**WSA Outcomes Tool**

Name of School: Key MHST Staff:

Start Date: Key School Staff:

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| **Step 1:** **Planning/ INTENT** |
| What are we trying to change? (collaboratively set with School)* *What are the priorities for change? E.g. school development plan; Ofsted; parent voice, audit.*
* *Experience of the MHST from MHST led information (themes from 1:1s, audits, referrals etc.)*
* *What would children say about the change?*
* *What would others say?*
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| **What 3 main outcomes/ goals would you like to see in your school to improve WSA to mental Health and Wellbeing?** | Which of the eight principles of Public Health England to WSA are we targeting in these goals? | **1** Leadership and management**2** Curriculum teaching and learning**3** Enabling Student voice**4** Staff development**5** Identifying need and monitoring impact**6** Working with parents/ carers **7** Targeted support and appropriate referral**8** An ethos and environment that promotes respect and values diversity  |  |
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| **Prompts for Adjusted Goal Setting:** |
| How do we make sure that Equality, Diversity and Inclusion are central to the change? * How do you engage with the diversity in the school population- What are the strengths in the school? What are the gaps?
* How would you know the actions are making improvements for people (children, families, staff) with protected characteristics?
* Who do we ask and how do we ask them?
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| What is in place already? * ELSA, EP, SALT etc.
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| What is working/ what needs to change? Is there anything we cannot change at this time? What do we need to find out more about before making a plan? |
| How will we know if things are working? What will be different? * *If we could observe a day in the school, what would we see that would suggest progress?*
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| **Given the above, what are the adjusted and agreed overall aims/goals (link to the Public Health England 8 areas):**  |  |
| **INPUT INTO STEP 2** | How will we measure the overarching aims/ goals?*Questionnaire, survey, report, observable actions?* |  |
| Who will notice the changes? *Who will report on the changes?* |  |
|  How often will we review progress? *e.g. termly* |  |
| How do we sustain and embed the change? (e.g. training, policy, procedures/ pathways, posters, booster sessions, repeated programmes, local champions) |  |

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| **Step 2: IMPACT Reviewing Progress:** Scores/ rating on questionnaire, outcome or measure agreed: Eg. Not met, partially met, fully met; 0-10 Lickert Scale.  |
| **GOAL** | Time 1 | Time 2  | Time 3 | Time 4 |
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| **Step 3: IMPLEMENTATION PLAN for MHST** |
| **MHST Activity** | **SMART Goals relating to the activity** | **If relevant- standardised measures** |
| What will the MHST do to support the overarching aim?*How does the activity support the change we want to achieve?* | Who will deliver the activity? | Who will receive the intervention (number)? | What is the goal for the activity? | Goal Rating before the activity | Goal rating after the activity | What standardised measure was used? *Overview for school staff about what these measures mean, how collated and measured etc* | What were the average scores before  | What were the average scores after |
| e.g. workshops to parents, staff training, multi-agency planning meeting, targeted group intervention, review of policy, consultation | e.g. EMHP, senior practitioner, supervisor, Lead | e.g. school staff (10), CYP (58), parents (30), Governors (2), Academy trust (1) | e.g. to improve staff understanding of anxiety and what they might notice at school | (0-10, 0- goal not achieved; 10 goal fully achieved) Average for groups | (0-10, 0- goal not achieved; 10 goal fully achieved) Average for groups | e.g. RCADS, GBOSCORSMFQ  |  |  |
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