

# Quest 2016 – Gplus 13

## Engaging with Children 0-11 Years

### Guidance Notes

Issue 3 – July 2016



#### Outcomes

- To work collaboratively with other service providers to provide inclusive, high quality and accessible opportunities for all children and families of young children to participate in sport, physical activity and physical education and meet the CMO guidelines of at least 180 minutes (3 hours), spread throughout the day for under 5 year olds and at least 60 minutes and up to several hours every day those aged 5-11 years.
- To reduce the levels inactive in children by making sport, physical activity and physical education fun and accessible to them.
- To address inequality in a pro-active way, through effective interventions that widen access for: disabled children; girls; those living in deprived areas.
- To encourage children and the families of young children to be more active.
- To provide evidence of the long-term impact on children in terms of their: physical and mental development and health and wellbeing.

Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
<b>PLAN</b>					
<b>How has the organisation identified its priorities and objectives to increase participation amongst children and families of young children and to engage those who are inactive?</b>	<p>There is no plan or strategy in place that sets out clear participation aims and objectives for children in their area to achieve.</p> <p>There is little or no evidence that consideration of the needs of children and families of young children has taken place.</p>	<p>Priorities and objectives are set out but are largely top down, nationally or centrally/corporately driven.</p> <p>Some consultation with the families of young children and/or organisations catering for children has taken place.</p> <p>Facilities used for programmes are DDA compliant.</p>	<p>There is a clear plan or strategy in place informed by local demands and evidence of needs.</p> <p>There is evidence that the organisation understands the demographics of the local area and has good relationships with organisations that have specialist knowledge of or cater for the needs of children and families of young children. Good quality consultation has taken place with families of</p>	<p>Planning is driven by insight, the physical activity needs of children and knowledge of behavioural change.</p> <p>There is good evidence of engagement with families of young children from different population groups and backgrounds.</p> <p>There is effective working within and across the organisation as well as with key partner agencies to facilitate and support change</p>	<p>There is evidence that projects and programmes for children can and have been scaled up and are 'system ready' to deliver meaningful and sustainable change and impact over successive years with partners from within the education, sport and leisure management sectors as well as with community organisations.</p> <p>There is evidence that the work of the organisation is</p>

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			<p>young children and specific policies and programmes have been put in place to ensure access to services.</p>	<p>and development in service delivery.</p> <p>Priorities and objectives have short and long term perspectives.</p> <p>There is a range of opportunities reflecting the physical 'literacy' needs of children and the barriers faced by children in the different population groups and geographic areas.</p> <p>The majority of programmes are accessible to disabled young.</p>	<p>informing and helping to shape commissioned services and local schools.</p> <p>Families of young children are fully involved in the development and delivery of the plan or strategy with robust targets/KPIs that reflect local priorities.</p> <p>Pathways/links to other services and providers (such as other healthy lifestyle programmes and family friendly clubs) are in place and actively pursued.</p> <p>All facilities used have been assessed for accessibility via IFI accreditation (or similar).</p>
<b>DO</b>					
<p><b>How does the organisation provide high quality opportunities and pro-actively widen access into sport and physical</b></p>	<p>The organisation is focused on delivering more and better services to existing customers and participants.</p>	<p>The organisation is focused on delivering project outputs for funders, Clients and partners.</p> <p>Commitment is evident via equality pledge, customer</p>	<p>The organisation has established clear priorities for its services to children and there is good evidence of customised approaches to reach out and engage with different communities and families of young children from</p>	<p>There is a carefully considered set of interventions in place with clear referral routes, development pathways and support processes for individual users and community groups that are</p>	<p>The organisation can evidence increasing levels of participation amongst children especially girls, disabled children and those living in deprived areas. The benefits of appropriate family orientated and</p>

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activity for children and families of young children?		<p>charter, or similar.</p> <p>Facilities meet Part M regulations and adaptations are clearly sign posted.</p>	<p>low participation groups.</p> <p>Good use is made of best practice in the sector and learning from national insight/data collection/local sport and health profiles in order to shape services, make interventions and target resources and efforts to best effect.</p> <p>Marketing materials encourage uptake of inactive children through influencing parents, schools and other local setting with specific programmes in place to meet their needs. Appropriate incentives are used to engage and retain inactive children and to change their attitudes and behaviours towards sports and physical activity.</p> <p>Facilities largely meet Sport England’s Accessible Sports Facilities guidance (or similar home country guidance).</p>	<p>attracting and retaining new custom. The benefits of appropriate family orientated and intergenerational activity are recognised</p> <p>The organisation is adept at promoting physical activity and health/well-being as well as the development or promotion of sport.</p> <p>Facilities have been accredited or assessed via IFI, Disabled Go, or similar.</p>	<p>intergenerational activity are recognised and pursued.</p> <p>There is cause and effect which can be tracked and recorded to show impact and growth.</p> <p>Families of children help to champion and shape the development and marketing of opportunities.</p> <p>The emphasis is on ensuring all activities are fully inclusive (not only specialist programmes for different groups such as disabled children; girls etc).</p>
<b>How is organisation</b>	Some activities for young people and families are	A basic range of activities targeted at children and	Key providers are engaged with each other and co-	The organisation is proactively seeking	There is an established structure in place that

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<p><b>working with other service providers to contribute towards a high quality and inclusive offer in their area that meets the needs of children and families of young children?</b></p>	<p>being delivered in isolation to other local providers.</p>	<p>their families are being delivered and a dialogue/research is taking place with other local providers to enable their services to co-exist alongside each other.</p>	<p>operating to enable a wide and progressive local offer for children and their families with good connections between them.</p>	<p>collaborations with other providers to align services from different sectors offering a comprehensive range of opportunities to give local children the ‘best start’ in sport and physical literacy/activity with the involvement of their families.</p> <p>There are strong links between school curriculum, extra curriculum and community activities and also between primary and secondary schools.</p> <p>There are interventions that identify and engage children who are inactive and at risk of health conditions and seek to change their attitudes, behaviours and fitness levels.</p>	<p>facilitates joint planning and working between pre-school; primary schools, secondary schools, community sport providers and parents of young families to offer local children the ‘best start’ in sport and physical literacy/activity, which shares insight and learning, seeks out new/best practice and drives innovation and improvement.</p> <p>Interventions that identify and engage children who are inactive and at risk of health conditions and seek to change their attitudes, behaviours and fitness levels have been mainstreamed. There is evidence of behavioural change and improved fitness levels amongst inactive children.</p> <p>The organisation can demonstrate it is co-</p>

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					owning/producing interventions with providers from other sectors to enhance the service offer provision for targeted beneficiaries.
<b>MEASURE</b>					
<b>What precise measurement tools are in place with clear targets to evidence how children are engaged and participating in sport, physical activity and physical education?</b>	The organisation does not use national/local measurement data and cannot track participation amongst children and families of young children.	The organisation has basic measures in place to assess the levels of participation amongst children and families of young children.  Case studies are used to identify and demonstrate customer satisfaction.	Local sports and health profiles are being used together with schools surveys and community engagement and latent demand studies to inform and determine demand for and supply of services that children and families of young children want or need.  Pro-active steps have been taken to establish local baseline data and to create locally driven measures/KPIs and targets for growth.  Customer satisfaction is measured at programme level for children and families of young children from different geographic areas and with different needs.	There is an integrated approach taken to assess the profile and levels of attendances in facilities; in projects and programmes; and in supported partnership work. Measures can assess how representative service users are of the children and families of young children in the local community and the profile of new participants the organisation is seeking to engage with.  KPIs make strong links between short term service outputs, intermediate outcomes and long term outcomes in line with local priorities and national strategies.	National/local surveys show improvement and the organisation can clearly identify added value from the services it provides for children and families of young children.  Programme, project and/or facility attendance figures are on an upward curve and are more representative of the profile of children and families of young children in the community being served.  Outputs and outcomes are now being delivered. There is a golden thread in place which provides a clear line of sight for the

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				<p>As a result of data gathered changes have been implemented with evidence of short term impact.</p> <p>Customer satisfaction levels are high for children and families of young children from different geographic areas and with different needs.</p> <p>Satisfaction levels of partners stakeholders involved in the service offer for children and families of young children can be segregated are consistently high.</p>	<p>organisation, funders, commissioners and stakeholders.</p> <p>Measurement and target setting is fully embedded into quarterly reports and annual plans/reviews.</p> <p>Customer satisfaction levels are excellent for children and families of young children from different geographic areas and with different needs.</p> <p>Satisfaction levels of partners stakeholders involved in the service offer for children and families of young children can be segregated are consistently excellent.</p>
<b>REVIEW</b>					
<p><b>How does the organisation demonstrate new learning, innovation and continuous improvement in</b></p>	<p>The organisation is inward looking and does not seek out or share best practice in the sector.</p> <p>There is little of no consultation or review</p>	<p>There is an internal review process which involves funders or commissioners.</p> <p>There is some regular bi-lateral engagement with partners around</p>	<p>Review processes are planned and involve external agencies/partners.</p> <p>Programmes are reviewed in partnership with local organisations dealing with</p>	<p>There is a pro-active approach with staff to learning and development through check and challenge reviews and pro-active training/development.</p>	<p>Clearly articulated measures and KPIs are regularly reviewed with partners/strategic players/providers and contractors.</p>

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its services for children and families of young children?	process that involves children or the families of young children.	<p>projects/programmes.</p> <p>There is limited consultation on specific initiatives for children, mostly with local organisations dealing with children or families of young children.</p>	<p>children and families of young children. There is some evidence of changes to activities as a result of this review process.</p> <p>Benchmarking and peer review processes are being used to good effect.</p> <p>There is evidence of innovation and enterprise but the organisation also knows what works best.</p>	<p>Children and families of young children from different geographic areas and with different needs are consulted/ involved in the review process at programme level. There is a transparent process by which feedback is addressed in programme development to drive continuous improvement.</p> <p>This is an organisation which makes strenuous efforts to “look out of the box” and can provide evidence where it has developed its knowledge base and adopted best practice/latest thinking.</p>	<p>Children and families of young children from different geographic areas and with different needs are fully integrated and embedded into the review process. Reviews take place at whole service level, not just for children specific programmes.</p> <p>Trend data is available and being used to track change and the impact of interventions, policies (such as pricing) and collaborative working.</p> <p>A pro-active approach is taken to benchmarking inside and outside the sector.</p> <p>Positive changes are made and can be evidenced. There is a good balance between innovation, knowledge of what works best and enterprise.</p>
<b>IMPACT</b>					

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<p><b>How does the organisation evidence the positive impact of its interventions on children in terms of their physical and mental development and health and wellbeing?</b></p>	<p>There is no framework in place to show how projects and programmes meaningfully contribute to participation goals and wider commissioning strategies.</p> <p>The organisation is unable to provide evidence of the benefits that programmes have on the lives of children and families of young children in their area.</p>	<p>The organisation is able to demonstrate a contribution to programme/project development and expansion targeted at inactive children and families of inactive children.</p> <p>There is limited evidence of benefit, primarily via case studies of individuals, or at single initiative level.</p>	<p>The organisation is working towards providing evidence and information on the contribution it makes and is able to highlight key projects or developments where there is evidence of sustained change, improvement and added value for the new participants engaged.</p> <p>There is evidence of strong partnerships with organisations working with children and families of young children on programmes, and outputs/outcomes are jointly planned and shared.</p> <p>Uptake of programmes is good and users are happy to serve as advocates.</p>	<p>The organisation is able to show that it is engaging with education providers and key commissioners/funders and partners to map out and evidence its contribution to a more active community/locality through the services and support it provides to children and families of young children.</p> <p>The organisation is clearly aligned to national outcomes and local priorities in balance.</p> <p>The organisation can provide trends data that demonstrates year on year improvement.</p> <p>Wider social/health outcomes are recognised by partners.</p> <p>Programmes are 'in demand' with activity registers full and high retention levels evident. Families of young children are happy to</p>	<p>The organisation can demonstrate a contribution to improving levels of participation for children and families of young children over a period of time.</p> <p>Programmes are recognised locally/regionally/nationally and with commissioners/funders as good/best practice.</p> <p>There is significant progress against strategic outcomes that have been set with local partners.</p> <p>There is an expanding infrastructure of parents of young children as active leaders, volunteers and peer mentors and evidence of them benefiting from their involvement.</p> <p>Staff recognise the potential to scale up successful activities and are</p>



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				become mentors.	actively doing so.

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### Suggested Guidance

#### Physical Activity Guidelines for Children under 5 years and are capable of walking

- Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.
- All under fives should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

For more about the UK physical activity guidelines for early years: <http://www.bhfactive.org.uk/earlyyearsguidelines/index.html>

#### Physical Activity Guidelines for Children 5-18 years

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.  
*Individual physical and mental capabilities should be considered when interpreting the guidelines.*

For more about the UK physical activity guidelines for children and young people: <http://www.bhfactive.org.uk/youngpeopleguidelines/index.html>

#### Key links

- Change for life campaign: <http://www.nhs.uk/change4life/Pages/change-for-life.aspx> and 10 minute shake up: <https://www.nhs.uk/10-minute-shake-up/home#2t1lCwrjfJ9C2f65.97>
- DCMS Sporting Futures Strategy: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/486622/Sporting\\_Future\\_ACCESSIBLE.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf)
- EFDS: overview <http://www.efds.co.uk/> - Be informed; be inclusive; be active. Inclusive Fitness and Inclusive Mark.
- EFDS: Together We Will campaign encourages disabled people to be more active and aims to support you to become healthier, stronger and have fun being active <http://www.efds.co.uk/together>
- What is physical literacy – Active for Life resources aimed at parents <http://activeforlife.com/physical-literacy-2/>
- Safeguarding advice from the Child Protection in Sport Unit: <https://thecpsu.org.uk/>
- Sport England: Strategy Towards an Active Nation <https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>
- Sport England's Use our school advisory resources: <https://www.sportengland.org/facilities-planning/use-our-school/>
- Youth Sport Trust: Primary School Physical Literacy Framework [https://www.youthsporttrust.org/sites/yst/files/resources/documents/physical\\_literacy\\_framework.pdf](https://www.youthsporttrust.org/sites/yst/files/resources/documents/physical_literacy_framework.pdf)

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### PLAN

#### Key questions:

- *How will children and the families of young children benefit from your services?*
- *Does your service attract a similar proportion of children and the families of young children with a similar profile as the local population?*
- *How have you used insight to shape your services?*
- *How have you involved children and the families of young children in the planning and design of your services?*
- *Who are you working with to give local children the ‘best start’ in physical literacy and sport with the involvement of their families?*
- *Are you influencing and supporting pre-school; primary schools and secondary schools in your area to minimise the drop out between key transitions?*
- *Is your service fully inclusive and accessible for all children and the families of young children?*

#### GUIDANCE

- The service is aligned to local needs and opportunities of children and the families of young children in your community. There is a very clear purpose and vision/goal to help give children the ‘best start’ in physical literacy leading to a lifelong love of and sport with the involvement of their families and by doing so raise levels of participation and reduce levels of inactivity. Activities are designed to be fun and to develop physical literacy (competency)
- Schools, parents, community organisations (including family orientated clubs), play leaders, sports organisations (including professional sports clubs) sports development staff and facility managers all working together to increase activity amongst children; helping inactive children become active and optimising the power of sport for health and social good.
- There are strong links between school curriculum and extra-curriculum and community sport and physical activities to engage children and their families and between pre-school and primary school and primary feeder schools and secondary schools to minimise drop out during transitional phases.
- The service is aligned to the latest Government agenda around five main outcomes of: physical wellbeing; mental wellbeing; individual development; social and community development and economic development with specific priorities for children who are inactive and from low participation groups. The service has created a clear link between corporate objectives and national, regional and local agendas across the “place”. Schools are encouraged to open their facilities for community use. Good use is being made of local community facilities and outdoor space for sport and active recreation.
- Specific measurable objectives targets are set out within the business plan to raise activity levels, address inequalities and widen access to sport. Inactive children are being identified and engaged. There is a commitment to make use of publicly funded facilities representative of the community served.
- The organisation is aware of local participation data; inactivity levels and needs assessments. This has been fully incorporated into business planning; the development of partnerships/collaborations, the planning of interventions and the deployment of resources.
- The wider workforce, coaches, volunteers as well as local clubs/facilities/community organisations and staff are being equipped with the knowledge, skills and resources to reach out to new participants.
- Links are being developed with new non-sporting partners to support and enable new initiatives to take place so that effective partnerships are used to reach,

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engage and retain new participants for the longer term.

- Budget and resources have been identified to deliver and sustain interventions in both the short and long term to achieve physical literacy amongst all children and sustainable behaviour change in the families of young children.

### DO

#### Key questions:

- *What does your offer for children and the families of young children include and how does it link to other provision in the area?*
- *Are you working collaboratively with other providers to build strong pathways to extend reach, sustain interest and reduce drop out ?*
- *How do you reach and engage all children and the families of young children in your catchment area?*
- *How do you engage inactive children and make the activities fun and change their behaviours?*
- *What do you do to recruit the families of young children as: leaders, staff, volunteers and Board members?*
- *How do staff in different roles understand and respond to the needs of children and families of young children and what training do they receive specifically for young people?*
- *Are your child protection safeguards as good as they can be?*
- *What venues do you use for children and the families of young children activities and how do you make sure they are safe, accessible and fit for purpose?*

#### GUIDANCE

- The organisation is using the findings of insight studies, market research and relevant demographic trends to shape the delivery of participation initiatives that have been carefully designed and targeted.
- Advice and support is available to pre-school organisations and primary schools to influence their programmes and engage in local networks of providers.
- The organisation is working collaboratively with pre-school organisations, primary and secondary schools, community groups and sports partners (including professional clubs that can inspire interest) to provide a joined up offer and to deliver sessions/programmes at the right time, in the right place, with the right coach/activator and at the right level to engage and retain children and families of young children. Sessions are fun and develop physical literacy amongst children and exit routes designed to retain and sustain new participation. Infrastructure networks are strong with evidence of joint working and co-production towards a common cause.
- There are strong connections between primary feeder schools and secondary schools to minimise drop out of young people at a key transitional period.
- There are programmes in place in the locality designed to reach and engage with:
  - Inactive children and families of young children especially from low participation groups and at risk of health conditions.
  - More disabled children and their families.
  - More girls and mums/grandmothers.
  - Children and families of young children living in disadvantage areas.

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- Activities are taken to people in their areas e.g. Street Games' door step sport concept and after school clubs.
- Concessionary prices are clearly and positively promoted, carefully targeted and applied well both to attract and retain for the longer term. Activity is value for money and rewards, membership and loyalty schemes are used to retain and support participants.
- The wider workforce including: volunteers, buddies, coaches and staff are fully engaged, friendly, skilled and motivated to provide a welcome and personal service to new and hard to reach participants. Robust and safeguarding measures are in place, understood and used by the workforce.
- Skilled motivators/activators/community champions are pro-actively utilised and deployed to talk and engage with targeted children and their families.
- Local clubs and community groups are supported and encouraged to be open, safe and children and family friendly.
- The organisation has made effective use of external funding, grant aid or local commissioning to reach and engage with low-participant groups and those who are inactive to widen access and reduce inequalities in health and wider sports participation.

### MEASURE

#### Key questions:

- ***What data do you gather for measuring: new participants, usage, retention and return on investment for children and the families of young children involved in your services?***
- ***How do you measure the levels of engagement and satisfaction of children and the families of young children?***
- ***How do you measure the strength of collaborative working and satisfaction of your partners and stakeholders?***
- ***How do you assess the long term outcomes and impact of your services on children and the families of young children?***

#### GUIDANCE

- An evaluation framework is in place identifying key data requirements for programmes and the service overall.
- The organisation has a variety of KPIs that cover outputs/outcomes and impacts such as:
  - Attendance numbers (and mix)
  - Project/programme/facility occupancy rates and throughput
  - Facility representativeness (measured through NBS/APSE TOOLS)
  - Club and centre memberships (and type)
  - New users to facilities, projects and programmes
  - Retention figures
  - Participants who are being coaching
  - Active People/Active Lives
  - School surveys
  - Sport England/Government outcomes

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- Workforce development- coaches/volunteers/trained staff
- Unit costs of interventions
- Social return on investment
- Financial sustainability of interventions and activities.
- The organisation is gathering qualitative measures and evidence to help ‘tell the story’.
- The organisation knows how well it has performed and compares to similar locations/catchments using national indicators to measure success
- KPIs are measured against year on year data so that the organisation can demonstrate/track improvement in performance.
- The results of feedback from local schools, health partners, community organisations, sports agencies and local commissioners services is used to measure performance and influence the shaping of programmes and activities.

### REVIEW

#### Key questions:

- *Have you achieved your service objectives?*
- *How are children and the families of young children involved in reviewing your services?*
- *How are partners and stakeholders involved in reviewing your services for children and the families of young children?*
- *How are the achievements of the services for children and the families of young children, presented to and acted upon by the Management Team and the Board?*

#### SUGGESTED GUIDANCE

- KPIs are regularly reviewed and compared with previous data with quarterly or annual trend analysis. Performance against objectives and targets is well communicated internally and externally.
- Projects/programmes are closely monitored and evaluated to ensure they are used/ accessed by those for whom they are designed for.
- Referral and other pathways are properly monitored and evaluated using nationally endorsed and recognised tools/frameworks or models to help demonstrate positive health and wider social outcomes
- Projects and programmes are regularly reviewed for both outputs and outcomes.
- The results of both qualitative and quantitative customer and partner survey analysis are used pro-actively to inform change and development.
- National Benchmarking Survey data is analysed and used to set new targets/objectives around access to key facilities.
- Insight data and studies are constantly being used to shape service design using indoor and outdoor facilities; targeted interventions; co-production with partners and positive campaigning to attract, engage and retain new participants and thereby develop the market.

### IMPACT

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### Key questions:

- *How do you evidence the long term outcomes and impact your services are having on children and the families of young children and the savings this is making in your area?*

### SUGGESTED GUIDANCE

- Develop a theory of change for services to children and families of young children with major partners in your area identifying the desired impact and anticipated outcomes as a result of the change process and activities/interventions delivered which build up a shared evidence base of impact that make a compelling case for further investment and can identify areas for improving, further developing and with potential to scale up.
- Demonstrate/evidence through qualitative and quantitative impact studies:
  - Activities are targeted, inclusive and helping to widen access in the locality
  - Participation levels are increasing across the organisation and/or the wider community served in key areas and/or amongst target audiences
  - Inactivity levels are reducing in areas/audiences being targeted by the organisation as a result of priorities fixed with partners/funders/commissioners of services
  - Pro-active work to target disabled children and girls is impacting on participation levels.
  - The organisation knows what works best to make the inactive more active; to nudge and support behaviour change and to increase participation/activity levels generally over the longer term. It is consciously doing more of it.
  - There are increased opportunities for non- participants or low user groups/communities.
  - New participants who have never used facilities before are now using services and progressing through pathways
  - Target communities/audiences are becoming healthier, more active and the cost of inactivity is being reduced over time.
- The capacity and capability of the local workforce has been developed.
- There has been an identifiable uplift in income, utilisation and footfall in local facilities amongst the groups/communities targeted.