENSHIRE	Carmarthenshire County Council County Hall Carmarthen Carmarthen SA31 1JP	01267 234567
CEREDIGION	Ceredigion County Council Penmorfa Aberaeron Ceredigion SA46 0PA	01545 570881
CONWY	Conwy County Borough Council Bodlondeb Conwy LL32 8DU	01492 574000
DENBIGHSHIRE	Denbighshire County Council Council Offices Wynnistay Road Ruthin Denbighshire LL15 1AT	01824 706000
FLINTSHIRE	Flintshire County Council County Hall Mold CH7 6NB	01352 752121
GWYNEDD	Cyngor Gwynedd Swyddfa'r Cyngor Caernarfon Gwynedd LL55 1SH	01286 672255
ISLE OF ANGLESEY	Cyngor Sir Ynys Môn Swyddfa'r Sir Llangefnu Ynys Môn LL77 7TW	0248 750057
MERTHYR TYDFIL	Merthyr Tydfil County Borough Council Civic Centre Castle Street Merthyr Tydfil CF47 8AN	01685 725000
MONMOUTHSHIRE	Monmouthshire County Council County Hall Cwmbrian NP44 2XH	01633 644644
NEATH PORT TALBOT	Neath Port Talbot County Borough Council Civic Centre Port Talbot SA13 1PJ	01639 763333
NEWPORT	Newport County Borough Council Civic Centre Newports South Wales NP9 4UR	01633 244491
PEMBROKESHIRE	Pembrokeshire County Council Cambria House Haverfordwest Pembrokeshire SA61 1TP	01437 764551
POWYS	Powys County Council County Hall Llandrindod Wells Powys LD1 5LG	01597 826000
RHONDDA CYNNON TAF	Rhondda Cynon Taff County Borough Council The Pavilions Cambrian Park Clydach Vale CF40 2XX	01443 424000
SWANSEA	City and County of Swansea County Hall Oystermouth Road Swansea SA1 3SN	01792 63600
TORFAEN	Torfaen County Borough Council Civic Centre Pontypool Torfaen NP4 6YB	01495 762200
VALE OF GLAMORGAN	The Vale of Glamorgan Council Civic Offices Holton Road Barry CF63 4RU	01446 700111
WREXHAM	Wrexham County Borough Council Guildhall Wrexham LL11 1WF	01978 292000
Irish Board School Meal Providers		
Belfast	Belfast Education and Library Board, 40, Academy Street Belfast BT1 2NQ	028 9056 4000
North East	North Eastern Education and Library Board, County Hall, 182, Galgorm Road Ballymena Co Antrim BT42 1HN	028 2565 3333
South East	South Eastern and Library Board, Grahamsbridge Road, Dundonald, BELFAST, BT16 OHS	028 9056 6200
Southern	South Education and Library Board, 3, Charlemont Place, Armagh, BT61 9AX	028 3751 2200
Western	Western Education and Library Board, Campsie House, 1, Hospital Road, Omagh, Co Tyrone, BT79 0AW	028 8241 1411

Appendix 14

Example Purchasing Organisations and Their Members

Purchasing Organisation	Yorkshire Purchasing Organisation	Eastern Shires Purchasing Organisation
Members	North Yorkshire County Council	Leicestershire County Council
	City of York District	Lincolnshire County Council
	Metropolitan District Council of Barnsley	Cambridgeshire County Council
	Metropolitan District Council of Bolton	Norfolk County Council
	Metropolitan District Council of Bradford	Leicester City County Council
	Metropolitan District Council of Bolton	Peterborough County Council
	Metropolitan District Council of Bradford	
	Metropolitan District Council of Calderdale	
	Metropolitan District Council of Doncaster	
	Metropolitan District Council of Kirklees	
	Metropolitan District Council of Knowsley	
	Metropolitan District Council of Rotherham	
	Metropolitan District Council of St Helens	
	Metropolitan District Council of Wakefield	
	Metropolitan District Council of Wigan	

Appendix 15

Fresh Fruit and Vegetables Sample Specification:

All fresh fruit and vegetables supplied will be graded EEC GRADE1 or where no classification exists, equivalent.

Unprepared vegetables prior to use must be properly contained in appropriate nets, boxes, trays, etc and stored in a cool dry place.

Frozen Vegetables Sample Specification:

All food supplied under the fruit and vegetable contract shall be of good quality and wholesome on delivery to the ultimate customer and shall conform to any requirements in force for the duration of the contract including EEC Regulations.

i.e.

Peas	–	Choice Quality Grade
	-	Standard Quality Grade
Sprouts	–	Choice Medium Grade
Standard	-	Quality Grade
Cauliflower	–	Choice Quality

When talking to school meal providers, fresh produce specifications were considered historical, with little change made over the years and based on mainly on past customer practice.

Grade A products or class 1 products and a specified size and quality were stipulated.

Appendix 16

School Meal Contract Caterers		
Name	Address	Telephone/Fax Number
ABM CATERING LTD	10 Grosvenor House Grosvenor Road Coventry CV1 3FF	Tel: 02476 552988 Fax: 02476 551752
ARAMARK PLC	Aramark House Honey End Lane Tilehurst Reading RG30 4QL	
BET CATERING SERVICES LTD (Initial Catering)	Columbia Centre Market Street Bracknell RG12 1JG	Tel: 01344 300444 Fax: 01344 360928
CASTLEVIEW SERVICES LTD	Suite 2 The Courtyards Croxley Business Park Watford WD1 8YH	Tel: 01923 226010 Fax: 01923 226040
For Purchasing:	Food service Manager	
	Castleview Services Ltd Steuart Road, Bridge of Allan, Stirling, FK9 FJK	
CATERING PARTNERSHIP LIMITED	Bank House 19 High Street Lutterworth Leicestershire LE17 4AU	Tel: 01455 556592 Fax: 01455 553903
CAMPBELL CATERING	Churchill House 33 Cardiff Road Barry South Glamorgan CF63 2QX	01242 221010
CHARTWELLS	Icknield House 40 West Street Dunstable Beds LU6 1TA	Tel: 01582 600222 Fax: 01582 471180
COMPASS GROUP PLC	Cowley House Guildford Street Chertsey Surrey KT16 9BA	Tel: 01932 573000 Fax: 01932 569956
Uxbridge Office for purchasing:	2nd Floor, Armstrong House	Tel: 0870 2414041
	38, Market Square, Uxbridge, Middx, UB8 1NG	
FAIRFIELD CATERING COMPANY LTD & BAXTER AND PLATTS	Mulliner House Flanders Road Turnham Green London W4 1XQ	Tel: 0181 742 3950 Fax: 0181 995 2327
GARDNER MERCHANT LTD (Now Sodexo)	The Merchant Centre New Street Square London EC4A 3TB	Tel: 0171 353 6211 Fax: 0171 815 1181
HALLIDAY CATERING SERVICES LTD	Imperial House, Oaklands Park Wokingham Berks RG41 2FD	Tel: 01734 890330 Fax: 01734 890340
HALLMARK CATERING LTD	PO Box 2 Lymington Hants SO41 9YE	Tel: 01425 620022 Fax: 01425 612838
INITIAL CATERING	Columbia Centre, Market Square, Bracknell	Tel: 01344 300444
	Berks, R12 1BR	
MELLORS CATERING SERVICES	Buffs Lane Southport Merseyside PR8 6ER	Tel: 01704 504200 Fax: 01704 539480
MOUNT CHARLES CATERING LTD	Lesley House 24-31 Shaftesbury Square Belfast BT2 7DB	Tel: 028 90320070 Fax: 01232 245391
PABULUM	140, Fleet Road, Fleet, Hampshire, GU1 8BE	
SUTCLIFFE CATERING GROUP (COMPASS)	2nd Floor Mulliner House Flanders Road Turnham Green London W4 1NN	Tel: 0181 995 8200 Fax: 0181 995 8033

Appendix 17

Fruit and Vegetable Supply to Schools

ALL SCHOOLS: NUMBER OF SCHOOLS BY TYPE OF SCHOOL

January 2000

By Local Education Authority area, by Government Office region in England.(1)

	Nursery		of which				of which				Special		Pupil		City		All schools
	LEA	Direct Grant	All	primary	middle		All	secondary	deemed	LEA	Non-Mntd	All special	Referral	Indep	Tech		
					deemed	middle										Mntd	
ENGLAND	514	2	516	18,158	158	3,550	377	1,134	63	1,197	295	2,187	15	25,918			
NORTH EAST	49	0	49	982	0	229	66	64	3	67	14	44	2	1,387			
Darlington	6	0	6	38	0	7	0	1	0	1	1	3	0	56			
Durham	15	0	15	247	0	36	0	12	0	12	1	5	0	316			
Gateshead	1	0	1	76	0	10	0	5	0	5	2	5	1	100			
Hartlepool	1	0	1	30	0	6	0	3	0	3	1	1	0	42			
Middlesbrough	0	0	0	47	0	11	0	5	0	5	0	0	1	64			
Newcastle upon Tyne	7	0	7	76	0	21	9	4	1	5	2	13	0	124			
North Tyneside	2	0	2	56	0	23	12	5	1	6	2	2	0	91			
Northumberland	1	0	1	142	0	61	45	9	1	10	0	5	0	219			
Redcar and Cleveland	0	0	0	53	0	13	0	2	0	2	1	0	0	69			
South Tyneside	6	0	6	57	0	11	0	5	0	5	2	1	0	82			
Stockton-on-Tees	0	0	0	64	0	13	0	5	0	5	1	4	0	87			
Sunderland	10	0	10	96	0	17	0	8	0	8	1	5	0	137			
NORTH WEST	111	0	111	2,738	0	489	0	195	14	209	37	226	0	3,810			
Blackburn with Darwen	9	0	9	59	0	9	0	6	1	7	0	7	0	91			
Blackpool	0	0	0	33	0	8	0	3	0	3	1	5	0	50			
Bolton	5	0	5	105	0	16	0	6	1	7	2	6	0	141			
Bury	1	0	1	70	0	14	0	3	0	3	2	5	0	95			
Cheshire	2	0	2	290	0	46	0	15	2	17	0	27	0	382			
Cumbria	7	0	7	296	0	42	0	5	0	5	3	22	0	375			
Halton	4	0	4	55	0	9	0	4	0	4	0	0	0	72			
Knowsley	0	0	0	60	0	11	0	8	0	8	1	0	0	80			
Lancashire	30	0	30	502	0	89	0	31	2	33	11	40	0	705			
Liverpool	6	0	6	157	0	34	0	21	2	23	4	10	0	234			
Manchester	2	0	2	150	0	25	0	21	0	21	0	18	0	216			
Oldham	0	0	0	101	0	15	0	7	0	7	0	6	0	129			
Rochdale	8	0	8	76	0	14	0	7	0	7	0	3	0	108			
Salford	13	0	13	86	0	17	0	7	0	7	4	19	0	146			
St. Helens	2	0	2	60	0	12	0	4	0	4	2	4	0	84			

Appendix 17

Fruit and Vegetable Supply to Schools

	Nursery			of which			of which			Special			Pupil			City		All schools
	LEA	Direct	Grant	All	primary	deemed	middle	All	secondary	middle	LEA	Non-Mntd		Referral	Indep	Tech		
												Mntd	special					
Sutton	4	0	0	4	92	0	0	22	0	6	2	8	2	9	0	137		
Stockport	9	0	0	9	103	0	0	14	0	6	2	8	3	16	0	153		
Tameside	3	0	0	3	79	0	0	18	0	5	0	5	1	3	0	109		
Trafford	0	0	0	0	76	0	0	18	0	6	0	6	0	12	0	112		
Warrington	1	0	0	1	75	0	0	12	0	3	1	4	0	0	0	92		
Wigan	2	0	0	2	112	0	0	21	0	9	0	9	0	1	0	145		
Wirral	3	0	0	3	101	0	0	23	0	12	1	13	1	13	0	154		
YORKSHIRE AND THE HUMBER	38	0	0	38	1,970	3	0	384	66	104	6	110	27	129	1	2,659		
Barnsley	2	0	0	2	87	0	0	14	0	3	0	3	1	2	0	109		
Bradford	6	0	0	6	163	0	0	82	57	13	0	13	3	15	1	283		
Calderdale	0	0	0	0	89	0	0	15	0	3	1	4	1	8	0	117		
Doncaster	0	0	0	0	113	0	0	17	0	7	1	8	5	5	0	148		
East Riding of Yorkshire	4	0	0	4	135	0	0	18	0	6	0	6	0	5	0	168		
Kingston Upon Hull, City of	3	0	0	3	80	0	0	16	0	4	0	4	4	3	0	110		
Kirklees	3	0	0	3	152	0	0	32	7	8	1	9	1	12	0	209		
Leeds	0	0	0	0	244	0	0	43	0	11	1	12	1	15	0	315		
North East Lincolnshire	3	0	0	3	62	0	0	12	0	2	0	2	2	2	0	83		
North Lincolnshire	0	0	0	0	69	0	0	14	0	2	0	2	2	3	0	90		
North Yorkshire	3	0	0	3	328	0	0	47	2	11	2	13	0	30	0	421		
Rotherham	3	0	0	3	110	0	0	17	0	7	0	7	3	2	0	142		
Sheffield	5	0	0	5	148	0	0	27	0	14	0	14	1	10	0	205		
Wakefield	5	0	0	5	130	0	0	18	0	9	0	9	2	11	0	175		
York	1	0	0	1	60	0	0	12	0	4	0	4	1	6	0	84		
EAST MIDLANDS	38	0	0	38	1,750	0	0	337	40	85	3	88	16	139	3	2,371		
Derby	9	0	0	9	81	0	0	14	0	5	1	6	0	5	1	116		
Derbyshire	8	0	0	8	362	0	0	47	0	12	0	12	4	22	0	455		
Leicester	1	0	0	1	87	0	0	16	0	11	0	11	0	11	0	126		
Leicestershire	1	0	0	1	228	0	0	54	10	7	0	7	0	16	0	306		
Lincolnshire	5	0	0	5	289	0	0	63	0	19	0	19	4	21	0	401		
Northamptonshire	8	0	0	8	270	0	0	61	22	13	1	14	1	27	1	382		
Nottingham	4	0	0	4	101	0	0	21	0	6	0	6	3	12	1	148		
Nottinghamshire	2	0	0	2	314	0	0	58	8	11	1	12	4	21	0	411		
Rutland	0	0	0	0	18	0	0	3	0	1	0	1	0	4	0	26		
WEST MIDLANDS	75	2	2	77	1,949	5	0	422	45	138	2	140	37	179	2	2,806		
Birmingham	25	0	0	27	328	0	0	77	0	29	0	29	2	33	0	496		

Appendix 17

Fruit and Vegetable Supply to Schools

	Nursery			of which			of which			Special			Pupil			City			All schools
	LEA	Direct		All	primary	middle		All	secondary	deemed	LEA	Non-Mntd		All	Referral	Indep	Tech		
		Mntd	Grant			deemed	deemed					Mntd	Mntd					special	
Coventry	1	0	0	1	89	0	0	19	0	11	0	0	11	3	11	0	0	134	
Dudley	1	0	0	1	82	0	0	22	0	7	0	0	7	3	1	0	0	116	
Herefordshire	0	0	0	0	85	0	0	14	0	3	0	0	3	3	12	0	0	117	
Sandwell	0	0	0	0	102	0	0	20	0	11	0	0	11	4	0	0	0	137	
Shropshire	0	0	0	0	144	0	0	22	0	2	1	3	3	0	24	0	0	193	
Shropshire	0	0	0	0	68	0	0	13	0	5	0	0	5	1	6	1	1	94	
Solihull	0	0	0	0	313	0	0	69	14	22	0	0	22	4	23	0	0	440	
Staffordshire	11	0	0	11	88	0	0	17	0	6	0	0	6	1	2	0	0	125	
Stoke-on-Trent	2	0	0	2	66	0	0	13	0	5	0	0	5	1	4	1	1	92	
Telford and Wrekin	8	0	0	8	96	0	0	20	0	7	0	0	7	0	4	0	0	135	
Walsall	9	0	0	9	200	0	0	37	0	11	0	0	11	3	22	0	0	282	
Warwickshire	8	0	0	8	91	0	0	18	0	6	0	0	6	3	6	0	0	132	
Wolverhampton	1	0	0	1	197	5	5	61	31	13	1	1	14	9	31	0	0	313	
Worcestershire																			
EAST OF ENGLAND	44	0	44	44	2,127	59	431	90	104	3	107	27	218	0	2,954	0	0	2,954	
Bedfordshire	7	0	7	7	147	0	57	40	10	0	10	1	15	0	237	0	0	237	
Cambridgeshire	6	0	6	6	207	0	31	1	11	0	11	1	29	0	285	0	0	285	
Essex	2	0	2	2	490	0	79	0	22	1	23	4	42	0	640	0	0	640	
Hertfordshire	17	0	17	17	426	0	87	9	25	2	27	8	60	0	625	0	0	625	
Luton	6	0	6	6	65	0	12	0	3	0	3	1	4	0	91	0	0	91	
Norfolk	4	0	4	4	389	59	52	0	12	0	12	4	28	0	489	0	0	489	
Peterborough	1	0	1	1	57	0	13	0	4	0	4	2	1	0	78	0	0	78	
Southend-on-Sea	0	0	0	0	43	0	12	0	5	0	5	0	8	0	68	0	0	68	
Suffolk	1	0	1	1	256	0	78	40	9	0	9	5	31	0	380	0	0	380	
Thurrock	0	0	0	0	47	0	10	0	3	0	3	1	0	0	61	0	0	61	
LONDON	85	0	85	85	1,899	31	405	2	165	3	168	44	443	5	3,049	443	5	3,049	
INNER LONDON	51	0	51	51	726	0	132	0	78	0	78	22	221	3	1,233	221	3	1,233	
Camden	1	0	1	1	42	0	10	0	7	0	7	2	31	0	93	0	0	93	
City of London	0	0	0	0	1	0	0	0	0	0	0	0	3	0	4	0	0	4	
Hackney	2	0	2	2	58	0	9	0	5	0	5	2	21	0	97	0	0	97	
Hammersmith and Fulham	5	0	5	5	36	0	8	0	6	0	6	2	18	0	75	0	0	75	
Haringey	3	0	3	3	70	0	11	0	5	0	5	1	12	0	102	0	0	102	
Islington	3	0	3	3	49	0	9	0	4	0	4	4	6	0	75	0	0	75	
Kensington and Chelsea	4	0	4	4	26	0	4	0	2	0	2	1	39	0	76	0	0	76	
Lambeth	5	0	5	5	67	0	10	0	10	0	10	2	13	0	107	0	0	107	
Lewisham	2	0	2	2	70	0	13	0	7	0	7	2	4	1	99	0	1	99	
Newham	8	0	8	8	64	0	14	0	3	0	3	1	2	0	92	0	0	92	

Nicola Preston

Source: LACA 2000

Appendix 17

Fruit and Vegetable Supply to Schools

	Nursery		of which			of which			Special		Pupil		City		All schools	
	LEA	Mntd	Direct	Grant	All	primary	middle		All	Non-Mntd	special	Referral	Indep	Tech		Colleges
							deemed	secondary								
Southwark	5		0		5	72	0	12	0	9	0	2	8	1	109	
Tower Hamlets	7		0		7	73	0	15	0	8	0	1	7	0	111	
Wandsworth	3		0		3	58	0	9	0	10	0	2	30	1	113	
Westminster	3		0		3	40	0	8	0	2	0	0	27	0	80	
OUTER LONDON	34		0		34	1,173	31	273	2	87	3	22	222	2	1,816	
Barking and Dagenham	0		0		0	49	0	8	0	1	0	0	0	0	58	
Barnet	4		0		4	90	0	21	0	4	0	2	29	0	150	
Bexley	0		0		0	63	0	16	0	5	0	2	4	0	90	
Brent	4		0		4	59	0	13	0	5	0	1	11	0	93	
Bromley	0		0		0	78	0	17	0	5	1	1	15	0	117	
Croydon	6		0		6	94	0	21	0	6	0	3	22	2	154	
Ealing	5		0		5	65	0	13	0	7	0	1	21	0	112	
Enfield	0		0		0	66	0	16	0	6	0	2	6	0	96	
Greenwich	6		0		6	69	0	14	0	8	0	1	8	0	106	
Harrow	0		0		0	56	19	10	0	3	0	1	13	0	83	
Havering	0		0		0	68	0	18	0	3	0	2	6	0	97	
Hillingdon	1		0		1	67	0	17	0	6	0	1	8	0	102	
Hounslow	0		0		0	64	0	14	0	5	0	1	7	0	91	
Kingston upon Thames	1		0		1	37	0	10	0	3	0	2	13	0	66	
Merton	0		0		0	49	12	11	2	3	0	0	10	0	73	
Redbridge	0		0		0	52	0	16	0	5	0	1	15	0	89	
Richmond upon Thames	1		0		1	39	0	8	0	3	0	0	22	0	73	
Sutton	2		0		2	43	0	14	0	3	0	1	9	0	72	
Waltham Forest	4		0		4	65	0	16	0	6	0	0	3	0	94	
SOUTH EAST	54		0		54	2,744	42	518	36	181	23	68	552	1	4,141	
Bracknell Forest	0		0		0	33	0	6	0	1	0	2	8	0	50	
Brighton and Hove	2		0		2	58	0	10	0	7	2	1	21	0	101	
Buckinghamshire	4		0		4	195	0	34	0	14	0	5	32	0	284	
East Sussex	0		0		0	155	0	26	0	11	1	4	38	0	235	
Hampshire	2		0		2	439	0	71	0	30	1	10	67	0	620	
Isle of Wight	0		0		0	46	0	21	16	2	1	1	4	0	75	
Kent	1		0		1	475	0	106	3	30	4	11	83	1	711	
Medway	0		0		0	89	0	20	0	3	0	1	7	0	120	
Milton Keynes	2		0		2	86	20	11	0	6	0	1	5	0	111	
Oxfordshire	15		0		15	233	0	45	10	14	4	6	48	0	365	
Portsmouth	1		0		1	53	0	10	0	6	0	3	4	0	77	
Reading	5		0		5	39	0	8	0	3	0	2	9	0	66	

Appendix 17

Fruit and Vegetable Supply to Schools

	Nursery			of which			of which			Special		Pupil			City		All schools		
	LEA	Direct		All	middle		All	secondary	middle	deemed	LEA	Mntd	Non-Mntd	special	Referral	Indep		Tech	Colleges
		Mntd	Grant		All	nursery													
Slough	5	0	0	5	31	0	0	11	0	0	2	0	0	2	2	3	0	0	54
Southampton	1	0	0	1	67	0	0	14	0	0	6	0	0	6	3	8	0	0	99
Surrey	5	0	0	5	327	0	0	53	0	0	25	6	6	31	9	125	0	0	550
West Berkshire	2	0	0	2	68	0	0	10	0	0	2	1	1	3	3	13	0	0	99
West Sussex	4	0	0	4	250	22	39	15	3	2	17	2	2	48	0	0	0	0	360
Windsor and Maidenhead	4	0	0	4	46	0	14	1	4	0	1	0	0	1	2	18	0	0	85
Wokingham	1	0	0	1	54	0	9	3	1	0	4	0	0	0	0	11	0	0	79
SOUTH WEST	20	0	0	20	1,999	18	335	32	98	6	104	25	257	1	2,741				
Bath and North East Somerset	0	0	0	0	69	0	13	0	5	0	5	0	10	0	0	7	0	0	97
Bournemouth	0	0	0	0	28	0	10	0	3	0	3	0	0	3	0	0	0	0	48
Bristol, City of	15	0	0	15	121	0	22	0	12	0	0	1	20	0	0	0	0	0	191
Cornwall	2	0	0	2	245	0	31	0	4	0	0	0	15	0	0	0	0	0	297
Devon	1	0	0	1	324	9	37	0	11	3	14	2	50	0	0	0	0	0	428
Dorset	0	0	0	0	138	0	37	0	6	0	6	4	32	0	0	0	0	0	217
Gloucestershire	0	0	0	0	254	0	42	0	14	1	15	3	29	0	0	0	0	0	343
Isles of Scilly	0	0	0	0	4	0	1	0	0	0	0	0	1	0	0	0	0	0	6
North Somerset	0	0	0	0	65	0	10	0	4	0	4	2	8	0	0	0	0	0	89
Plymouth	2	0	0	2	80	0	18	0	8	0	8	3	5	0	0	0	0	0	116
Poole	0	0	0	0	30	9	9	1	3	1	4	1	5	0	0	0	0	0	49
Somerset	0	0	0	0	224	0	39	9	9	0	9	4	32	0	0	0	0	0	308
South Gloucestershire	0	0	0	0	97	0	14	0	4	0	4	1	6	1	0	0	1	0	123
Swindon	0	0	0	0	70	0	11	0	6	0	6	1	1	0	0	0	0	0	89
Torbay	0	0	0	0	33	0	8	0	3	0	3	1	6	0	0	0	0	0	51
Wiltshire	0	0	0	0	217	0	33	5	6	1	7	2	30	0	0	0	0	0	289

(1) See paragraphs 43 and 44 of the explanatory notes.

Appendix 18

Fruit and Vegetable Supply to Schools

LACA Members

Last Name	First Name	Mr/Mrs	Position	Company	Region
Aaron	Elaine	Mrs	Client Monitoring Officer	Wigan MBC (Education Dept.)	North West
Adams	David	Mr	Direct Services Manager	London Borough of Hounslow	London & SE
Airs	Linda	Mrs		London Borough of Hounslow	London & SE
Alexander	Sue	Miss	Contract Organiser	Leicestershire County Council	Eastern
Allen	Alison	Mrs	Catering Services Manager	Norfolk County Services	Anglia
Allsop	Pam	Ms	Principle Contracts Manager	Rotherham MBC	Eastern
Andrew	Eunice	Mrs	Area Manager	Caterhouse Ltd	London & SE
Andrews	Jean	Ms	Operations Manager	Wiltshire Direct Services	South West
Archbold	Judy	Mrs	Contract Director	Initial Catering Services Ltd	London & SE
Argyle	Nigel	Mr	Contracts Manager (Marketing)	Cheshire County Council	North West
Arnold	Barbara	Mrs	Contract Manager	Devon County Council	South West
Arnott	Janet	Mrs	District Catering Manager	Newcastle City Council	North & Scotland
Aston	Rita	Mrs		Staffordshire County Council	W Midlands
Atkinson	Gillian	Miss	Area Catering Manager	Northumberland County Council	North & Scotland
Attard	Susan	Ms	Director	Wiltshire Direct Services	South West
Aviston	Susan	Ms	DSO Catering	Walsall MBC	W Midlands
Babou	Sylvie-Martine	Ms	Operations Manager	Hampshire County Council	London & SE, SW
Baker	Beverley	Mrs	Area Catering Manager	Solihull MBC	W Midlands
Baker	Beverley	Mrs	Head of Commercial Services	Surrey Comm Services	London & SE
Baker	Robin	Mr	Catering Client Officer	Coventry City Council	W Midlands
Baldry	Deirdre	Ms		Norfolk County Services	Anglia
Ball	Gillian	Mrs	Area Catering Manager	Bolton Metro Commercial Services	North West
Ball	Margaret	Ms	Operations Manager (North)	Manchester Fayre	North West
Barnes	Margaret	Mrs	Cleaning/Catering Services	Kirklees Council	Eastern
Barnfather	Margaret	Mrs	Area Catering Manager	Northumberland County Council	North & Scotland
Baron	Kath	Mrs	Catering Services Manager	Blackburn with Darwen Borough Council	North West
Bassom	Jane	Mrs	Hotel Services Manager	Essex Catering Services	Anglia
Bateman	Steve	Mr		Derbyshire County Council	Eastern
Beck	Suzanne	Miss	Area Manager	SCS	South West
Bell	Rosemary	Mrs	Area Manager	North Eastern Education Direct Services	Northern Ireland
Bennett	Denyse	Mrs	Contract Manager	Cambridgeshire Catering Services	Anglia
Bennett	Janet	Mrs	Support Services Manager	Wrexham County Borough Council	Wales
Bennett	Michael	Mr	General Manager Catering	Sefton MBC	North West
Bethune	Mike	Mr	Quality Training Supervisor	Newport County Borough	Wales

Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

Bichard	Janet	Mrs	Area Manager	London Borough of Croydon	London & SE
Bird	Annette	Mrs	Operations Manager	Kirklees Metropolitan Council	Eastern
Birtle	Jeff	Mr	Area Catering Manager	Northumberland County Council	North & Scotland
Blackshaw	Mark	Mr	Premises Manager	Cumbria Catering Services	North & Scotland
Blake	Jacqueline	Mrs	Operations Manager	Nottingham City Contracts Works	Eastern
Blake	Therese	Mrs	Contract Manager	Essex Catering Services	Anglia
Blakeney	Lynda	Mrs	District Catering Manager	Newcastle City Council	North & Scotland
Blaquiere	Emily	Mrs		London Borough of Croydon	London & SE
Blower	Angela	Mrs	Catering Operations Manager	Middlesbrough Education Leisure Service	North & Scotland
Blythe	Janet	Miss	Operations Manager	Warwickshire County Caterers	West Midlands
Boardman	Jerry	Mr	Divisional Head	Rochdale MBC	North West
Bogg	Marion	Ms	Client Manager	Bradford Metropolitan Council	Eastern
Bonzer	Janet	Mrs	Area Manager	Sunderland City Council	North & Scotland
Bottomley	Neil	Mr	Resource Officer (Catering)	Kingston Upon Hull City Council	Eastern
Bower	Linda	Mrs	Client Catering Officer	Nottingham County Council	Eastern
Bowery	Joyce	Mrs	Contract Manager	Initial Catering Services Ltd	South West
Bowley	Alan	Mr	Service Manager	Leicestershire Council	Eastern
Box	Kath	Mrs	Client Area Catering Manager	Brighton & Hove Council	London & SE
Bradley	Lesley	Mrs	Regional Contracts Officer	Nottinghamshire County Council	Eastern
Branch	Colin	Mr	Client Officer	South Tyneside MBC	North & Scotland
Brayson	Liz	Mrs	Area Contract Manager	Cumbria Catering Services	North & Scotland
Bremmer	Andrew	Mr	Catering Manager	Doncaster MBC	Eastern
Bridge	Paul	Mr	Business Manager	Bolton Metro Commercial Services	North West
Bridle	Joy	Ms	Contract Manager	Cheshire County Council	North West
Brine	Sonja	Ms	Commercial Manager	Rochdale MBC	North West
Brook	Rachel	Mrs	Operations Manager	Warwickshire County Caterers	West Midlands
Brooks	Heather	Mrs		Surrey County Council	London & SE
Broom	Sheila	Mrs	Regional Operations Manager	Hertfordshire County Council	Anglia
Brown	Anita	Mrs	Assistant Manager Catering	Stockton on Tees Borough Council	North & Scotland
Brown	Anne	Ms	Area Catering Supervisor	Salford Citywide Services	North West
Brown	Clare	Ms	Operations Manager	Wiltshire Direct Services	South West
Brown	Diane	Mrs	Operations Manager	Nottingham City Contracts Works	Eastern
Brown	Edith	Mrs	Client Catering Officer	Tameside MBC	North West
Brown	Gill	Mrs	Ass. Contract Manager	Essex Catering Services	Anglia
Brown	Stephen	Mr	Head of Service	Kirklees Metropolitan Council	Eastern
Bruton	Gillian	Mrs	Schools Catering Manager	Salford Citywide Services	North West
Buckenham	Penny	Mrs	Client Contracts & Facilities Manager	East Sussex County Council	London & SE

Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

			School Meals Organiser	Isle of Man Government	
Buckley	Jean	Mrs	Senior Area Manager	Blackburn with Darwen Borough Council	North West
Buckley	Lynn	Mrs	Development Supervisor	Warwickshire County Council	North West
Buckley	Yvonne	Ms	Catering & Cleaning Services Manager	Rhondda, Cynon, Taff County Borough Council	West Midlands
Bull	Anne	Mrs	General Manager	Northumberland County Council	Wales
Buller	Vivianne	Mrs	Operations Manager Education	Team Lambeth Catering	North & Scotland
Burke	Joanne	Mrs	Area Catering Supervisor	Bristol Domestic Services	London & SE
Burke	Susan	Mrs	Area Catering Supervisor	Team Lambeth Catering	South West
Burnett	Angela	Mrs	Ass. Operations Manager	Castle View Services Ltd	London & SE
Brunikell	Elizabeth	Ms	Operations Manager	Bolton Metro Commercial Services	North & Scotland
Butt	Barbara	Mrs	Head of Combined Services	Stoke-on-Trent City Council	North West
Buxton	Angelena	Mrs	Area Manager	Essex Catering Services	North West
Cakebread	Phyl	Mrs	Contract Manager	North Eastern Education & Library Board	Anglia
Campbell	Anne	Mrs	Senior School Meals Organiser	Rotherham MBC	Northern Ireland
Campbell	Joanne	Mrs	Catering & Public Hall Officer	South Eastern Education & Library Board	Eastern
Campbell	Karen	Ms	DSO Catering Manager	Oxfordshire County Council	Northern Ireland
Canning	Anne	Ms	Product Manager	Warrington Borough Council	London & SE
Capper	Mark	Mr	Contract Manager		North West
Carr	Matthew	Mr		Southampton City Council	Anglia
Carroll	Irene	Mrs	General Manager	Salihull MBC	South West
Carroll	Nicola	Ms	Civic Catering Manager	East Sussex County Council	West Midlands
Carler	Jane	Mrs	Client Catering Manager	Tower Hamlets London Borough	London & SE
Cattermole	Isobel	Mrs	Operations Manager	London Borough of Croydon	London & SE
Cawley	Carol	Mrs	Business Manager	Cheshire County Council	North West
Chance	Michael	Mr	Area Manager	London Borough of Haringey	London & SE
Chapman	David	Mr	Contract Manager	Cambridgeshire Catering Services	Anglia
Charnock	Louise	Ms	Catering Manager	Bishop's Stortford High School	Anglia
Cheshire	Dawn	Mrs	Finance Manager	Devon County Council	South West
Child	Nigel	Mr	General Manager	Bexley Catering Services	London & SE
Christiaans	Jurrien	Mr	Contract Manager	Torfaen County Borough Council	Wales
Church	Sally	Ms		Derbyshire County Council	Eastern
Clark	David	Mr	Promotions Manager	N.Tynside Council	North & Scotland
Clark	Sarah	Mrs	Client Services Officer	Peterborough City Council	Anglia
Clarke	David	Mr	Operations Manager	Warwickshire County Caterers	West Midlands
Clarke	Jenny	Mrs	Senior Catering Manager	Torfaen County Borough Council	Wales
Clifford	Sue	Mrs	DSO Catering Manager	LB Barking and Dagenham	London & SE
Clinton	Gerard	Mr	Client Catering Officer	Halton Borough Council	North West
Coackley	Ella	Mrs			

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Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

			Operations Manager	SCS	
Codd	Pauline	Mrs		Norfolk County Services	South West
Cogger	Dorcas	Mr		Cardiff County Council	Anglia
Collier	Katherine	Mrs	Senior Client Catering Officer	Southern Ed & Library Board	Wales
Collins	Irene	Mrs	Area Manager	Newcastle City Council	Northern Ireland
Connelly	Margaret	Mrs	District Catering Manager	South Gloucestershire Unitary Authority	North & Scotland
Cook	Peter	Mr	Area Manager	London Borough of Harrow	South West
Cooke	Pauline	Mrs	Asst. Manager	Hammersmith & Fulham – DSO	London & SE
Coombe	Stella	Mrs	Contracts Manager	Surrey County Council	London & SE
Cooper	Georgina	Mrs	Area Catering Officer	Norfolk County Services	London & SE
Cope	Chris	Mr	Catering Operations Manager	Newport County Borough	Anglia
Corrigan	Lesley	Ms	Quality Training Supervisor	City & County of Swansea	Wales
Coster	Alison	Mrs	Operations Manager	Peterborough City Council	Wales
Cottingham	Denise	Mrs	Catering Supervisor	Sunderland City Council	Anglia
Craig	Jean	Mrs	Area Manager	Tower Hamlets London Borough	North & Scotland
Crane	Ian	Mr	Area Catering Manager	Devon County Council	London & SE
Critchlow	Leonora	Mrs	Ass. Catering Manager	London Borough of Harrow	South West
Crocker	Carole	Miss	Ass. Manager	Reading Borough Council	London & SE
Crompton	Paul	Mr	Operations Manager-General Services	Wigan MBC Education Department	London & SE
Crompton	Yvonne	Ms		Belfast Education & Library Board	North West
Cross	Sylvia	Mrs	Area Manager	London Borough of Sutton	Northern Ireland
Crosthwaite	Kathy	Mrs	Client Officer	Shropshire County Council	London & SE
Crowder	Jenny	Miss	Client Officer	Devon County Council	West Midlands
Crump	Muriel	Ms	Contract Manager	Hammersmith & Fulham – DSO	South West
Cruse	Janet	Ms	Area Manager	North Eastern Education Direct Services	London & SE
Cusick	Allison	Mrs	Area Manager	Bolton Metro	N. Ireland
Daniels	Carol	Mrs	Client Catering Officer	Conwy Contract Catering Service	North West
Davies	Carol	Miss	Catering Manager	Caerphilly Catering Direct Services	Wales
Davies	Maureen	Mrs	Area Manager (East)	Bridgend County Borough Council	Wales
Davies	Pat	Mrs	Business Manager Catering & Cleaning	Cambridgeshire Catering Services	Wales
Davis	Brian	Mr	Catering & Support Service Manager	Sunderland City Council	Anglia
Davison	Lynda	Ms	Area Manager		North & Scotland
Davison	Rosemary	Mrs			South West
Denny	Stephen	Mr	Asst. Ed. Officer	Corporation of London	London & SE
Denson	David	Mr	Leisure & Env. Contract Services Mngr	Peterborough City Council	Anglia
Denton	Roger	Mr	Principal Catering Officer	East Riding Council	Eastern
Dexter	Andrew	Mr	Contracts Manager	Leicestershire City Catering	Eastern
Dill	Colin	Mr	Head of Catering Services	Derby City Council	Eastern

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Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

Dixon	Hilary	Mrs	Contract Manager (Business Development)	Cheshire County Council	North West
Dixon	Phil	Mr		Norfolk County Services	Anglia
Dixon-Smith	David	Mr	Asst. Director, (Cleansing & Catering Services)	Blackpool Borough Council	North West
Dobson	Elizabeth	Mrs	Service Manager – Catering	Nottingham City Contracts Works	Eastern
Dodds	George	Mr	Operations Director	Castle View Services Ltd	North & Scotland
Dodson	Carolyn	Mrs	General Manager – Catering & Facilities	Milton Keynes Council	West Midlands
Doggrell	Doreen	Miss	Catering Advisor	Service Children's Education	London & SE
Donlan	Paul	Mr	Business Development Manager	Pabulum	London & SE
Dowling	Louise	Ms	Operations Supervisor	Warwickshire County Caterers	West Midlands
Doyle	Michael	Mr	Area Manager	Hammersmith & Fulham – DSO	London & SE
Doyle	Sharon	Miss	Asst. Manager	London Borough of Harrow	London & SE
Drew	Valerie	Mrs	DSO Manager	Nottingham County Council	Eastern
Drysdale	Paul	Mr	Asst. Contracts Manager	Derby City Council	Eastern
Duarte	Caroline	Mrs	Ed. Catering Mngt. (Contracts)	Westminster City Council	London & SE
Dudley	June	Mrs	Catering Development Manager	Tayside Contracts	North & Scotland
Duffy	Vivienne	Mrs	Area Manager	Caterhouse Limited	London & SE
Duncan	Catherine	Mrs	Client Services Quality Inspector	Cumbria Count Council	North & Scotland
Dunmore	Elizabeth	Mrs	Client Catering Officer	Nottinghamshire County Council	Eastern
Dunn	Irene	Miss	Area Catering Supervisor	Bristol Domestic Services	South West
Dyke	Lori	Mrs	Area Catering Manager	Tower Hamlets London Borough	London & SE
Dyson	Chris	Mrs	Regional Training Manager	Hertfordshire CC	Anglia
Eades	Susan	Mrs	Area Catering Manager	Bath & NE Somerset Council	South West
Eakers	Sue	Miss	Assistant Education Officer (Catering)	The City & County of Cardiff	Wales
Eakin	Veronica	Mrs	Area Manager	North Eastern Education Direct Services	N. Ireland
Edgar	Sheila	Mrs	Senior Administrative Assistant	Cumbria Catering Services	North & Scotland
Edwards	Geoff	Mr	Catering Manager	Plymouth City Council	South West
Edwards	Toni	Mrs	Area Manager Torfaen	Torfaen County Borough Council	Wales
Elias	Mabel	Mrs	Regional Contracts Officer	Nottinghamshire County Council	Eastern
Elliot	Katie	Mrs	Technical Trainer	Northumberland County Council	North & Scotland
Elliot	Myrtle	Mrs	Area Catering Manager	Western Ed. & Library Board	N. Ireland
Elliot	Robert	Mr	Assistant Contracts Manager	South Tyneside MBC	North & Scotland
Ellor	Kim	Mrs	School Meals Manager	Grange Comprehensive School	North West
Eise	Ann	Mrs	Regional Operations Manager	Hertfordshire CC	Anglia
Emmett	Chaim	Mr		Catersolve	London & SE
Epsom	T	Mrs	District Catering Manager	Dudley MBC	West Midlands
Escriff	Ann	Ms	Area Manager	Sunderland City Council	North & Scotland

Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

Evans	Brenda	Mrs	Deputy Area Manager	Torfaen County Borough Council	Wales
Fassilhi	Ferri	Mr	Catering Manager	Luton School & Welfare Catering	Anglia
Faulks	Jane	Mrs	Area Manager	Leicester City Council	Eastern
Fawcett	Sandra	Ms	Personnel/Finance Director	Caterhouse Limited	London & SE
Fellows	Pat	Mrs		Patricia Fellows Consultancy	London & SE
Fisher	Mair	Mrs	Assistant Catering Manager	Neath Port Talbot County Borough Catering	Wales
Fitzgerald	Adam	Mr	Purchasing Officer	Devon Purchasing	South West
Flannery	Mary	Mrs	Area Manager	Southern Ed & Library Board	N. Ireland
Fotheringham	Gordon	Mr	Area Manager	Rochdale MBC	North West
Fowler	Ceri	Mrs	Area Manager (West)	Caerphilly Catering Direct Services	Wales
Foxton	Josie	Ms	Area Co-ordinator	Doncaster MBC	Eastern
Franks	Sally	Mrs	Head of Catering Direct Services	Caerphilly Catering Direct Services	Wales
Freegard	Shirley	Mrs	Area Catering Manager	Bath & NE Somerset Council	South West
Freeman	Jo	Mrs	Training Officer	Devon County Council	South West
Freeman	Nicola	Mrs	Contract Director	Initial Catering Services Ltd	London & SE
Freer	Graham	Mr	Finance & QA Manager	Suffolk County Catering	Anglia
Frisch	Judith	Mrs	Area Catering Manager	Northumberland County Council	North & Scotland
Frost	Amanda	Ms	Contracts Manager	Bradford Metropolitan Council	Eastern
Fry	Beverley	Mrs	Primary Manager	Rhondda, Cynon, Taff County Borough Council	Wales
Fulton	Ian	Mr	Head of Catering Service	Coventry City Council	West Midlands
Fursland	David	Mr	Client Support Manager	Bradford Metropolitan Council	Eastern
Gallacher	Michael	Mr	Business Manager	Bedfordshire County Council	Anglia
Galvin	Sue	Mrs	Client Catering Officer	East Riding Council	Eastern
Gardiner	Keith	Mr	Area Catering Supervisor	Bristol Domestic Services	South West
Gardner	Dorothy	Mrs			Anglia
Gardner	Jane	Ms		Derbyshire County Council	Eastern
Garnham-Edge	Colin	Mr	Principal Client Catering Officer	London Borough of Sutton	London & SE
Gillfillan	Flora	Ms	Training Manager	Edinburgh Catering Services	North & Scotland
Gill-Harwood	Trish	Mrs	Area Catering Manager	East Sussex County Council	London & SE
Gilmore	Anne	Mrs	Catering Manager Client Services	South Eastern Education & Library Board	N. Ireland
Glaisher	Richard	Mr	County Catering Manager	Suffolk County Catering	Anglia
Goldberg	Beverley	Mrs	Assistant General Manager	Newcastle City Council	North & Scotland
Goodwin	Kathleen	Mrs	Area Manager	Stoke-on-Trent City Council	North West
Gordon	Emily	Miss	Area Manager	Southern Ed & Library Board	N. Ireland
Gormley	Noirin	Mrs	DSO Catering Manager	Western Ed. & Library Board	N. Ireland
Gossip	Sandra	Mrs	Development Manager	City Catering Southampton	South West

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Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

Gothorp	Gill	Mrs	Catering Manager	Lincolnshire County Council	Eastern
Graves	Ian	Mr	Contract Manager	Cheshire County Council	North West
Gray	Elizabeth	Mrs	Area Client Catering Officer	Cornwall County Council	South West
Gray	Julie	Mrs	Head of Facilities Management	Sunderland City Council	North & Scotland
Grayling	Hilary	Mrs	Catering Officer	Hull City Council	Eastern
Green	Judy	Mrs	Contract Manager	Cambridgeshire Catering Services	Anglia
Greenfield	Lynn	Ms	Area Catering Supervisor	Barnsley Catering Services	Eastern
Grieve	Gerrard	Mr	Area Catering Manager	Western Ed. & Library Board	N. Ireland
Griffiths	Norma	Mrs	General Manager Facility Service	Bridgend County Borough Council	Wales
Griffiths	Rosemary	Ms	Catering & Cleaning Manager	Pembrokeshire County Council	Wales
Grimshaw	Eve	Ms	Area Catering Supervisor	Barnsley Catering Services	Eastern
Grosvenor	Phillip	Mr	Catering Services Manager	Barnsley MBC	Eastern
Grundy	Eric	Mr	Commercial Catering Manager	Wigan MBC (MCCS)	North West
Gunning	Jackie	Mrs	Area Catering Manager	Solihull MBC	West Midlands
Hague	Margaret	Mrs	Administration Officer	Solihull MBC	West Midlands
Haines	Marjorie	Mrs	Area Manager Blaenau Gwent	Blaenau Gwent CBC	Wales
Hallas	Keith	Mr	Contract Manager	Hull City Services	Eastern
Hallimond	Brian	Mr	Director of Environmental Services	Gateshead MBC	North & Scotland
Halsall	Suzanne	Mrs	Catering Operations Manager	Liverpool Pride Catering	North West
Handley	Lesley	Mrs	Client Catering Manager	Rotherham MBC	Eastern
Hanrahan	Nora	Mrs	Monitoring Officer	Westminster City Council	London & SE
Harkness	Pamela	Mrs	Client Services Manager	London Borough of Redbridge	London & SE
Harris	Susan	Miss	Principal Client Catering Officer	Nottinghamshire County Council	Eastern
Harrison	Gill	Ms	Catering Supervisor	Derby City Council	Eastern
Harrison	Richard	Mr	Group Client Manager	Cambridgeshire County Council	Anglia
Harwood	Alison	Mrs	Catering & Domestic Services Manager	Birmingham City Council	West Midlands
Hawkins	Maria	Ms		Wigan MBC (MCCS)	North West
Haworth	Susie	Ms	Client Area Catering Manager	East Sussex County Council	London & SE
Hay	Ann	Ms	Development Supervisor	Warwickshire County Council	West Midlands
Haye	Michael	Mr	Area Supervisor	Hammersmith & Fulham - DSO	London & SE
Hayes	Michael	Mr	Quality Assurance Officer	Tower Hamlets London Borough	London & SE
Hayton	Kathleen	Mrs	Education Officer (School Meals)	Metropolitan Borough of Sandwell	West Midlands
Headford	Bruce	Mr	Principal School Catering Advisor	Hounslow London Borough	London & SE
Hearnden	Mike	Mr	Contract Catering Manager	Aberdeenshire Council	North & Scotland
Heath	Michael	Mr	Director of Contract Services	Peterborough City Council	Anglia
Heaton	Bob	Mr	General Manager	Hertfordshire CC	Anglia
Hedley	Godfrey	Mr	Education Catering Contract Manager	South Tyneside MBC	North & Scotland

Source: LACA (2000)

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Fruit and Vegetable Supply to Schools

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			Commercial Manager	SCS	
Helliar	Alan	Mr		North Yorkshire County Caterers	South West
Helliwell	Julia	Mrs		Birmingham City Council	North & Scotland
Henderson	Christine	Mrs	Training Manager		West Midlands
Henderson	Elizabeth	Mr			N. Ireland
Hennessy	Larry	Mr	Area Supervisor	Hammersmith & Fulham – DSO	London & SE
Henry	Angus	Mr	Development Director	Initial Catering Services Ltd	London & SE
Henton	Pauline	Mrs	Assistant Contract Manager	Essex Catering Services	Anglia
Herbert	Eunice	Ms	Area Catering Supervisor	Barnsley Catering Services	Eastern
Heyes	Sheila	Mrs			North & Scotland
Hibbert	Steven	Mr	Catering Operations Manager	Doncaster MBC	Eastern
Hicks	Margaret	Mrs	Client Contracts Officer	Pembrokeshire County Council	Wales
Hicks	Rita	Mrs	Leisure Catering Manager	Vale Catering Services	Wales
Higgins	Lindsay	Ms	Operations Supervisor	Warwickshire County Caterers	West Midlands
Hiley	Jennifer	Mrs	School & Welfare Catering Manager	Kirklees Metropolitan Council	Eastern
Hill	Catherine	Mrs	Unit Catering Manager	Solihull MBC	West Midlands
Hill	David	Mr	Contracts & Projects Manager	Cambridgeshire Catering Services	Anglia
Hill	Kevin	Mr		Derbyshire County Council	Eastern
Hill	Wendy	Mrs	Development Manager	Surrey Commercial Services	London & SE
Hillier	Chris	Mr		Surrey Commercial Services	London & SE
Hirst	Ann	Mrs	Area Catering / Purchasing Manager	Shire Services	West Midlands
Hodgett	Joy	Mrs	Catering Manager	Southern Ed. & Library Board	N. Ireland
Holifield	Anne	Mrs	Area Manager (East)	Caerphilly Catering Direct Services	Wales
Holloway	Colin	Mr	Commercial Manager	Cornwall County Council	South West
Hollyman	David	Mr	Catering Manager	Salford Citywide Services	North West
Holroyd	Kathryn	Ms	Area Catering Supervisor	Barnsley Catering Services	Eastern
Hooker	Peter	Mr	DSO Manager	Salford Citywide Services	North Eastern
Hope	Marjorie	Mrs	Catering Service Manager	Merthyr Tydvil County Borough Council	Wales
Hopps	Joyce	Mrs	Operations Development Manager	Castle View Services Ltd	North & Scotland
Hopwood	Jillian	Mrs	Area Manager	Cheshire County Council	North West
Horne	Sue	Ms	Catering Area Manager	Shire Services	West Midlands
Hornsby	Nicola	Mrs	Project & Development Manager	Plymouth City Council	South West
Hough	Carolyn	Mrs	Assistant Contract Manager	South Tyneside MBC	North & Scotland
Howlett	Adele	Mrs	Catering Services & Development Officer	Slough Borough Council	London & SE
Hughes	Linda	Mrs	Area Catering Manager	Solihull MBC	West Midlands
Hughes	Mary	Mrs	Manager, Contract Support Services	Somerset Education Services	South West
Hughes	Pat	Mrs	Operations Manager	Warwickshire County Caterers	West Midlands
Hull	John	Mr		Wigan MBC (Education Dept).	North West

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Source: LACA (2000)

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Humphreys	Josephine	Mrs	Client Officer	Shropshire County Council	West Midlands
Humphry	Judith	Mrs	Area Catering Supervisor	Bristol Domestic Services	South West
Hunt	Joe	Mr	Operations Manager	Rochdale MBC	North West
Husband	Alan	Mr	Catering & Passenger Services Manager	Southwark Direct	London & SE
Hutt	Ann	Ms	Operations Supervisor	Warwickshire County Caterers	West Midlands
Ibbotson	Sarah	Miss	Marketing Manager	Rochdale MBC	North West
Ishmael	John	Mr	DSO Catering Officer	Vale Catering Service	Wales
Jackson	Barbara	Mrs	Catering Officer	York City Council	Eastern
Jackson	Trevor	Mr	Quality Assurance Officer	Tower Hamlets London Borough	London & SE
Jacobs	Gerry	Mr	Facilities Services Support Officer	London Borough of Hammersmith & Fulham	London & SE
Jago	Jayne	Mrs	Area Client Catering Officer	Cornwall County Council	South West
James	H Elorwy	Mrs	Catering Manager	Ceredigion County Council	Wales
Jameson	Richard	Mr	Senior District Co-ordinator	Leicestershire County Council	Eastern
Jarvis	Sharon	Mrs	Service Development Manager	London Borough of Hackney	London & SE
Jenkins	Bet	Ms	Catering Contracts Manager	City & County of Swansea	Wales
Jenkins	Christine	Mrs	DSO Manager	Cardiff County Council	Wales
Jenkins	Marilyn	Ms	Assistant Manager School Meals	Blaenau Gwent Catering DSO	Wales
Jennings	Frances	Mrs	Catering Services Manager	Bath & NE Somerset Council	South West
Jex	Kathleen	Mrs	Contracts Manager	Leicester City Catering	Eastern
John	Judith	Mrs	Business Unit Manager	Bidgend County Borough Council	Wales
John	Melda	Mrs	Contracts Supervisor	Ceredigion County Council	Wales
Johnson	Maureen	Mrs	Senior Catering Officer	Bolton Metro	North West
Johnson	Tim	Mr		Staffordshire County Council	West Midlands
Jones	Ann	Mrs	Client Officer	Luton Borough Council	Anglia
Jones	Gillian	Mrs	Primary Manager	Rhondda, Cynon, Taff CBC	Wales
Jones	Glenys	Mrs	Area Supervisor	Birmingham City Council	West Midlands
Jones	Hayley	Mrs	Area Catering Manager	Denbighshire County Council	Wales
Jones	Jean	Mrs	Contracts Supervisor	Ceredigion County Council	Wales
Jones	Kathleen	Ms	Contracts Catering Manager	Solihull MBC	West Midlands
Jones	Mark	Mr	Outside Catering Area Manager	Shire Services	West Midlands
Jones	Denise	Mrs	Client Catering Officer	East Riding Council	Eastern
Jordan	David	Mr	Support Services Manager	Caerphilly Catering Direct Services	Wales
Joseph	Nicky	Miss	Assistant Manager	London Borough of Harrow	London & SE
Keegan	Bryan	Mr	Managing Director	Initial Catering Services Ltd	London & SE
Keepax	Alan	Mr	Quality Manager	Birmingham City Council	West Midlands
Keith	Rhoda	Mrs	Area Supervisor	Aberdeenshire Council	North & Scotland
Kelly	Stephen	Mr	Catering Manager	Newport County Borough	Wales

Source: LACA (2000)

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Kemp	Ian	Mr	Catering Manager	Denbighshire County Council	Wales
Kemp	Stephen	Mr	Business Development Manager	Fairfield Catering	London & SE
Kempster	Lindsay	Ms	Contract Director	Initial Catering Services Ltd	North West
Kendall	Alison	Miss	Catering Contract Manager	Coventry City Council	West Midlands
Kennedy	Bill	Mr	Catering Services Manager	Tayside Contracts	North & Scotland
Kennedy	Linda	Mrs	Catering Contract Manager	London Borough of Richmond	London & SE
Kent	Helen	Mrs		Abacus Catering	London & SE
Kidd-Baker	Charles	Mr	Contracts Officer	London Borough of Harrow	London & SE
Kilbey	Sue	Mrs	General Manager	SCS	South West
King	Marian	Mrs	Contract Manager	Cambridgeshire Catering Services	Anglia
King	Robin	Mr	Regional Business Manager	Oxfordshire CC	London & SE
King	Rosemary	Ms	Business Manager	Team Lambeth Catering	London & SE
King	Sean	Mr	Business Development Manager	Cambridgeshire Catering Services	Anglia
King	Sheila	Mrs	Senior Catering Contract Manager	Peterborough City Council	Anglia
Knight	Kay	Ms	Catering & Contracts Manager	South Gloucestershire Unitary Authority	South West
Knights	Pearl	Mrs		London Borough of Croydon	London & SE
Komolafe	Charles	Mr	Client Services Officer	Southwark Council	London & SE
Koney	Jean	Mr	Catering Manager	Wenlock Catering Ltd	London & SE
Kucharski	Caroline	Mrs	Business Development Manager	Gardner Merchant Education Division	West Midlands
Laker	Jane	Ms	Contracts Officer	Medway Council	London & SE
Lamberton	Ian	Mr	Business Development Manager	Gardner Merchant Education Division	London & SE
Lane	Sally	Miss	District Co-ordinator Staff Development	Leicestershire County Council	Eastern
Lavell	Carol	Mrs	Service Manager Customer Support	Nottingham City Contracts Works	Eastern
Laws	Vic	Mr	Director	AVL Consultancy Ltd	Anglia, Eastern
Ledger	Sharon	Ms	Contracts Manager	L B of Newham	London & SE, N Ireland
Ledgley	John	Mr	Head of Catering Operations	Chartwells	London & SE
Lee	Andrew	Mr		Warrington Borough Council	North West
Lee	Bernadette	Mrs	Technical Officer	Warwickshire County Caterers	West Midlands
Lee	Josie	Mrs	Operations Manager	Cambridgeshire County Council	Anglia
Lee	Susan	Ms	Assistant Client Services Officer	Caterhouse Ltd	London & SE
Lenihan	Angela	Ms	Area Manager	Edinburgh Catering Services	North & Scotland
Lennie	Annie	Mrs	Area Manager	London Borough of Harrow	London & SE
Leonard	Maureen	Ms	Assistant Manager	Caerphilly Catering Direct Services	Wales
Lewis	Marcia	Mrs	Contracts Manager (West)	Hampshire Caterers	London & SE, SW
Lloyd	Allyson	Ms	Development Manager	Norfolk County Council	Anglia
Lloyd	Gary	Mr	County Catering Manager	Bristol Domestic Services	South West
Lodge	Marion	Mrs	Training Officer		

Source: LACA (2000)

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Logan	Pauline	Mrs	Area Manager (Catering)	South Eastern Education & Library Board	N. Ireland
Loisy	Alison	Ms	District Catering Manager	Surrey Commercial Services	London & SE
Lomax	Janet	Mrs	Head of Catering	London Borough of Hackney	London & SE
Long	Elaine	Mrs	Area Catering Manager	Bolton Metro Commercial Services	North West
Long	Geoffrey	Mr	Manager Catering DSO	Metropolitan Catering & Cleaning Services	North West
Long	Marion	Mrs	Catering Services Manager	London Borough of Hackney	London & SE
Lowe	Anne	Mrs	Client Catering Officer	Bolton Metro	North West
Lowe	Clare	Mrs	Service Development Manager	Birmingham City Council	West Midlands
Lowes	Maureen	Mrs	Contract Manager	Essex Catering Services	Anglia
Luff	Gail	Mrs	Area Manager	Stoke-on-Trent City Council	North West
Lynd-Evans	Anne	Mrs	General Manager	Lincolnshire County Council	Eastern
Lynham	June	Mrs	Operations Systems Officer	Vale Catering Services	Wales
Macdonald	Rebecca	Mrs	Managing Director	Initial Catering Services Ltd	South West
Mackenzie	Elizabeth	Mrs		Staffordshire County Council	West Midlands
MacLeod	Kate	Mrs	Divisional Manager	Dumfries & Galloway Council	North & Scotland
Malhotra	Yvonne	Ms	Marketing/Projects Manager	Lewisham Directeam	London & SE
Manning	David	Mr	Regional Operations Manager	Hertfordshire CC	Anglia
Manship	Jackie	Mrs	Contract Organiser	Leicestershire County Council	Eastern
May	Anne	Mrs	School & Welfare Catering Manager	Kirklees Metropolitan Council	Eastern
McAdam	Shirley	Mrs	Area Manager	Dumfries & Galloway Council	North & Scotland
McAllister	Helen	Ms	Catering Manager	Gateshead MBC	North & Scotland
McAllister	Janet	Mrs	Area Catering Manager	Western Ed. & Library Board	N. Ireland
McAulay	Sue	Mrs		Tower Hamlets London Borough	London & SE
McCaffrey	Pauline	Mrs	Area Catering Services Manager	Tayside Contracts	North & Scotland
McCoy	Angela	Mrs	Area Catering Manager	Western Ed. & Library Board	N. Ireland
McDougall	Kath	Ms	Catering Manager	Manchester Fayre	North West
McGhie	Carol	Ms	Manager	Edinburgh Catering Services	North & Scotland
McGrath	Peter	Mr		Derbyshire County Council	Eastern
McGreal	Denise	Ms	Area Catering Supervisor	Salford Citywide Services	North West
McGuinness	Steve	Mr	DSO Manager	Wakefield MDC	Eastern
McIntosh	Shella	Miss	Customer Services Officer	Sunderland City Council	North & Scotland
McKay	Kevin	Mr	Group Manager, Catering	Nottingham County Council	Eastern
McKeown	Anne	Miss	Area Manager	Southern Ed. & Library Board	N. Ireland
McKie	Nancy	Mrs	Asst. Cleaning & Catering Manager	Scottish Borders Council	North & Scotland
McNamee	Julia	Ms	Director	Wigan MBC (Education Dept.)	North West
Medcalf	Gillian	Miss	Training & Development Officer	Hampshire Caterers	South West
Mehew	Julie	Mrs		Nottingham City Contracts Works	Eastern

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Northrop	Jill	Mrs	Ass. DSO Manager	Wakefield MDC	Eastern
Norton	Janet	Mrs	Operations Manager	Shire Services	West Midlands
Nulty	Richard	Mr	Director Operations Services	Blackpool Borough Council	North West
O'Byrne	Dennis	Mr	Contracts Manager-Ed./Civic Catering	Stockport MBC	North West
O'Hara	Michael	Mr	Catering Operations Manager	Birmingham City Council	West Midlands
Oliver	Brenda	Miss	Contracts Manager	Stoke-on-Trent City Council	North West
Oliver	Michelle	Miss	PR & Marketing Manager	Initial Catering Services Ltd	London & SE
Ormsby	Jane	Miss	Ass. Catering Manager	Lincolnshire County Council	Eastern
Orpen	David	Mr	Area Manager	South Gloucestershire Unitary Authority	South West
Outhwaite	Eira	Mrs		Staffordshire County Council	West Midlands
Owen	Fran	Ms	Business Development Administrator	Gardener Merchant Ed. Division	All Regions
Owen	Patricia	Mrs	School Meals Organiser	Rhondda, Cynon, Taff County Borough Council	Wales
Owens	Joe	Mr	Civic & Commercial Catering Manager	Birmingham City Council	West Midlands
Owens	Neil	Mr	Operations General Manager	Manchester Fayre	North West
Painter	Pamela	Mrs	Client Service Officer	Cambridge County Council	Anglia
Parker	Daphne	Ms	DSO Catering Manager	Waltham Forest Catering	London & SE
Parker	Heather	Ms		Nottinghamshire County Council	Eastern
Parker	Kate	Mrs	Assistant Manager	Plymouth City Council	South West
Parry	R	Mr	Principal Catering Officer	Rotherham MBC	Eastern
Partridge	Yvonne	Mrs	Area Manager (West)	Caerphilly Catering Direct Services	Wales
Patino	Chris	Mr		Halton Borough Council	North West
Patterson	Mary	Mrs	Client Catering Officer	Nottinghamshire County Council	Eastern
Pawley	Sue	Mrs	Deputy Head of Catering Services	Birmingham City Council	West Midlands
Pearce	Alyson	Mrs	Operations Manager DSO	Synergy Catering	West Midlands
Pearce	Brad	Mr	Catering Services Manager	Plymouth City Council	South West
Pearl	Liz	Mrs	Regional Training Manager	Hertfordshire CC	Anglia
Perrin	Jenny	Mrs	Are Catering Supervisor	Salford Citywide Services	North West
Petrucci	Marc	Mr	Catering Operations Manager	Birmingham City Council	West Midlands
Pettifer	Jane	Mrs	Catering Client Officer (Education)	Slough Borough Council	London & SE
Phillips	Jackie	Mrs		Caerphilly Catering Direct Services	Wales
Pike	Nina	Ms	Contract Manager	Essex Catering Services	Anglia
Pocock	Alan	Mr	Catering Inspector	Coventry City Council	West Midlands
Pollard	Simon	Mr	Business Development Manager	Gardner Merchant Education Division	North & Scotland
Pontefract	Janet	Mrs	Assistant Development Manager	Warwickshire County Caterers	West Midlands
Porter	Margaret	Mrs	Area Catering Manager	London Borough of Harrow	London & SE
Porter	Neil	Mr	Catering & Cleaning Services Manager	Bristol City Council	South West
Powell	Carole	Mrs	Comp. Business Manager	Rhondda, Cynon, Taff Borough Council	Wales

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Power	Chris	Mr	Catering & Client Services Manager	Thurrock Council	Anglia
Preston	Joanne	Mrs	Client Support Officer	Durham County Council	North & Scotland
Price	Jennifer	Mrs	Assistant Catering Manager	Newport County Borough	Wales
Price	Maggie	Ms	General Manager, Sales & Marketing	Fairfield Catering	London & SE
Prime	Jill	Mrs	Catering Manager	Leicester City Catering	Eastern
Prior	Tim	Mr	Principal Client Officer (Catering)	London Borough of Hammersmith & Fulham	London & SE
Prosser	Linda	Mrs	Client Support Pupil Services	Newport County Borough Council	Wales
Pulham	Brenda	Mrs	Operations Supervisor	Warwickshire County Caterers	West Midlands
Purdie	Ian	Mr	Contracts Manager	PACE Services	South West
Pye	Christine	Ms	Asst. Catering Services Manager	Blackpool Borough Council	North West
Quinn	Veronica	Mrs	Operations Manager	Warwickshire County Caterers	West Midlands
Quirk	Peter	Mr	Business Development & Support Manager	Suffolk County	East Anglia
Raffe	Susan	Miss	Area School Catering Advisor	Hounslow London Borough	London & SE
Ranson	Colin	Mr	Contracts Services Manager	Sunderland City Council	North & Scotland
Rayers	Vanessa	Mrs	Area Manager	Wrexham County Borough Council	Wales
Raynor	Janet	Mrs	Group Manager Catering/Cleaning	Kirklees MBC	Eastern
Read	Elaine	Mrs	Client Services Officer	Gateshead MBC	North & Scotland
Reed	Janet	Mrs	Catering Operations Manager	Liverpool Pride Catering	North West
Reid	Jill	Mrs	Area Supervisor	Aberdeenshire Council	North & Scotland
Revel	Hazel	Mrs	Regional Contracts Officer	Nottinghamshire County Council	Eastern
Richards	Ruth	Ms	Facilities Services Support Officer	London Borough of Hammersmith & Fulham	London & SE
Riddell	Sheena	Mrs	Area Catering Services Manager	Tayside Contracts	North & Scotland
Rix	Helen	Miss	Contract General Manager	Castle View Services Ltd	London & SE
Robb	Caroline	Mrs	Marketing Manager	Initial Catering Services Ltd	London & SE
Robb	Sandra	Mrs	Area Manager	Edinburgh Catering Services	North & Scotland
Roberts	David	Mr		Newcastle City Council	North & Scotland
Roberts	Matthew	Mr	Area Manager	South Gloucestershire Unitary Authority	South West
Robins	Viv	Mrs	Assistant Contracts Manager	Essex Catering Services	Anglia
Robinson	Alan	Mr	Finance/Admin Manager	Wigan MBC (MCCS)	North West
Robinson	Ann	Miss	Client Catering Manager	Warwickshire County Caterers	West Midlands
Robinson	Eileen	Mrs	Assistant Manager Catering	Stockton on Tees Borough Council	North & Scotland
Robson	Dale	Mr	Building Cleaning Manager	Gateshead MBC	North & Scotland
Rogers	Mike	Mr	Area Catering Manager	Bury MBC	North West
Ronan	E	Mrs	Client Development Officer School Meals	Bath & NE Somerset Council	South West
Rose	Gail	Ms	Operations Supervisor	Warwickshire County Caterers	West Midlands
Rushen	Penny	Miss	General Manager	Dudley MBC	West Midlands
Rushton	Christine	Mrs	Contracts Director	Initial Catering Services Ltd	London & SE

Source: LACA (2000)

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Russell	Bella	Ms	Contracts Services	London Borough of Sutton	London & SE
Russell	Sandra	Miss	Divisional Director	Warwickshire County Council	West Midlands
Russon	Jim	Mr	Assistant Catering Manager	Lincolnshire County Council	Eastern
Rutherford	Sheelagh	Mrs	Business Manager	Knowsley Contract Services	North West
Sallows	Chris	Mr	General Manager, Food Services	Fairfield Catering	London & SE
Salter	Ros	Mrs	Catering Support Manager	Shire Services	West Midlands
Sandison	F	Mr	Operations Support	Aberdeenshire Council	North & Scotland
Satow	Joanna	Mrs	Technical Trainer	Northumberland County Council	North & Scotland
Saville	Jill	Ms		London Borough of Croydon	London & SE
Scothern	Glyn	Mr	Area Contracts Manager	Barnsley Catering Services	Eastern
Scott	Anne	Mrs	Area Manager (Catering)	South Eastern Education & Library Board	N. Ireland
Seaber	Judy	Miss	Operations Manager	Hertfordshire CC	Anglia
Seaford	Joanne	Mrs	Sales/Market/Purchasing Manager	Bristol Domestic Services	South West
Sears	Rod	Mr	Contract Advisory Officer	Knowsley MBC	North West
Seddon	Sharon	Ms	Assistant Contracts Manager	Derby City Council	Eastern
Seery	Tom	Mr	Managing Director	Caterhouse Ltd	London & SE
Selby	Peter	Mr	Operations Manager	Wenlock Catering Ltd	London & SE
Sellwood	Lynne	Mrs	Operations Support Supervisor	Bridgend County Borough Council	Wales
Severs	Martin	Mr	Chief Quantity Surveyor	Ceredigion County Council	Wales
Seward	Ella	Mrs	Consultant		London & SE
Shanks	Anne	Ms	Area Manager	North Eastern Education Direct Services	N. Ireland
Sharma	Shashi	Mr	Principal Catering Monitoring Officer	RB of Kensington & Chelsea	London & SE
Sharp	Jackie	Mrs	Area Supervisor	Stockton on Tees Borough Council	North & Scotland
Sharpe	Christine	Miss	Area Manager	Belfast Education & Library Board	N. Ireland
Shaw	Alan	Mr	Product Development Manager	Rhondda Cynon, Taff CBC	Wales
Shed	Roger	Mr	Operations Manager	Bradford Metropolitan Council	Eastern
Simpson	Eileen	Mrs	Area Contracts Manager	Cumbria Catering Services	North & Scotland
Simpson	Kathryn	Mrs	School & Welfare Catering Manager	Kirklees Metropolitan Council	Eastern
Simpson	Olwen	Mrs	Client Officer	Manchester Fayre	North West
Sinar	Elaine	Mrs	Client Services Officer	Bray MBC	North West
Skinner	Sarah	Mrs	Development Manager	Devon County Council	South West
Smite	Alan	Mr	Operations Manager	Wiltshire Direct Services	South West
Smith	Elaine	Mrs	School Catering Manager	London Borough of Croydon	London & SE
Smith	Geraldine	Mrs	Marketing Manager	Essex Catering Services	Anglia
Smith	Sharon	Mrs	Area Catering Supervisor	Salford Citywide Services	North West
Smith	Sonia	Ms	Area Manager	Rochdale MBC	North West
Smith	Stephen	Mr	Area Manager	Rockdale MBC	North West

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Source: LACA (2000)

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Sparks	Rachel	Miss	Assistant Client Catering Manager	East Sussex County Council	London & SE
Sparrow	Mike	Mr	Managing Director	Chartwells	North & Scotland
Spurr	Penny	Miss	School Catering Officer	London Borough of Richmond	London & SE
Stamp	Paul	Mr	Project Manager	Sunderland City Council	North & Scotland
Standing	Kathryn	Miss	Development Manager	Trident Contract Services	West Midlands
Steenon	Ruth	Mrs	Group Catering Manager	Salford Citywide Services	North West
Stein	Janet	Mrs	Area Catering Consultant	Kent County Council	London & SE
Stenning	Peter	Mr	Catering Manager Staff/Civic	London Borough of Richmond	London & SE
Stephens	Alan	Mr	Contracts Manager	Ceredigion County Council	Wales
Stevenson	Jackie	Ms	Regional Manager	Cataforce	North & Scotland
Stinson	Karen	Mrs	Principal Officer Education Catering	Barnsley MBC	Eastern
Stock	Ian	Mr		Knowsley Contract Services	North West
Stoddard	Neil	Mr	Business Manager	Bradford Metropolitan Council	Eastern
Storey	Julia	Mrs	Catering Officer	N. Lincolnshire Council	Eastern
Stuart	Judy	Mrs	Promotions Officer	Aberdeenshire Council	North & Scotland
Summerfield	Kim	Mr	Personnel & Administration Manager	Cambridgeshire Catering Services	Anglia
Sutcliffe	Vickie	Mrs	Catering Development Officer	Derby City Council	Eastern
Sutherland	Sally	Mrs	Area Catering Manager	Tower Hamlets London Borough	London & SE
Sutton	Dora	Mrs	Asst. Business Manager Catering & Cleaning	Bridgend County Borough Council	Wales
Swalles	Christine	Miss	Catering Services Manager	Tameside MBC	North & West
Swann	E	Mrs	Client Officer Catering	Sheffield MBC	Eastern
Swanwick	Melanie	Mrs	Director of Catering Services	Staffordshire County Council	West Midlands
Symonds	Jackie	Ms	Operations Development Manager	Oxfordshire CC	London & SE
Symons	Jane	Mrs	Contract Manager Catering	Stockton on Tees Borough Council	North & Scotland
Taberner	Deana	Miss	Catering Operations Manager	Liverpool Pride Catering	North West
Tapp	Cally	Ms	Regional Catering Manager	Surrey Commercial Services	London & SE
Taylor	Carol	Mrs	Client Catering Officer	Nottinghamshire County Council	Eastern
Taylor	Wally	Mr		3 Greatwood Close	London & SE
Tennant	Brian	Mr	Director	Durham County Council	North & Scotland
Terry	Caroline	Mrs	Area Manager (East)	Caerphilly Catering Direct Services	Wales
Tellow	Joan	Mrs	Area Catering Manager	Wigan MBC (MCCS)	North West
Thomas	Anne	Ms	Sales Director	Fairfield Catering	London & SE
Thomas	Mark	Mr	General Manager	Oxfordshire CC	London & SE
Thompson	Jenny	Ms	Contracts Manager	Rotherham MBC	Eastern
Thompson	Susan	Mrs	Monitoring Officer	Westminster City Council	London & SE
Thomson	Heather	Mrs	Area Manager	Dumfries & Galloway Council	North & Scotland
Tice	Bob	Mr	Principal Client Officer	Southwark Council	London & SE

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Tillbrook	Keith	Mr	General Manager	North Yorkshire County Caterers	Eastern
Tindall	Michael	Mr	Central Services Manager	Doncaster MBC	Eastern
Todd	Jennifer	Mrs	Area Manager	Southern Ed & Library Board	N. Ireland
Tomkewycz	Gaynor	Mrs	Catering Area Manager	Shire Services	West Midlands
Topping	Frances	Mrs	Client Catering Officer	Wigan MBC	North West
Tredget	Terry	Mr	General Manager	Chartwells	Anglia
Trimby	Nicholas	Mr	Catering Services Manager	Blackpool Borough Council	North West
Turner	Eileen	Mrs	Catering Development Manager	Blackburn with Darwen Borough Council	North West
Turner	Maureen	Ms	Senior Area Manager	Manchester Fayre	North West
Tynan	Joy	Mrs	Operations Manager	Plymouth City Council	South West
Ubaldi	Carol	Mrs	Assistant Catering Manager	Newport County Council	Wales
Vance	Anne	Ms	Area Manager	Dumfries & Galloway Council	North & Scotland
Varellas	Era	Ms	Customer Services	London Borough of Haringey	London & SE
Vesty	Anne	Miss	Area Manager	Leicester City Catering	Eastern
Vickers	Keith	Mr	Civic & Restaurants Catering Manager	Northumberland County Council	North & Scotland
Wakefield	Pauline	Mrs	Monitoring Officer	Westminster City Council	London & SE
Walker	Barbara	Mrs	Client Catering Officer	Tameside Metropolitan Borough	North West
Walker	James	Mr	Chief Executive Officer	Initial Catering Services Ltd	London & SE
Walker	Lauraine	Mrs	Senior Ass. Director	East Riding of Yorkshire Council	Eastern
Walker	Marion	Mrs	Development Manager	Warwickshire County Caterers	West Midlands
Walker	Phillip	Mr	Operations Manager	Team Lambeth Catering	London & SE
Walker	Sheila	Mrs	Head of Catering Services	Birmingham City Council	West Midlands
Wallace	Roberta	Miss	Area Catering Services Manager	Tayside Contracts	North & Scotland
Wallis	Ann	Mrs	Catering Services Manager	Surrey County Council	London & SE
Walton	Charles	Mr	Area Manager Civic & Leisure Catering	Bury MBC	North West
Ward	Nick	Mr	Contracts Director	Initial Catering Services Ltd	London & SE
Ward	Ruth	Mrs	SDO Manager	Northampton City Catering	Anglia
Ware	Richard	Mr	Head of Catering	Haverling Catering Services	London & SE
Wasson	Ian	Mr	General Manager	Devon County Council	South West
Waterhouse	Jane	Ms	Head of Catering & Cleaning Services	London Borough of Haringey	London & SE
Waters	John	Mr	Senior Client Catering Officer	Cornwall County Council	South West
Waters	Susan	Mrs	Area Catering Supervisor	Salford Citywide Services	North West
Watfs	Jo	Mrs	Leisure & Civic Division Manager	Barnsley Catering Services	Eastern
Webb	Barry	Mr	Contract Manager	Devon County Council	South West
Webb	Jacqui	Mrs	Ass. Area Manager	Solihull MBC	West Midlands
Webb	Linda	Ms	Strategic Services Manager	Wiltshire Direct Services	South West
Webster	Maggie	Mrs	Catering Manager	Durham County Council	North & Scotland

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Wells	Andrew	Mr	Quality Customer Services Manager	Salford Citywide Services	North West
Wells	Corinne	Mrs	Head of Business Development	Kent County Council	London & SE
Wells	Margaret	Mrs	Head of Operations	Birmingham City Council	West Midlands
Westmoreland	Judith	Mrs	Operations Manager	Bradford Metropolitan Council	Eastern
Wheeler	Sue	Mrs	Operations Manager Welfare	Team Lambeth Catering	London & SE
White	Carol	Ms	Area Catering Manager	Belfast Education & Library Board	N. Ireland
White	Ian	Mr	Divisional Manager	Dumfries & Galloway Council	North & Scotland
Whyte	Pat	Miss	Area Supervisor	Aberdeenshire Council	North & Scotland
Wilcock	Kath	Mrs	Area Catering Manager	Bolton Metro Commercial Services	North West
Wildman	Sally	Ms	Area Manager	South Gloucestershire Unitary Authority	South West
Wilkins	Jenny	Mrs	Training Manager	Devon County Council	South West
Wilkinson	Doreen	Mrs	Catering Manager	Hartlepool Borough Council	North & Scotland
Wilcox	Ruth	Mrs	Training Manager	Herefordshire CC	Anglia
Williams	Lindsay	Mr	Contracts Manager (East)	Caerphilly Catering Direct Services	Wales
Williams	Maggie	Mrs		London Borough of Sutton	London & SE
Williams	Mair	Ms		London Borough of Croydon	London & SE
Willis	Julia	Mrs	Ass Manager Catering	Stockton on Tees BC	North West
Willoughby	Deborah	Ms		Wigan MBC (Ed Dept)	North West
Wilson	Annette	Ms		Blackpool BC	North West
Wiswold	Barbara	Mrs	Business Manager	Lincolnshire Catering Services	Eastern
Witt	Hilary	Mrs	Head of Catering Services	Cambridgeshire Catering Services	Anglia
Woods	Alan	Mr	Manager	East Riding of Yorkshire Council	Eastern
Woods	Gerry	Mr	General Manager	Chartwells	North & Scotland
Worrall	Ray	Mr	Borough Catering Officer	Bury MBC	North West
Wragg	Robert	Mr	Ass County Catering Manager	Suffolk County Catering	Anglia
Wrather	Kevin	Mr		Coventry City Council	West Midlands
Wright	Jane	Mrs	Education Catering Services Manager	Trafford MBC	North West
Wright	Linda	Mrs	Area Manager	Wrexham County BC	Wales
Wright	Sylvia	Mrs		Staffordshire County Council	West Midlands
Wycherley	Mervyn	Mr	Managing Director	Wenlock Catering Ltd	London & SE
Yates	Linda	Mrs	Client Officer Ed Catering	Barnsley MBC	Eastern
Yellowley	Andrew	Mr	Deputy Director of Environmental Services	Gateshead MBC	North & Scotland
Yeomans	Lesley	Mrs	Contracts Manager	Devon County Council	South West
Young	Doris	Mrs	Area Manager	Southern Ed & Library Board	N. Ireland
Young	Margaret	Mrs	Area Manager	Castle View Services Ltd	North & Scotland
Ziegert	Heinz	Mr	Catering Manager	Orkney Islands	North & Scotland

Source: LACA (2000)

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