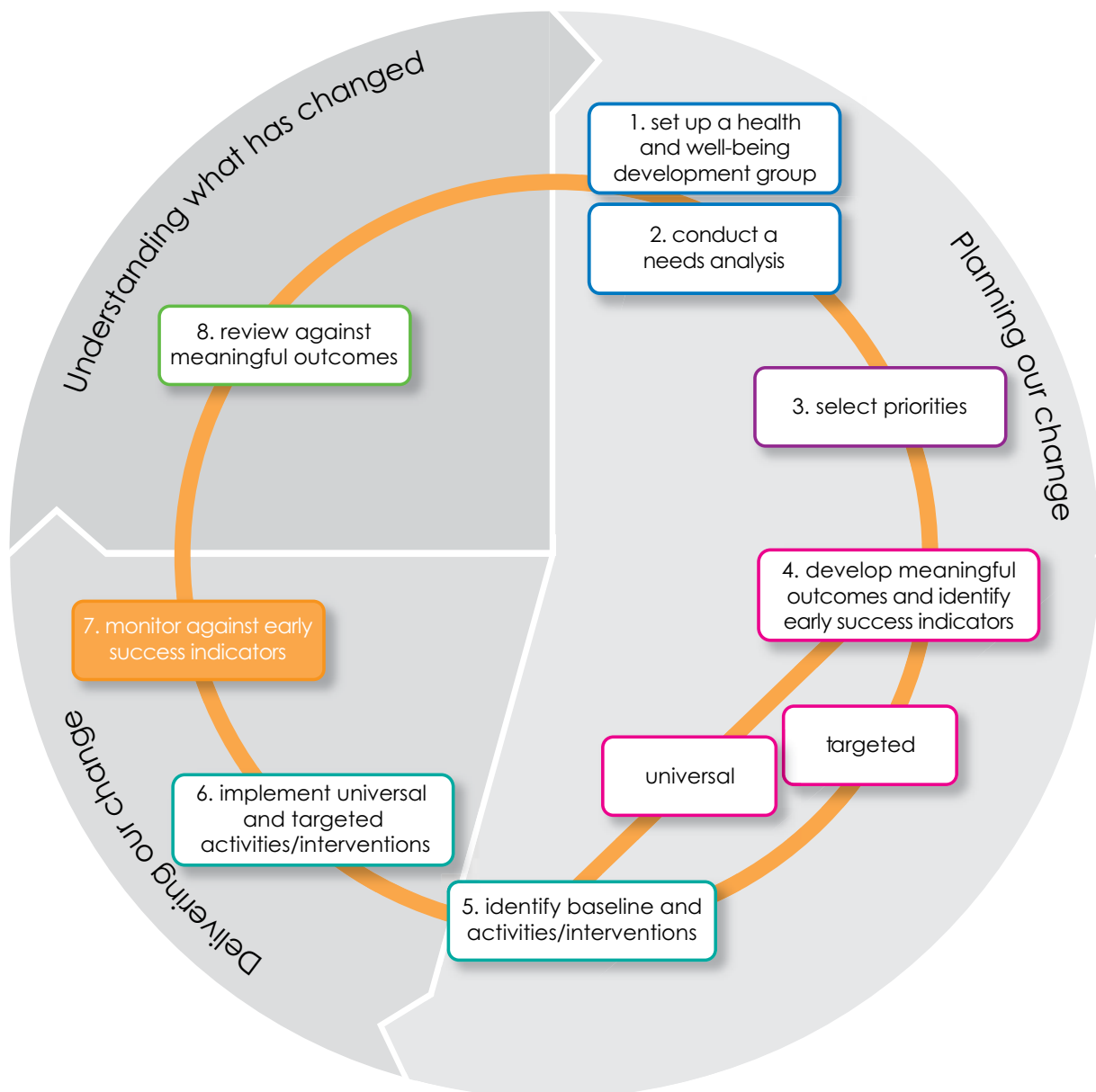


Stage 7

How to monitor early success indicators

This guide will help your school decide what to monitor, how to monitor, when to monitor and who to involve in monitoring as part of the Healthy Schools enhancement model.



An essential stage for your school as part of the enhancement model is checking that you are on track to meet the meaningful outcomes you have agreed. The main way you will do this is by monitoring progress against key early success indicators (ESIs). This will help you judge whether you are heading in the right direction and are likely to bring about the changes you expect within the timescales you have agreed.

You will do this by collecting new data to compare against the baseline measurements you already hold. The frequency of this will depend on the particular ESI you are monitoring.

Monitoring will help you consider next steps, particularly if your activities/interventions are producing some unexpected results. The monitoring you do will also enable you to recognise and celebrate success with your whole school community when you reach milestones on the way to meeting meaningful outcomes.

Effective monitoring will enable your school to:

- > Measure progress
- > Recognise success
- > Demonstrate impact
- > Provide feedback to the whole school community
- > Maintain focus and stay on track
- > Respond to unexpected developments appropriately
- > Inform the school improvement planning process
- > Highlight when you are not having the expected impact.

What to monitor

You will monitor the early success indicators (ESIs) which are going to show whether you are on track to meet your meaningful outcomes. This will definitely include impact indicators as these will show whether signs of early behaviour change are taking place. It may also be beneficial to monitor against some of the process indicators which are linked to impact indicators. Your school will decide which ESIs to monitor.

Your monitoring should enable you to answer some key questions including:

- > Are your activities/interventions having the impact you expected/desired?
- > Are the changes occurring within the agreed timescales?
- > Are there any internal or external factors which are affecting your school's ability to complete your activities/interventions or achieve your ESIs?
- > Have there been any unexpected developments as a result of your activities/interventions i.e. unplanned impact?
- > What changes can you make to get back on track if necessary e.g. review group membership of health and well-being development group (HWDG) or return to certain stages of the process and reflect/discuss?

You can also use the Planning Framework for ESIs to consider whether there are any steps in the framework you should revisit. This is outlined in the stage 4 guide **How to Develop meaningful outcomes and early success indicators**, and further explained in the miniguide **A planning framework for early success indicators**.

Who to involve in monitoring

There is a need for one person to co-ordinate the monitoring in your school. There may be others leading on activities/interventions and they will monitor the impact of that activity/intervention.

It is vital that the person co-ordinating the monitoring has strategic support from the senior leadership team (SLT), as monitoring will feed into the school improvement planning process.

The Healthy Schools co-ordinator will also work closely with the named member of staff responsible for leading on specific Healthy Schools enhancement model activities/interventions. In practice, individual members of staff may sometimes carry out their own monitoring and then report to the co-ordinator.

If a cluster of schools are working together you may want to share the results of the monitoring, to help consider the local impact and appropriate next steps.

How to monitor

You will have already identified your early success indicators (ESIs) and you will now need to plan how you are going to monitor these. You will use surveys, focus groups, interviews and observations with members of the school community such as children and young people, staff and parents/carers.

Examples may include data collection such as TellUs, surveys, free school meals data, PE & Sport Strategy for Young People (PESSYP) survey, Ofsted surveys and local authority/school perception surveys.

The monitoring you carry out should take into account both the activities/interventions you do with all children and young people, and also activities/interventions with targeted groups of children and young people in challenging circumstances, such as children in care or young carers.

When to monitor

The frequency of the monitoring you undertake will depend on the timescales you have agreed for each of your early success indicators (ESIs). The aim should be to conduct ongoing monitoring so that you are always aware whether you are on track.

Some ESIs may need to be prioritised before others. For example you may wish to implement a continuing professional development (CPD) programme to raise awareness and understanding before a planned programme for children and young people. The CPD will happen before the programme for children and young people and therefore before there is an impact resulting in health and well-being change. Your monitoring timetable should take account of such issues.

It is good practice to incorporate your Healthy Schools monitoring into the wider monitoring processes already taking place in your school.

Next Steps

You should enter information relating to this stage of the process on the health and well-being improvement tool (HWIT). You will then move onto stage 8 of the process which is to review against meaningful outcomes. Information on this is in the [Handbook for schools](#).



For further information...

please contact your Local Programme Co-ordinator.

Their contact details and more information about Healthy Schools can be found on our website:

www.healthyschools.gov.uk



Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative

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