



stage 3

# how to

select priorities

# How to select priorities

This guide is written to help your school select priorities, the key areas of health and well-being you will focus on during your work as part of the Healthy Schools enhancement model.

These two priorities will be informed by, and will help you contribute towards, the National Indicators (NIs) chosen by your local authority as improvement targets.

They will be shaped by the information you gather during the needs analysis and will reflect the health and well-being needs of children and young people in your school community.

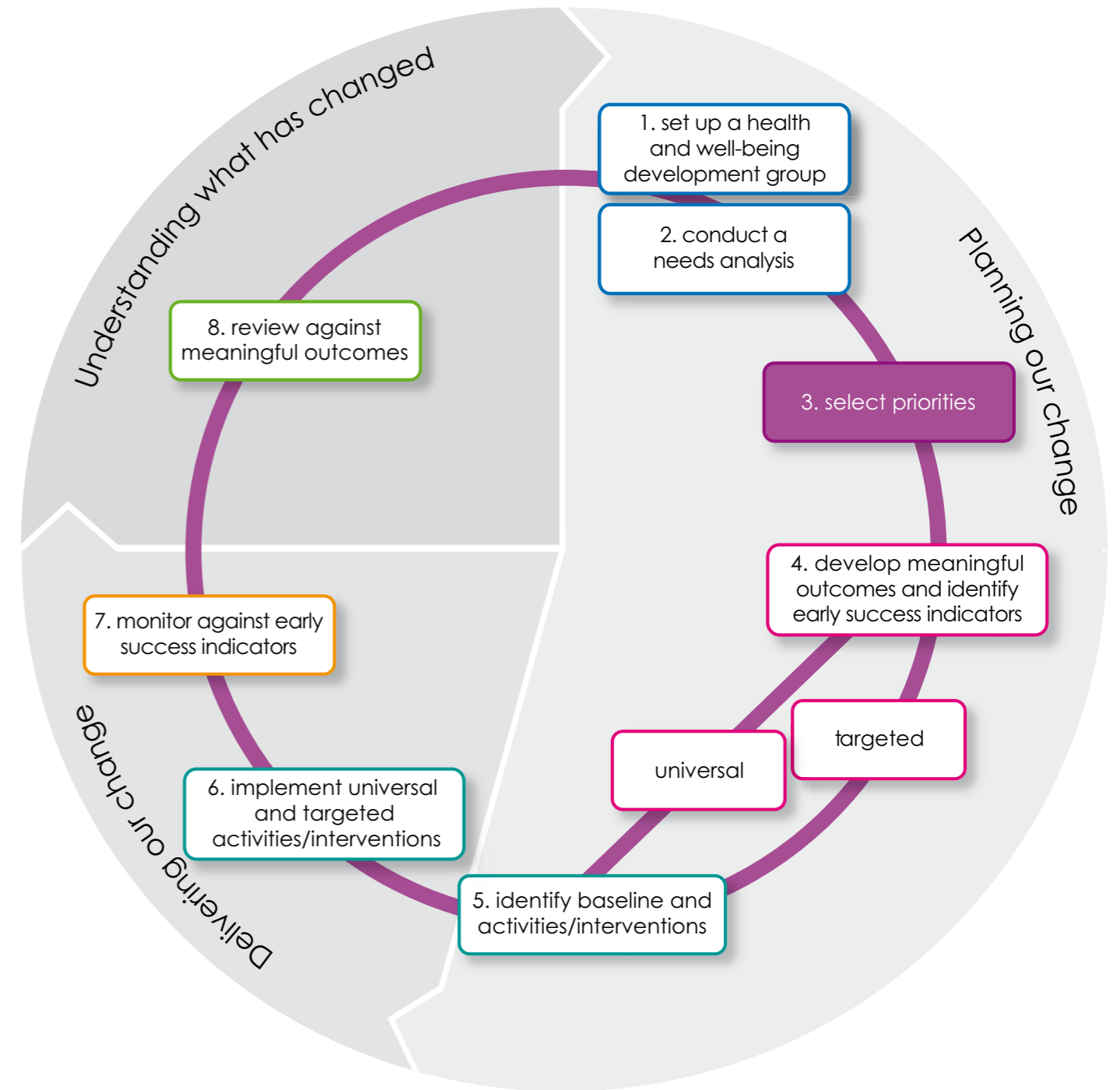
Both priorities will be NIs but not all NIs are priorities.

- > If a school can contribute towards an NI it is considered a priority.
- > If a school can achieve an NI it is considered a meaningful outcome (see stage 4 for more details).

There may well be a wide range of possible priorities available when you consider the wider health and well-being agenda. By focusing on just two priorities, this will help you tackle the most pressing health and well-being issues facing children and young people in your school.

**As part of the enhancement model, your school will select two priorities:**

- > **A local priority** – an issue which is a priority across your local authority and is included in the Local Area Agreement or Children and Young People’s Plan for your locality.
- > **A school priority** – an issue seen as a particular priority by your school and informed by data relating to your school.





Both priorities should reflect the aspirations of the school, in terms of improvement in the health and well-being of children and young people.

You will need to carefully consider what your priorities should be from a range of needs identified through your analysis of data. A useful way to consider priorities is as the issues which your school can contribute towards but cannot tackle on its own. Examples could include tackling childhood obesity or reducing under 18 conceptions.

Some schools may choose to work in clusters as part of the enhancement model and they will carry out the exercises suggested in this guide as part of their cluster working.

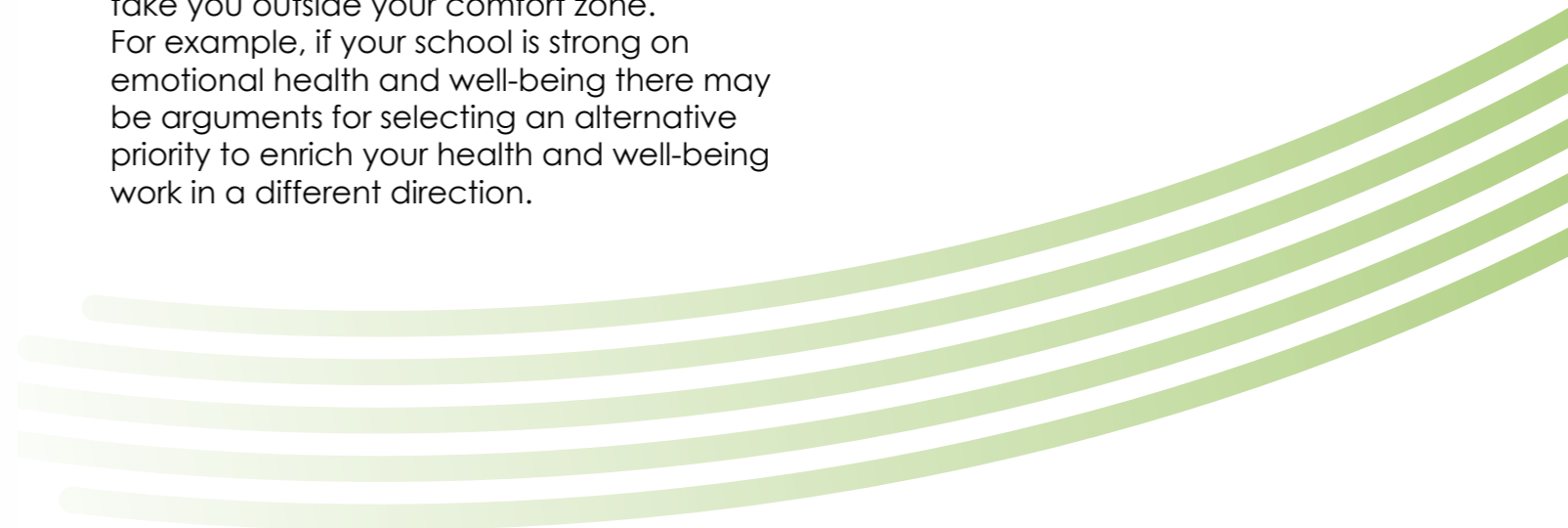
## Choosing between different priorities

**Undertaking the needs analysis will provide your school with a list of possible needs. Some will mirror the priorities already identified for your local area through the Local Area Agreement and Children and Young People's Plan. Others will relate to issues specific to your school. Sometimes it will be obvious which priority areas your school should select as a local priority and a school priority.**

You may find that the decision is less clear cut and your school will have to decide from a number of possible priority areas before making a selection. This work will usually be done by your health and well-being development group (HWDG) who will then make a recommendation to the senior leadership team. The HWDG may want to consult with partners to gain their views before making a decision. The Healthy Schools Local Programme may be able to advise and support you during this stage of the enhancement model.

You should consider a range of possible priorities, including those which may take you outside your comfort zone. For example, if your school is strong on emotional health and well-being there may be arguments for selecting an alternative priority to enrich your health and well-being work in a different direction.

*There may be a difference of opinion about which two priorities should be chosen. Sometimes it is simply that partners involved have different interests or it may be that some priorities are considered controversial by members of the school community.*



**The following checklist may help you to choose your priorities:**

- > Would it help to go back and reconsider what the data analysis is telling you?
- > Does one priority offer your school the opportunity to develop in a new direction?
- > Is there expertise or capacity within the school, or from the wider school community, to support a particular priority e.g. a member of staff following the PSHE CPD programme?
- > For particular priorities, can the school build on existing partnerships e.g. SEAL/Extended Services/community cohesion advisors?
- > Is there a financial opportunity linked to some needs e.g. if a local authority has committed to investing in EHWB?
- > Do some priorities have greater support from the whole school community?
- > Is there a possibility of linking a range of needs under one priority e.g. if you choose obesity is there also scope to incorporate work around EHWB?
- > Would consultation with the wider school community help you to select priorities?
- > Is there an opportunity to build on some existing good practice, where the school has already made progress?
- > What other information may be available to inform your selection of priorities from needs?

*When you have selected your two priorities you should look back at your data analysis to ensure the priorities reflect the health and well-being needs identified for children and young people in your school.*

## Next steps

**You should enter the two priorities you have selected on the health and well-being improvement tool. You will also use this information to develop meaningful outcomes and identify early success indicators (ESIs). There is more information in the guide: Developing meaningful outcomes and identifying early success indicators.**

Your two priorities, along with the meaningful outcomes and the ESIs you develop 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.



### 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](http://www.healthyschools.gov.uk)



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

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