Stage 4
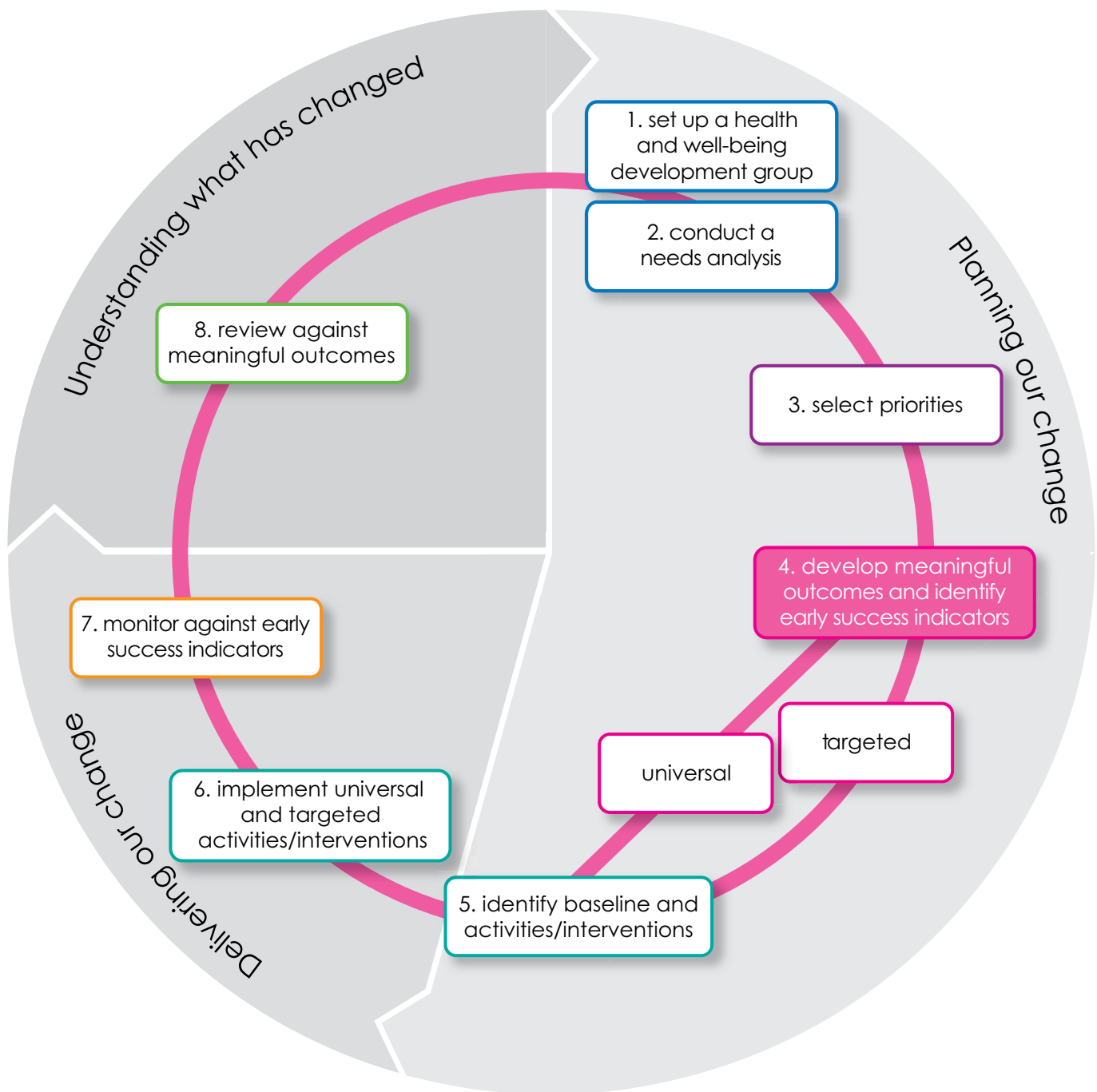
How to develop meaningful outcomes and identify early success indicators

Through the work you have undertaken during the needs analysis, you will already have a clear picture of the health and well-being needs of children and young people in your locality. You will have also selected two priorities, a local and a school priority, which are the key areas of health and well-being you will focus on and contribute towards during your work as part of the Healthy Schools enhancement model.

You will now take steps to plan how you are going to influence health and well-being change in children and young people in your school, including work with targeted groups of children and young people:

> Firstly, you will **develop meaningful outcomes** - the measurable health and well-being change for children and young people that you plan to meet as part of the enhancement model. These should be firm numerical aspirations that will reflect clear success.

> Secondly, you will **identify early success indicators** which will be the milestones you will achieve that indicate you are on the way to meeting meaningful outcomes.

Healthy Schools

Understanding what has changed

Planning our change

Delivering our change

1. set up a health and well-being development group

2. conduct a needs analysis

3. select priorities

4. develop meaningful outcomes and identify early success indicators

universal

targeted

5. identify baseline and activities/interventions

6. implement universal and targeted activities/interventions

7. monitor against early success indicators

8. review against meaningful outcomes

Developing meaningful outcomes from priorities

Your starting point, when considering what meaningful outcomes to develop, is to take your two priorities and think about what your school can and cannot influence. Your priorities will be high-level and they will be issues which the school can contribute towards but cannot tackle on its own. Your meaningful outcomes are those areas of health and well-being in children and young people that your school can realistically have an impact on.

For example, if you choose to tackle obesity in children and young people as a priority, your school can influence how much exercise children and young people have access to at school. You can have some influence over the amount of physical activity they do after school, at weekends and during school holidays. But you have less influence on the facilities for physical activity in the local area.

It is important that you think about not only the whole school population but also groups of children and young people in challenging circumstances.

Example of what a school can influence around increasing the number of children and young people maintaining a healthy weight.

Can influence	Less influence
Take-up of school lunches	Food at home and outside school
Physical activity within the curriculum and during the school day	Physical activity outside school
Attendance at after-school clubs involving physical activity	Time watching television and playing computer games
Walk/cycle to school	General car travel

Once you have identified a range of areas you can influence, you can start to develop meaningful outcomes. These will be the main outcomes your school will work towards as part of the enhancement model to influence physical or emotional healthier change in children and young people. This includes changes in knowledge, attitude and skills in children and young people which will result in health and well-being behaviour change.

Your meaningful outcomes should be SMART (specific, measurable, attainable, realistic, time-based).

You will develop three meaningful outcomes for each of your two priorities.

Meaningful outcome (quantitative)

These meaningful outcomes show an impact on health and well-being in children and young people.
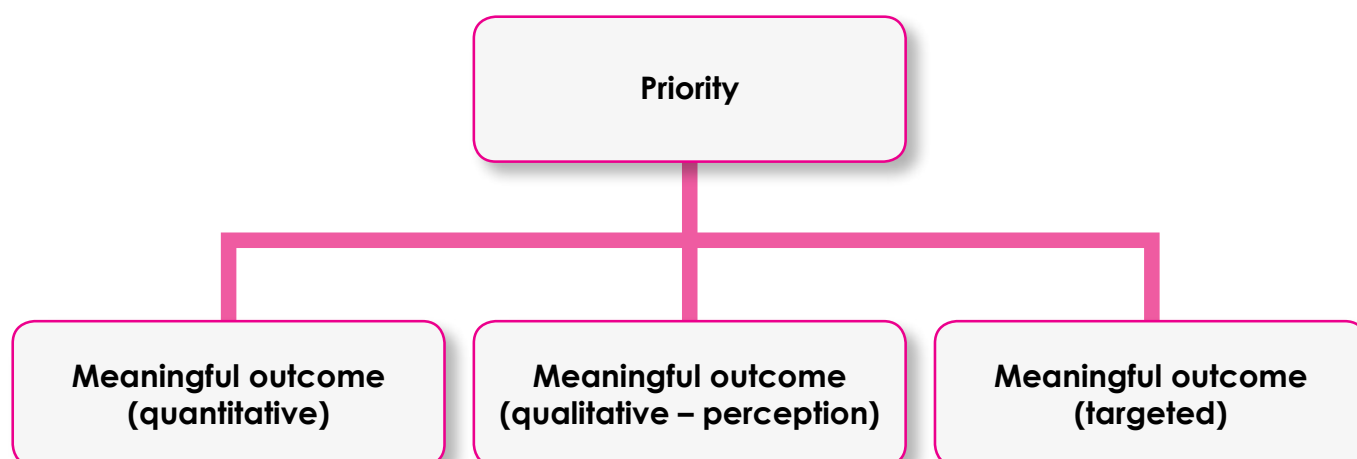
Meaningful outcome (qualitative – perception)

These meaningful outcomes will reflect the views of children and young people and their parents/carers about their health and well-being.

Meaningful outcome (targeted)

These meaningful outcomes will relate to specific groups of children and young people in challenging circumstances. They can be either quantitative or qualitative-perception. Groups of children in challenging circumstances might include children in care, young carers or a more generic group such as children and young people having difficulty forming relationships with peers in school. Your school will use data analysis to decide which group of children and young people to target.

Most meaningful outcomes will be reflective of the pupil well-being indicators.

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                    ┌─────────────────┐
                    │    Priority     │
                    └─────────────────┘
        ┌───────────────────┼───────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────┐
│  Meaningful   │  │  Meaningful   │  │  Meaningful   │
│   outcome     │  │   outcome     │  │   outcome     │
│ (quantitative)│  │ (qualitative  │  │  (targeted)   │
│               │  │ – perception) │  │               │
└───────────────┘  └───────────────┘  └───────────────┘
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Identifying early success indicators from meaningful outcomes

Early success indicators (ESIs) are the milestones schools will reach on the way to meeting meaningful outcomes. They will help you monitor whether your activity/intervention is having the impact you need to meet the meaningful outcomes. They will also provide you with an opportunity to celebrate success with your whole school community when you reach agreed milestones on the way to meeting meaningful outcomes.

Some ESIs will relate to specific meaningful outcomes. They may be incremental percentage increases or decreases on the way to meeting quantitative meaningful outcomes. For example, under a priority to improve emotional health and well-being, a meaningful outcome could be to reduce the proportion of pupils who are persistent absentees from 11% to 4.8% by the end of the third year. An ESI might be to reduce the proportion of persistent absentees to 8% by the end of the first year.

Your school may also identify ESIs which are more generic and relate to all three of the meaningful outcomes you have selected under a priority. So again looking at the emotional health and well-being example, a generic ESI might be to increase the number of staff who report having a better understanding of the emotional health and well-being of all children and young people in the school.

There are two sorts of ESIs and it is important that your school has a mixture of both for each meaningful outcome:

> **Process indicators** such as policies, curriculum development and changes in staff knowledge, understanding, attitudes and skills (they are necessary to bring about behaviour change but they do not themselves show changes in behaviour). You will find that the first ESIs you identify are likely to be process indicators.

> **Impact indicators** which show changes in the knowledge, understanding, attitudes and skills of children and young people. These are the 'so what' difference a process indicator has made.

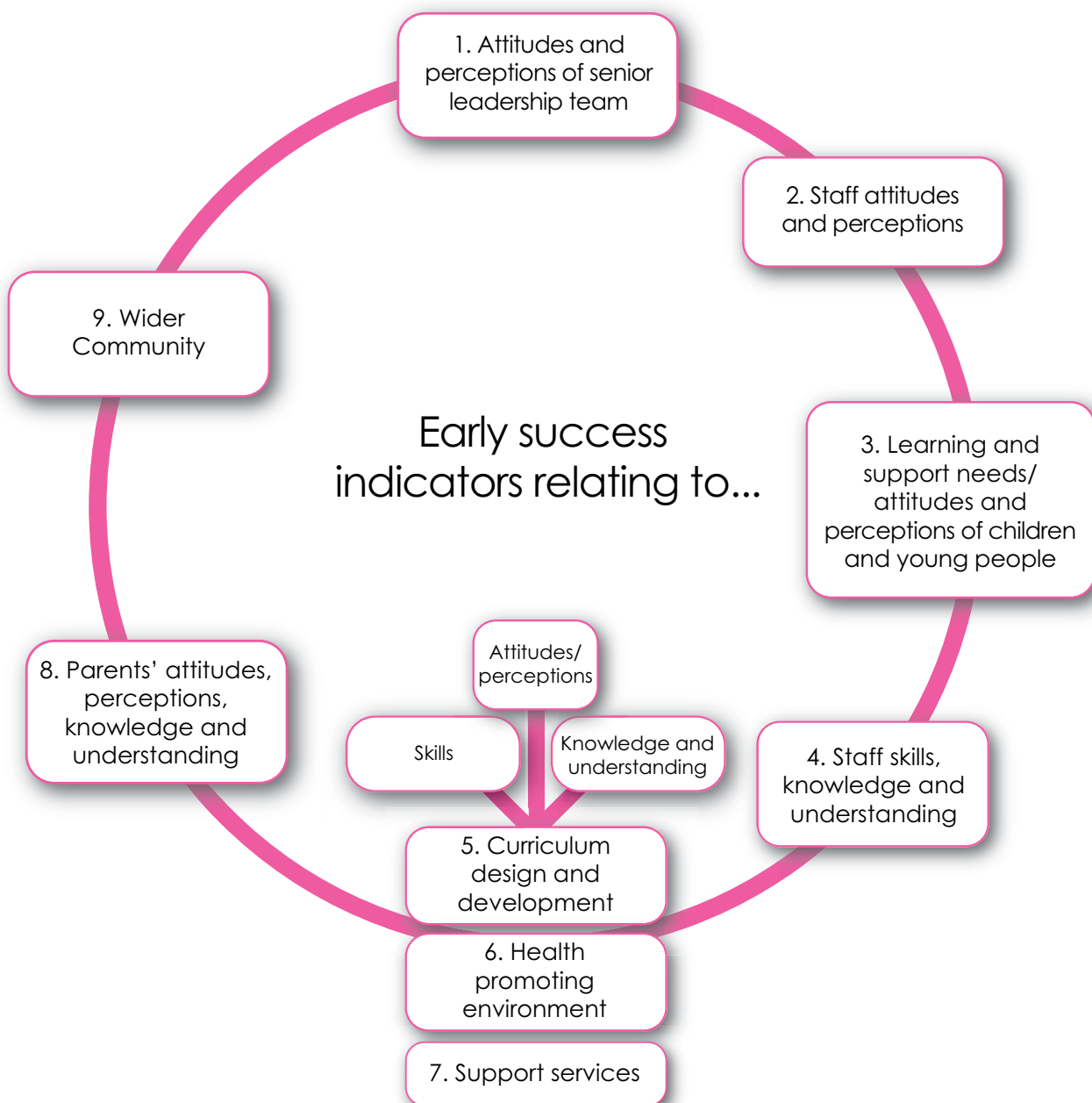# An approach to developing early success indicators

This approach has been devised to help your school develop early success indicators (ESIs) from your meaningful outcomes. You should involve your health and well-being development group or other staff, partners and children and young people in this.

Before you start you should have already developed your meaningful outcomes.

A. Think about the milestones that need to be achieved in order to meet the meaningful outcomes. It might be useful to brainstorm ideas.

B. Follow the planning framework for ESIs on page 7 and add in any additional ESIs you had not originally considered.

C. Decide which are process indicators and which are impact indicators.

D. Consider whether some ESIs need to happen before others. Start to build up a timeline of ESIs remembering some process indicators may need to happen before impact indicators.

E. Decide on timescales for each ESI.

F. Consider how you are going to monitor or measure your ESIs.

A planning framework for early success indicators

This framework is based on nine steps. If you follow the order, it will help you build up a timeline of early success indicators (ESIs), as it takes into account that some ESIs should happen before others.

Early success indicators relating to...

1. Attitudes and perceptions of senior leadership team

2. Staff attitudes and perceptions

3. Learning and support needs/ attitudes and perceptions of children and young people

4. Staff skills, knowledge and understanding

5. Curriculum design and development

Attitudes/ perceptions

Skills

Knowledge and understanding

6. Health promoting environment

7. Support services

8. Parents' attitudes, perceptions, knowledge and understanding

9. Wider Community

Questions to help with the planning framework for early success indicators

1. Do members of the senior leadership team have a realistic understanding and a positive attitude towards the issues for children and young people on the priority or the meaningful outcome we have determined?

2. Do staff have a realistic understanding and a positive attitude towards the issues for children and young people on the priority or the meaningful outcome we have determined?

3. What myths do the children and young people have on the priority and meaningful outcome that our school needs to dispel?

4. What do staff need to know to be able to facilitate learning on the priority and meaningful outcome we have determined?

5. What does the curriculum now need to include to increase knowledge, develop skills in children and young people and what attitudes need to be challenged?

6. How does our environment support the messages we are trying to impart on the priority and meaningful outcome we have determined?

7. What types of support services need to be in place for children and young people?

8. What do parents/carers need to know and understand on the priority and meaningful outcome we have determined?

9. Are there members of the wider community that need to have increased knowledge, skills development or attitudes challenged?

For further information see the mini guide: **A planning framework for early success indicators**

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*For examples of meaningful outcomes and early success indicators see **Priority Meaningful Outcomes and Indicator sheets (PMOIs).***

Next steps

You should enter the meaningful outcomes and early success indicators you have selected on the health and well-being improvement tool. You should also enter information about how you are going to evidence your meaningful outcomes at stage 8 of the process. This information, along with your priorities, will be submitted online. Once this information has gone through the quality assurance system of the Local Programme, your school will be able to use the branding linked to the Healthy Schools enhancement model.

*You should then move onto the next stage of the process which involves selecting activities/interventions to bring about change. There is information about this in the guide: **How to select and plan activities/interventions.***

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