

# Identifying Positive Outcomes

–

## Quantitative

and

## Qualitative

## What Do You Need to Remember When You Write the Outcomes?

1. **Quantitative** means how much things have improved. You need a **figure from before the action** and an **improved figure following the intervention or implementation of the action**. Can you see a difference? Can the students or other members of the school community tell you about it? Can you **quantify** the improvement? Can you answer the “**So What?**” question with specifics?
2. **Qualitative** means the **quality of the action**. How much improvement is there **now** in the quality of the provision, learning, or environment, than **before** the action was undertaken? Can you see a difference? Can the students or other members of the school community tell you about it?
3. The Outcome Statements are your opportunity to say what your school does **really well**. Identify successful actions, in **each Core Theme** that indicate that your Healthy Schools work is making a tangible difference – to learning, experience, behaviour or attitude - in both quantitative or qualitative terms.
4. **Each Core Theme** must have **1** of each type of outcome. You should end up with **8** final outcomes, all of which reflect your school’s good practice and achievements. These outcomes can then be monitored as you continue to develop your healthy schools work.

# Positive Examples of Quantitative and Qualitative Outcome Statements

## Core Theme 1: Personal, Social and Health Education

### Quantitative

- 95% of all staff and governors have had training and are aware of the implications on planning and teaching.
- 25% of all PSHSE lessons are now taught by external agencies including school nurse and charitable organisations.
- Following a student survey, 25% of students now say they know where to get good anti-smoking advice.
- There have been 5 less drug related incidents since the policy was implemented in 2006.
- Recorded incidents of bullying have dropped by 10% this academic year.
- In the last academic year all staff, and several parents have met with county advisors, which has resulted in whole school input to update the policies.

### Qualitative

- A balanced and informed view of SRE and Drugs Education has increased the children's knowledge and confidence. They are now able to discuss sensitive issues within the lessons and talk to a member of staff should they need to.
- Children's perception of bullying was improved following Eugene's visit with the Anti-bullying Magic Show.
- The Life Education Centre visit was enjoyed by everyone, and the displays have been wonderful.
- A Class Charter has been introduced and each class has written their own, involving all pupils, improving their responsibility to themselves and the wider school community.
- New benches in the playground have made playtimes more enjoyable. The School Council raised the money.
- The quality of delivery of PSHE is improved by good use of external agencies such as local community leaders and councillors.

# Positive Examples of Quantitative and Qualitative Outcome Statements

## Core Theme 2: Healthy Eating

### Quantitative

- Since changing our caterers in September 2007, there has been an increase of 17% in the take-up of school meals.
- Following a visit from the Healthy Schools Team, 87% of all children now have water bottles in the classroom.
- The kitchen manager reports that there has been a significant decrease in waste from the dining room. This has been monitored since the visit of The Recycling Road show.
- 100% of all children in key stage 1 have access to fruit or vegetables at break-times provided by the School's Fruit and Vegetable Scheme.
- Lunch survey baseline showed 50% of pupils ate chips every day and there was no water provided in packed lunch boxes. Now, 15% bring water not squash and 40% eat chips but NOT everyday.
- After the Healthy Eating science lesson, 74% of all Year 2 pupils were able to draw a healthy lunch box and write their own healthy menu.

### Qualitative

- From suggestions in the School Council boxes, and discussion with the kitchen manager, beetroot has been added to the salad bar at lunchtimes.
- The kitchen staff is now involved in delivery of healthy eating lessons. This has improved their status as staff members and raised the involvement of pupils and staff in the menu choices.
- The kitchen waste and fruit and vegetable waste from break-times, is now used in the environmental and vegetable garden as compost.
- Children report that the new furniture in the dining room makes it a much more pleasant place to eat.
- The local Chinese restaurant brought a range of food items for the children to taste for Chinese New Year. The children in Year 6 were able to try eating with chop- sticks.
- New cold storage areas for lunchboxes have improved the safe storage of food in the classrooms.

# Positive Examples of Quantitative and Qualitative Outcome Statements

## Core Theme 3: Physical Activity

### Quantitative

- After a change to the timetable from last year, all children have 2 hours of physical activity a week including one swimming session.
- The number of children who walk to school has increased by 25% after the Walking Bus Scheme was introduced.
- After-school activity numbers for soccer club have doubled following Premier Soccer's involvement in assembly and parent consultation.
- 10% more children cycle to school now than in August 2006. Safe cycle sheds show that children are happier to leave their bikes at school during the day.
- Local residents report that there are less cars parked in the road before and after school, now that more children are walking to school.
- Following the British Heart Foundation fund raising event, 43% of pupils from Year 9 took part in a fun run to raise money for a local cause.

### Qualitative

- Parents say they are much happier now that there has been a reduction in cars at the school in the mornings and afternoons. They feel the area is much safer since the Walking Bus has been introduced.
- Through provision of extra activities after school and at playtime more pupils are active during the school day.
- The School Council minutes report that children are enjoying the new equipment for break-times that they provided.
- A Year 8 child has won a regional poster competition for a poster that reflected young people's attitudes to sport.
- Parental support for after school activities has resulted in more positive parental links and 2 new physical activity clubs.
- The football team in Year 10 have won a county match and will go forward to the regional trials.

# Positive Examples of Quantitative and Qualitative Outcome Statements

## Core Theme 4: Emotional Health and Well Being

### Quantitative

- 100% of children participate in the National Anti-Bullying Week in November through activities in PSHSE and assembly.
- Using a baseline of 12 fixed term exclusions in 2006 there has been a reduction in exclusions of 20%.
- There has been an 11% decrease in the number of incidents reported in the behaviour book at break-times since the Playground Friends Scheme was introduced.
- Evidence from parent questionnaires show that 27% of all parents, whose children had had experience of bullying, have noticed a difference in their child's behaviour in the mornings. They are much more positive about attending when seeing the learning mentor every morning on arrival at school.
- There are now 2 lessons a week where emotional well-being is the main focus. This is an improvement from last year where only 1 lesson and 1 assembly were timetabled.
- Following bereavement in school 4 staff have now trained with Barneys and Chums compared to last year when 1 staff member was trained.

### Qualitative

- Playground Friends report that they are used more for playing games now, than for dealing with behavioural incidents on the playground.
- The school has received praise from the parents group for their Behaviour Policy, which was written in consultation with the pupils.
- The children in Year 3, have spoken in Well Done assemblies about their achievements and awards in school for sport, literacy, art and science.
- The teachers who have children who attend SEAL groups report that the behaviour has improved in the classroom.
- Pupils say they feel more confident about reporting bullying and they can see a positive outcome and know that they will be listened to.
- The staff yoga session now has 12 people attending each week. The sessions are for an hour on Tuesday after school.