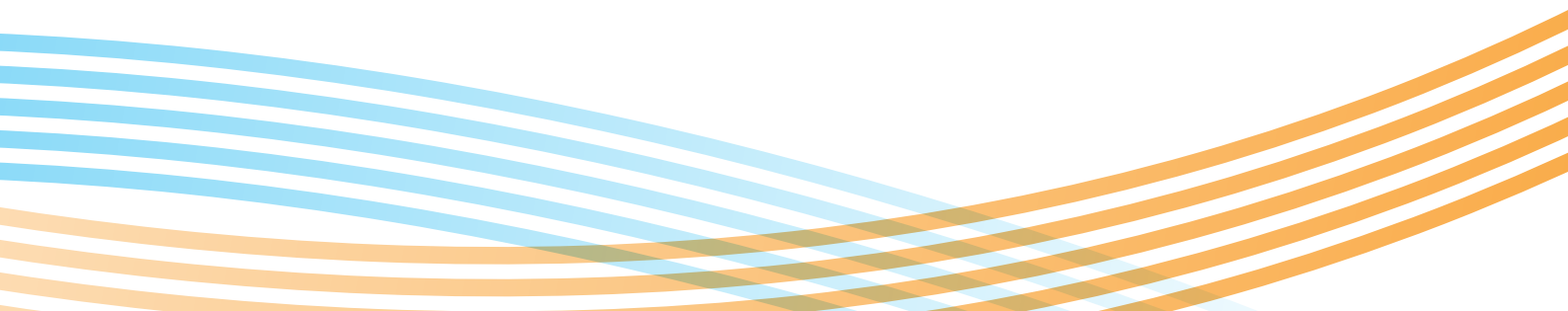


# A planning framework for early success indicators

Developing early success indicators (ESIs)			
	Steps	Description of step	Description of ESIs
1	<b>Senior leadership team</b>	It is important to ensure that the attitudes and values of members of the senior leadership team (SLT) are in accordance with those required for developing meaningful outcomes e.g. they are aware of the impact of their own views and that of all staff on children and young people.	ESIs will focus on the perceptions of members of the SLT on the priority that has been selected. This will include dispersing myths and getting a more accurate understanding of the behaviour of children and young people in the area selected as a priority.
2	<b>Staff attitudes, knowledge and perceptions</b>	Staff need to be aware of their own values linked to the area for which meaningful outcomes are being developed. They need to examine their own perceptions and consider their knowledge and understanding in the area. This needs to be looked at before engagement with children and young people in the area so the school can reduce unplanned bias.	ESIs here will focus on an increase in knowledge and understanding of staff in this area. ESIs will also be on the perception of staff in the area. There will be different ESIs for staff who will teach the area, compared to those who be part of any support service and those who will not teach the area, but engage with children and young people informally. Those who will teach the area and be key in facilitating the process of determining the learning and support needs of the children and young people will be a priority in the first instance.
3	<b>Determine the learning and support needs of children and young people</b>	The overall knowledge, skills, attitudes and perceptions of children and young people can be sought more safely now. It will be important to consider which needs can be met through a curriculum and which would require additional services, e.g. advice, information from key partners, sexual health clinic.	ESIs will reflect the learning needs of children and young people reflected as knowledge, understanding skills and attitudes. These ESIs will be more overarching and not a specific part of assessment of learning. These will reflect the learning and support needs of the children and young people.

4	<b>Staff skills, knowledge and understanding</b>	Once the learning and support needs of the children and young people are determined, a comparable needs analysis of staff should occur. Staff need to have the knowledge and understanding to facilitate learning and support required to meet the needs of the children and young people. Staff will need to examine their ability to effectively facilitate learning through the use of appropriate teaching methods. Staff will also consider how they can support the needs of children and young people.	ESIs will be more focused than previously and will refer to enhancement in the skills, knowledge and understanding of staff. Initially the emphasis will be on staff who teach the area and then for all staff including support staff and key partners e.g. school nurse.
5	<b>Curriculum design and development</b>	Once the learning needs of children and young people are clear, a curriculum can be designed to meet identified needs, such as the knowledge, understanding and skills needing to be developed. Consideration will need to be made about the attitudes and perceptions of the children and young people, and if relevant, how these can be appropriately challenged.	ESIs will focus on two areas: firstly the more detailed learning gained by the children and young people; secondly how the curriculum is meeting their needs and how their learning is facilitated.
6	<b>Health promoting environment</b>	The culture of the school alongside its processes, systems and procedures should support the key messages of the area. These messages should be for children, young people, staff, parents and the wider community.	These ESIs will focus on the influence of the wider learning environment.



7	<b>Support services design and development</b>	Once the needs of children and young people requiring support outside the curriculum are clear then additional service design can happen. Children and young people should be involved in this process. These may include signposting to services.	ESIs will refer to putting services in place. They will also reflect the proposed impact the service will have on children and young people.
8	<b>Parents/carers attitudes, perceptions, knowledge and understanding</b>	At a time when members of SLT, staff, children and young people have improved their knowledge, understanding, skills and attitudes within the priority area, parents/carers can also be approached to determine their needs in the area.	ESIs will be linked to the perception of parents/carers on how well the schools inform their child on the area. They may also link to the increase in the knowledge and understanding of the parents/carers in the area.
9	<b>Wider community</b>	When members of SLT, staff and children and young people and parents are more confident in the area, then the needs of the wider community can be determined.	ESIs will be linked to self-perception data from visitors and/or other stakeholders.

