

# Planning your Healthy Schools Plus work: outline

School: \_\_\_\_\_

Plan

Do

Review

**PLANNED ACTIVITIES:** These will be decided **after you have identified a need** (and possibly your outcomes). Add more detail overleaf regarding activities if necessary.

## PRIORITY AREA

## OUTCOMES

Ideally 2, *maximum* 3 if needed, one of which is quantitative

## BASELINES

What tools or measures will you use to gather baseline data?

## MILESTONES

## TIMESCALES

*e.g.*  
Term 1

Baseline data collection

Term 2

Evaluation / reassessment against baselines and milestones

Term 3

Evaluation / reassessment against baselines and milestones

## PRIORITY AREA



Why have you chosen this as a priority area? **Need?**



Who will benefit?



Record your baseline for each outcome

1. \_\_\_\_\_

TARGET \_\_\_\_\_

2. \_\_\_\_\_

TARGET \_\_\_\_\_

3. (if used) \_\_\_\_\_

TARGET \_\_\_\_\_

\_\_\_\_\_



Process x 3 min

- 
- 
- 

Impact x 3 min

- 
- 
- 



What will success look like? How will you know you have made a difference?

See also guidance notes overleaf

## Notes

### Outcomes

Your outcomes are the measurable health and wellbeing changes for children and young people that you plan to achieve. These should be firm numerical aspirations that will reflect clear success. There is a list of ideas for outcomes for each priority area on our website.

### Baselines and targets

The **baseline** is crucial—you need to know where you started from to know how successful your plan has been. **You should think about this BEFORE anything else.** Even if your work is quite complex choose a single baseline based on your outcomes and use an appropriate tool (we can help) to gather some numerical data.

The **target** is the baseline figure plus (or minus) a percentage of the number of children and young people in the target. Set a realistic, achievable target.

### Milestones

These are the **milestones** you will achieve that indicate you are on the way to meeting meaningful outcomes.

**There are two sorts of milestones and it is important that you have a mixture of both for each outcome.**

- **Process**, 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 milestones you identify are likely to be process indicators.
- **Impact**, 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.

### Timescale

The timescale above is only an example. Healthy Schools Plus does not have to be hurried and your work may take time to have an impact, so set yourself realistic timescales for getting the planning and preparation done and putting activities into place.

The more often you monitor, the better your chance of making sure that what you are doing is helping you meet your outcomes.

If you are not meeting your milestones or making progress on the baseline it may be that you need to refocus your planned actions.

**Activities** Add more information about your planned activities to meet the outcomes here if necessary.

## Outcome 1

## Outcome 2

## (Outcome 3)