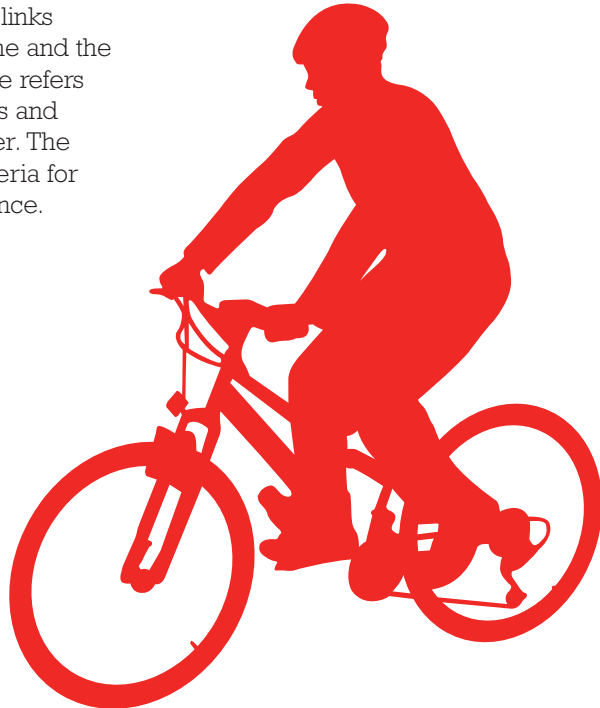


# Every Child Matters

## Outcomes framework

Version 2.0 Published 1 September 2005.

The development of a school travel plan will help a school to meet the agenda of Every Child Matters. The accreditation guidance identifies the specific links between the levels of the scheme and the outcomes of ECM. The guidance refers to the ECM criteria (judgements and evidence) by its relevant number. The following pages contain the criteria for each of the outcomes for reference.



		Outcome				
		Be healthy				
Outcome	Aims	Children and Young People are physically healthy	Children and Young People are mentally and emotionally healthy	Children and Young People are sexually healthy	Children and Young People live healthy lifestyles	Children and Young People choose not to take illegal drugs
	Support	Children and Young People's parents, carers and families promote healthy choices				
Priority national targets and other indicators						
Targets & Indicators*	Infant mortality rate (DH)	Death rate from suicide and undetermined injury (DH)	U18 conception rate (DfES/DH)	Average alcohol consumption (DH)	Harm caused by illegal drugs (HO)	
	% Obese U11 (DfES/DH/DCMS)	Improvement in access to CAMHS (DH)	Diagnostic rate of new episodes of STIs among U16 & 16-19yo (DH)	% Children who are regular smokers (DH)	Has 3 components including reduce use of Class A drugs by under 25s (HO/DfES)	
How the inspectorates will judge the contribution of services to improving outcomes <sup>1</sup>						
Inspection <sup>3</sup>	Judgements	1.1 Parents and carers receive support to keep their children healthy 1.2 Healthy lifestyles are promoted for children & young people 1.3 Action is taken to promote children & young people's physical health 1.4 Action is taken to promote children & young people's mental health 1.5 Looked after children's health needs are addressed 1.6 The health needs of children & young people with learning difficulties and/or disabilities are addressed.				
	Evidence	1.1.2 Breast feeding is promoted (NSF 11 <sup>2</sup> ) 1.2.6 Children & young people are enabled and encouraged to take regular exercise (NSF 1) 1.3.3 Environmental health risks to children and young people are identified and minimised (NSF 1) 1.4.1 Children & young people have access to an appropriate range of support if they feel troubled (NSF 9) 1.5.7 Looked after children have access to appropriate CAMHS				

### Footnotes

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<b>Outcome</b>	<b>Outcome</b>	<b>Stay safe</b>				
	<b>Aims</b>	Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation	Children and Young People are safe from accidental injury and death	Children and Young People are safe from bullying and discrimination	Children and Young People are safe from crime and anti-social behaviour in and out of school	Children and Young People have security, stability and be cared for
	<b>Support</b>	Children and Young People's parents, carers and families provide safe homes and stability				

<b>Targets &amp; Indicators*</b>	<b>Priority national targets and other indicators</b>				
	Re-registrations on Child Protection Register (DfES)	Number of 0-15yo injured or killed in road traffic accidents (DfT)	% 11-15yo who state they have been bullied in last 12 months (DWPDfES)	Fear of crime and anti-social behaviour (HO/CJS/CPS)	% U16 looked after for >21/2 yrs living in same placement for >2 yrs or placed for adoption (DfES)  % Care cases completed in the courts within 40 wks (DCA)

<b>Inspection<sup>3</sup></b>	<b>How the inspectorates will judge the contribution of services to improving outcomes<sup>1</sup></b>	
	<b>Judgements</b>	<ol style="list-style-type: none"> <li>2.1 Children &amp; young people and their carers are informed about key risks to their safety and how to deal with them</li> <li>2.2 Children &amp; young people are provided with a safe environment</li> <li>2.3 The incidence of child abuse and neglect is minimised</li> <li>2.4 Agencies collaborate to safeguard children according to the requirements of the current government guidance</li> <li>2.5 Services are effective in establishing the identity and whereabouts of all children &amp; young people 0-16</li> <li>2.6 Action is taken to avoid children &amp; young people having to be looked after</li> <li>2.7 Looked after children live in safe environments and are protected from abuse and exploitation</li> <li>2.8 Children &amp; young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation</li> </ol>
	<b>Evidence</b>	<ol style="list-style-type: none"> <li>2.2.5 Children affected by domestic violence are identified, protected and supported</li> <li>2.4.9 Agencies' accountabilities are clear at each stage of the safeguarding procedures (NSF 5<sup>2</sup>)</li> <li>2.6.1 Families are offered timely and coordinated support to prevent the need for children &amp; young people to be looked after</li> <li>2.8.6 Transitions between settings and from children's to adult services are well managed</li> </ol>

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<b>Outcome</b>	<b>Outcome</b>	<b>Enjoy &amp; achieve</b>				
	<b>Aims</b>	Children and Young People are ready for school	Children and Young People attend and enjoy school	Children and Young People achieve stretching national educational standards at primary school	Children and Young People achieve personal and social development and enjoy recreation	Children and Young People achieve stretching national educational standards at secondary school
	<b>Support</b>	Children and Young People's parents, carers and families support learning				

<b>Targets &amp; Indicators*</b>	<b>Priority national targets and other indicators</b>				
	Level of development reached at the end of the foundation stage, including narrowing the gap in the 20% most disadvantaged areas (DfES/DWPP)	Half days missed through absence (DfES)	% 7yo achieving L2+ at KS1 (DfES)  % 11yo achieving L4+ in Eng & Maths, including floor target (DfES)  Educational achievement of 11yo LAC compared with peers (DfES)	Take-up of sporting opportunities by 5-16yo (DfES/DCMS)  Take-up of cultural & sporting opportunities among >16yo (DCMS)	% 14yo achieving L5+ in Eng, Maths, Sci & ICT, including floor target (DfES)  % 16yo achieving the equivalent of 5 A*-C GCSE, including floor target (DfES)  Educational achievement of 16yo LAC compared with peers (DfES)

<b>Inspection<sup>2</sup></b>	<b>How the inspectorates will judge the contribution of services to improving outcomes<sup>1</sup></b>	
	<b>Judgements</b>	<ol style="list-style-type: none"> <li>3.1 Parents &amp; carers receive support in helping their children to enjoy and achieve</li> <li>3.2 Early years provision promotes children's development and well-being and helps them meet early learning goals</li> <li>3.3 Action is taken to ensure that educational provision 5-16 is of good quality</li> <li>3.4 Children &amp; young people are enabled and encouraged to attend and enjoy school and to achieve highly</li> <li>3.5 Educational provision is made for children who do not attend school</li> <li>3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision</li> <li>3.7 Children &amp; young people who are looked after are helped to enjoy and achieve</li> <li>3.8 Children &amp; young people with learning difficulties and/or disabilities are helped to enjoy and achieve</li> </ol>
	<b>Evidence</b>	<ol style="list-style-type: none"> <li>3.2.7 Training is provided for early years staff, with particular attention to the needs of vulnerable and under-achieving groups</li> <li>3.4.1 There are sufficient, suitable and accessible school places</li> <li>3.6.1 There are safe and accessible places where children &amp; young people can play and socialise</li> <li>3.8.5 The progress of individual children &amp; young people in educational, personal, social and emotional outcomes is regularly reviewed and communicated between agencies, and targets revised accordingly</li> </ol>

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<b>Outcome</b>	<b>Outcome</b>	<b>Make a positive contribution</b>				
	<b>Aims</b>	Children and Young People engage in decision making and support the community and environment	Children and Young People engage in law-abiding and positive behaviour in and out of school	Children and Young People develop positive relationships and choose not to bully or discriminate	Children and Young People develop self-confidence and successfully deal with significant life changes and challenges	Children and Young People develop enterprising behaviour
	<b>Support</b>	Children and Young People's parents, carers and families promote positive behaviour				

<b>Targets &amp; Indicators*</b>	<b>Priority national targets and other indicators</b>				
	% Children in secondary schools participating in (a) election of school / college council members (b) mock general elections (DiES) Voluntary and community engagement (HO)	Reduce level of offending (HO/CJS) Crimes brought to justice (CJS) Permanent & fixed period exclusions (DiES)	% 10-19yo admitting to (a) bullying another pupil in last 12 months (b) attacking, threatening or being rude due to skin colour, race or religion (HO)	Measure to be identified	% 18-24yo who are self-employed, manage own business or have thought seriously about starting their own business (DTI)

<b>Inspection<sup>2</sup></b>	<b>How the inspectorates will judge the contribution of services to improving outcomes<sup>1</sup></b>	
	<b>Judgements</b>	<p>4.1 Children &amp; young people are supported in developing socially and emotionally</p> <p>4.2 Children &amp; young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives</p> <p>4.3 Children &amp; young people are encouraged to participate in decision-making and in supporting the community</p> <p>4.4 Action is taken to reduce anti-social behaviour by children &amp; young people</p> <p>4.5 Action is taken to prevent offending and to reduce re-offending by children &amp; young people</p> <p>4.6 Children &amp; young people who are looked after are helped to make a positive contribution</p> <p>4.7 Children &amp; young people with learning difficulties and/or disabilities are helped to make a positive contribution</p>
	<b>Evidence</b>	<p>4.1.4 Children &amp; young people have opportunities to provide mentoring support to others</p> <p>4.3.4 Children &amp; young people are encouraged to take part in and to initiate voluntary activities to support the community and environment</p> <p>4.5.4 Young offenders are given support after serving their sentences</p> <p>4.7.5 Extended day-care and respite care are available to support children &amp; young people with learning difficulties and/or disabilities and their families</p>

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<b>Outcome</b>	<b>Outcome</b>	<b>Achieve economic well-being</b>				
	<b>Aims</b>	Children and Young People engage in further education, employment or training on leaving school	Children and Young People are ready for employment	Children and Young People live in decent homes and sustainable communities	Children and Young People have access to transport and material goods	Children and Young People live in households free from low income
	<b>Support</b>	Children and Young People's parents, carers and families are supported to be economically active				

<b>Targets &amp; Indicators*</b>	<b>Priority national targets and other indicators</b>				
	% 16-18yo not in education, employment and training (DiES)	% 19yo achieving L2+ in NVQ 2 or equivalent (DiES) % 18-30yo participating in higher education (DiES)	% social housing & vulnerable households in the private sector in a decent condition (ODPM) Cleaner, safer & greener public spaces, and quality of the built environment in deprived areas (ODPM)	Level of material deprivation & low income (DWP/HMT)	% children living in relative low-income households (DWP/HMT) including % children living in workless households (DWP) Stock and take-up of childcare for all families (DiES/DWP)

<b>Inspection<sup>3</sup></b>	<b>How the inspectorates will judge the contribution of services to improving outcomes<sup>1</sup></b>	
	<b>Judgements</b>	<p>5.1 Action is taken by partners to support families in maximising their economic well-being</p> <p>5.2 Young people 11-19 are helped to prepare for working life</p> <p>5.3 Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (16-19) is of good quality</p> <p>5.4 Community regeneration initiatives address the needs of children &amp; young people</p> <p>5.5 Action is taken to ensure that young people have decent housing</p> <p>5.6 Children &amp; young people who are looked after are helped to achieve economic well-being</p> <p>5.7 Children &amp; young people with learning difficulties and/or disabilities are helped to achieve economic well-being</p>
	<b>Evidence</b>	<p>5.1.3 Partners are aware of and minimise the financial stress on families of childhood activity, such as cost of school trips, transport and entry to libraries and sports facilities</p> <p>5.3.4 Provision is sufficiently flexible to enable young people to review and revise the choices they have made</p> <p>5.5.3 The use of temporary accommodation for families with children &amp; young people is minimised (NSF 1<sup>2</sup>)</p> <p>5.7.5 Information and support is provided on benefit entitlement</p>

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