

HELLO in the Black Country

Evaluation report

August 2020

The National Literacy Trust's Helping Early Language and Literacy Outcomes (HELLO) framework is a quality improvement tool for early years settings who want to improve their communication, language and literacy provision.

The self-evaluation framework provides prompts, critical questions and resources to help settings identify their strengths and areas for development. The framework examines the following three key areas:

- Partnerships with parents
- Upskilling practitioners
- Enabling environments
- More integrated provision with other services

HELLO in the Black Country was one part of a project established following a successful joint bid by the four Black Country local authorities to the Department for Education's Early Outcome Fund. The Black Country bid aimed to address weaknesses around speech, language and communication needs (SLCN) identified in individual self-assessments. The project shared best practice across neighbouring boroughs and beyond, with the objective of raising standards and outcomes across all four authorities.

This evaluation report shows that use of the HELLO framework has had an impact across a range of outcomes. Five of the key findings and their key statistics are highlighted in the table overleaf:

Outcomes		
1	Practitioners report that the HELLO training contributed to their professional development.	Almost all (98.2%) practitioners agreed it improved their understanding of children’s language and communication development, with 31.5% strongly agreeing and 66.7% agreeing.
2	Practitioners are more likely to engage and involve parents in their child’s language and communication development.	Before HELLO, 51% of practitioners would have “made time to discuss with parents about their child’s language and communication” on frequent basis, with 20% doing so “daily” and 20% doing so “most of the time”. After HELLO, 4 in 5 (80%) would engage in this behaviour daily or most of the time, with 47% doing so “most of the time” and 33% doing so “daily”.
3	Practitioners engage more frequently in behaviours that demonstrate knowledge and skills in supporting children’s communication and language.	Before HELLO, 40% of practitioner asked open-ended questions to extend the child’s thinking on a daily basis. This increased to 73% following implementation of HELLO in their setting.
4	Practitioners are more likely to implement actions to create an enabling environment that stimulates communication and language.	The percentage of practitioners who now ensure daily that children's own work is displayed and labelled appropriately, and some displays include items that invite comments from children, increased from 13% to 53% following the implementation of HELLO.
5	Practitioners are more likely to work with other services to support the development of children in their settings.	Before HELLO, only 1 in 5 (20%) practitioners worked with a range of professionals such as health visitors or the local authority’s early years team on a daily basis. Over half (53%) engage with them daily following the programme.

Background to the project

How HELLO was developed

The HELLO framework was developed from a programme that the National Literacy Trust ran with five early years teaching schools and two local authority early years teams. The National Literacy Trust received funding from the Department for Education to pilot the HELLO improvement framework and test it fully with 74 early years settings across England between April 2015 and March 2016.

The HELLO audit tool comprises three questions to prompt discussion and create a clear action plan of how settings would look to improve: ‘what do we do now?’, ‘what do we need to do next?’ and ‘who will do it and by when?’. These questions prompt practitioners to think about what they do well but also what gaps exist in their provision while also evidencing points made. Through this self-reflection process, while completing the HELLO tool, practitioners devise their action plan with support from National Literacy Trust resources relevant to each area of the tool, as well as providing ideas of what settings could do next. Further resources are available online through National Literacy Trust membership, and a dedicated locally-based project manager provides email, phone and face-to-face support. The HELLO programme supports further reflection through network meetings and case studies so settings can evaluate the impact of any improvements they make. The self-evaluation can be completed as a whole-team exercise or undertaken by a practitioner or manager.

HELLO in the Black Country

The aims of the HELLO in the Black Country project were to:

- Improve the quality of provision by supporting changes in practice and the environment
- Directly develop the workforce by embedding a framework for self-reflection and improvement
- Support practitioners in engaging with parents
- Establish local networks of early years settings and schools with peer review and practice sharing
- Improve partnership working between practitioners and other professionals and partners

100 early years practitioners took part in HELLO training over five months from November 2019 to March 2020.

Local authority	Number of settings trained in use of HELLO	Number of practitioners attending training
Wolverhampton	19	28
Sandwell	27	46
Walsall	9	12
Dudley	8	14
Total	63	100

All practitioners received a hard copy of the HELLO tool at the training, plus National Literacy Trust membership. The HELLO in the Black Country tool was adapted to bring all the accompanying resources up to date and align them with other initiatives that local authorities were running in settings (e.g. Early Talk Boost, Early Years Professional Development Programme). In this way, the HELLO tool could be used to reflect, evaluate and evidence the changes that may be happening through a wider context of initiatives already taking place.

Delivery

Six four-hour training sessions across the four local authorities took place bringing together practitioners and support staff from different settings. Two further training days were scheduled for Dudley and Walsall but were cancelled due to the coronavirus pandemic. Following the training, practitioners were set up with National Literacy Trust membership, which allowed them to access the HELLO tool and accompanying resources digitally alongside their audit of current communication and language provision.

Four of the training sessions were attended by other professionals as well as early years practitioners. These included early years workers and advisors from local authorities, speech and language therapists, health visitors, EYFS consultants, and a SEND specialist teacher.

Practitioners were given tips and surveys they could use or adapt to gather information from other staff and parents so as to identify any gaps in provision. They were then encouraged to write an action plan, using identified ideas or resources. Follow up support was provided through emails, phone calls and visits from the National Literacy Trust team.

A series of network meetings were planned for practitioners to come back together to share their successes and challenges, but only one of these took place before the coronavirus pandemic brought about school closures and lockdown. As it was not possible to bring participants back together, the delivery of part 2 of the HELLO project was adapted into an online learning module, available for practitioners to complete at any time. The challenges being faced by many early years settings and practitioners since the pandemic began have been immense, therefore it is perhaps not unexpected that the numbers completing the

online module were low: 12 practitioners took the online module between May and July 2020, and of these, five submitted a final case study. 44% of practitioners who took the online module had never taken one before, and 73% rated it as good or excellent.

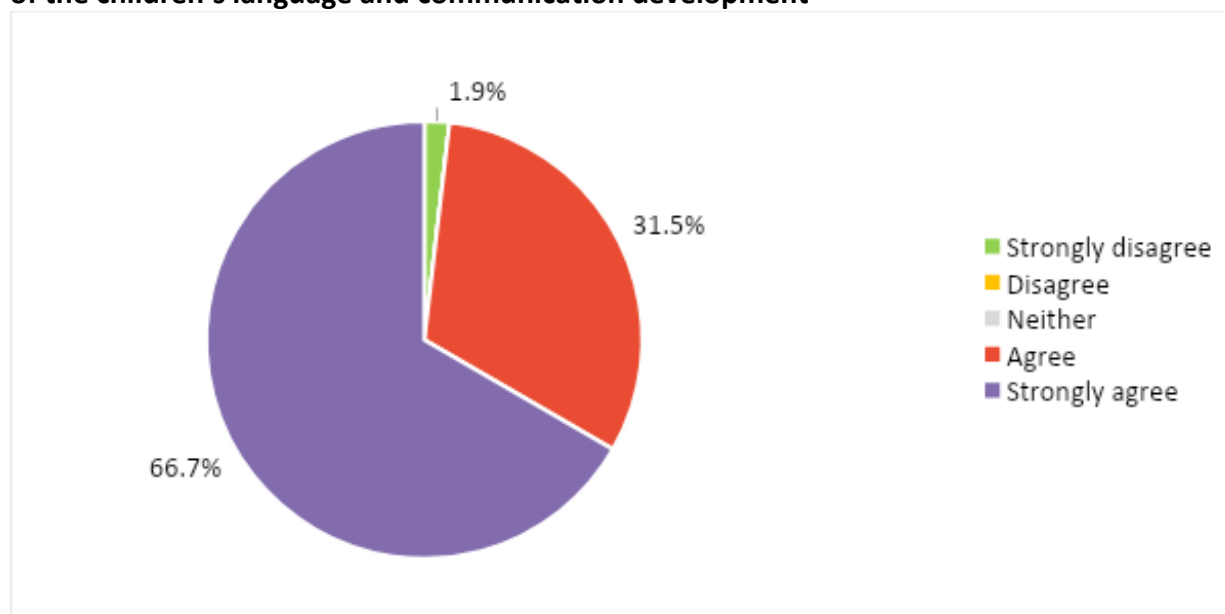
This evaluation

A rigorous evaluation strategy was developed to monitor the impact of the use of HELLO and to understand better how it was employed by different settings (please see Appendix A for more information). This report presents findings from a range of tools. Firstly, it looks at the training feedback, which was completed by 54 practitioners. Secondly, it looks at the findings that relate to changes in practitioner behaviour. These were mainly gathered through pre and post-programme surveys. While as many as 64 practitioners completed the initial assessment, only 15 completed the post-programme evaluation. This was due to COVID-19 creating complications in the data collection process. It was possible to match 15 practitioner surveys pre and post-project to see how their attitudes shifted as a result of taking part. Lastly, five case studies were analysed to explore the outcomes for participating children and parents.

Outcome 1: The training contributed to practitioners' professional development

The training achieved some key learning outcomes for participating practitioners. As shown in Figure 1, almost all (98.2%) practitioners agreed it improved their understanding of children's language and communication development, with 31.5% strongly agreeing and 66.7% agreeing.

Figure 1: Practitioner responses on whether the training has "improved their understanding of the children's language and communication development"



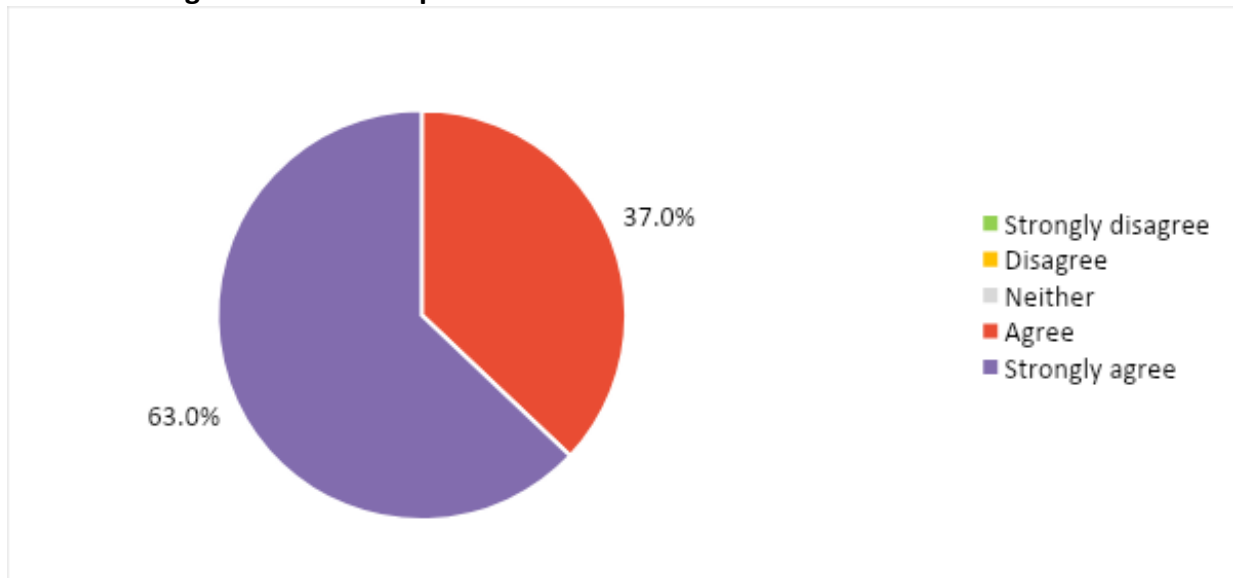
The training also achieved its main purpose of upskilling practitioners to make use of the HELLO improvement tool in their setting. The training feedback showed that all practitioners (100%) agreed that the training improved their understanding of the HELLO tool, with 63% strongly agreeing and 37% agreeing (see Figure 2). Indeed, when asked what was the most useful part of the training, the majority of practitioners gave answers around the theme of their improved understanding of HELLO. For example, one practitioner wrote:

“The resources and tools available to me and how HELLO works.”

While another practitioner wrote:

“How the HELLO toolkit can develop our setting”.

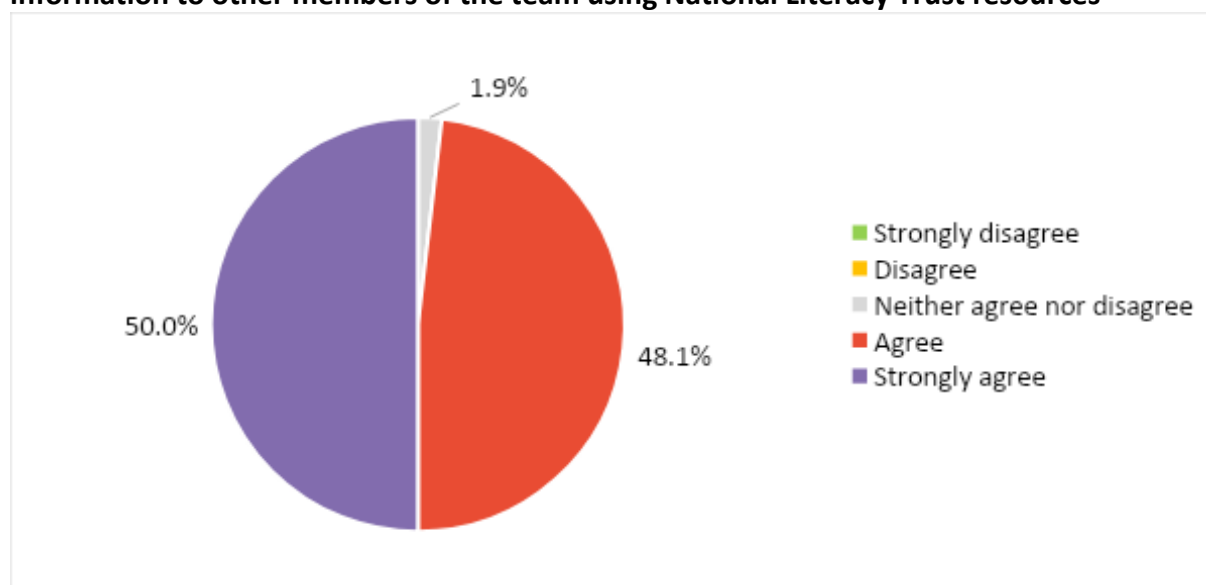
Figure 2: Practitioners’ responses on whether the training has “improved their understanding of the HELLO improvement tool”



Cascading the training

The training feedback survey also provided evidence that almost all practitioners feel confident cascading HELLO training to other members of staff in their setting using the resources provided by the National Literacy Trust (see Figure 3).

Figure 3: Practitioners’ responses to whether they “feel confident cascading this information to other members of the team using National Literacy Trust resources”



Implementation outcomes

We also asked practitioners how often they had engaged in specific behaviours before and after they took part in the CPD programme. These behaviours were all focused on promoting early language and communication development and could be categorised into four main themes:

1. Practitioners’ behaviours to engage and involve parents
2. Practitioners’ knowledge and skills
3. Actions to create an enabling environment for children
4. Better integration of provision with other services

The pre and post-project data from practitioners suggests that the programme has stimulated changes and improved practitioner behaviour within each of these themes.

Outcome 2: Practitioners are more likely to engage and involve parents in their child’s language and communication development

Because of the use of HELLO to make improvements in practice, practitioners are more likely to engage in positive behaviours with parents to promote a stimulating home learning environment. Of the three main areas that HELLO attempts to tackle, this was the area where settings were performing the worst at the start of the programme. In fact, the pre-programme survey responses show that the majority of practitioners did not engage in activities to involve parents on a daily basis (see Table 1).

Table 1 also shows how practitioners engage more frequently in a range of behaviours to support parents to enhance their learning environment in the home. Specifically,

practitioners report being more likely to discuss with parents what they can do to promote early literacy and communication. For instance, 1 in 3 (33%) practitioners now ensure on a daily basis that parents understand the benefits of talking, listening, singing and sharing stories with their child on a daily basis, compared to no practitioners before the programme.

Additionally, practitioners are engaging more in specific behaviours to build relationships with parents as a result of HELLO. For instance, before HELLO, 20% of practitioners would have asked parents about how they share nursery rhymes with their child in the home “most of the time” compared to 47% who would do so with such frequency following the programme.

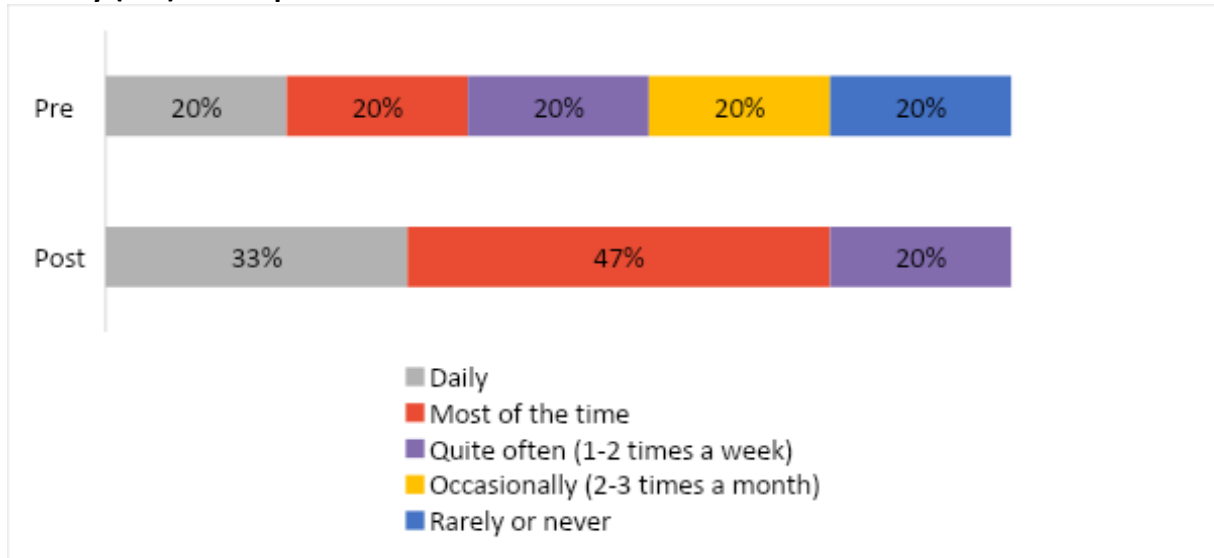
Table 1. Self-reported frequency of practitioners behaviours

		Daily	Most of the time	Quite often (1-2 times a week)	Occasionally (2-3 times a month)	Rarely or never
I take time to ask parents about their child's favourite games and activities at home	Pre	7%	40%	20%	20%	7%
	Post	20%	47%	33%	0%	0%
I ensure that parents understand how to interact and talk with their child	Pre	0%	20%	27%	53%	0%
	Post	13%	40%	27%	20%	0%
I ask parents about how they share books or nursery rhymes with their child at home	Pre	0%	20%	20%	47%	0%
	Post	13%	47%	33%	7%	0%
I ensure that parents understand the benefits of talking, listening, singing, and sharing stories with their children	Pre	13%	13%	13%	53%	13%
	Post	33%	47%	20%	0%	0%
I provide evidence-based information to parents about the benefits of mark making, environmental print and playing with signs and symbols	Pre	0%	13%	0%	53%	0%
	Post	0%	27%	33%	13%	0%

After implementation of HELLO, practitioners were much more likely to engage parents and discuss ways to create a positive home learning environment. For instance, Figure 4 shows that before the programme 51% of practitioners would have “made time to discuss with parents about their child’s language and communication” on a frequent basis, with 20% doing

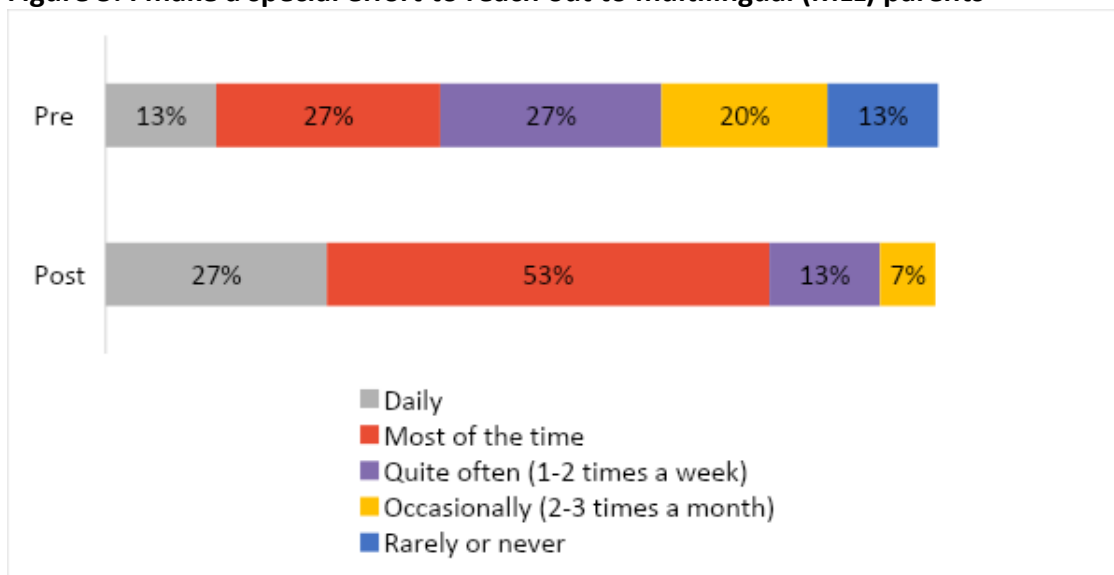
so “daily” and 20% doing so “most of the time”. However, after the programme 8 in 10 (80%) would engage in this behaviour daily or most of the time (with 47% doing so “most of the time” and 33% doing so “daily”).

Figure 4: I make time to discuss with parents their child's communication, language and literacy (CLL) development



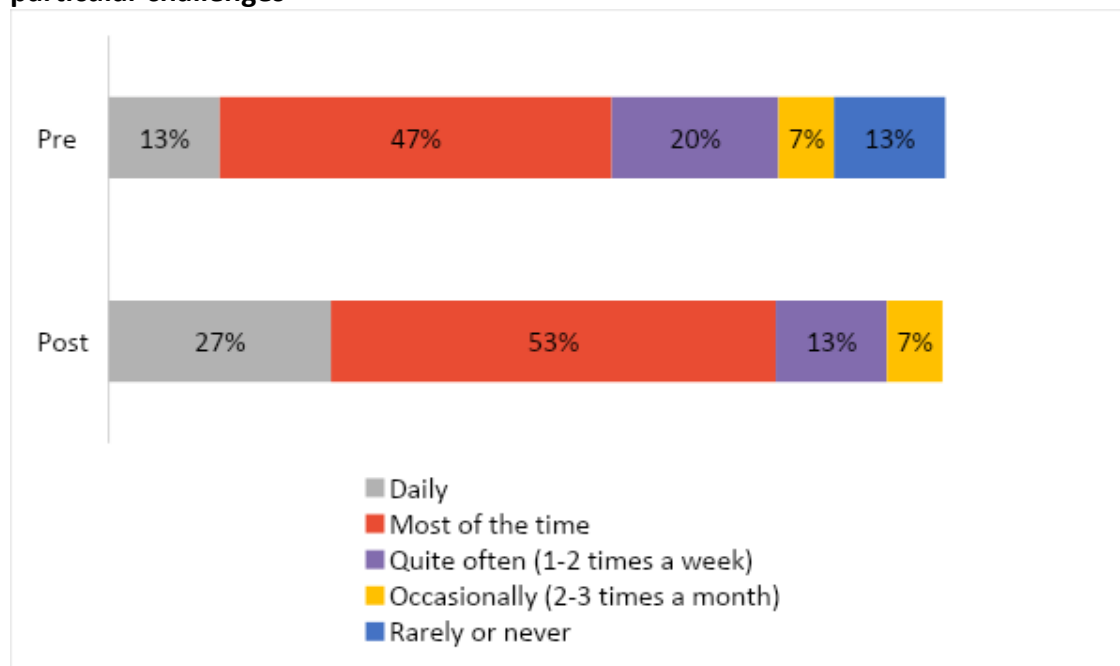
As a result of HELLO, practitioners are specifically attempting to engage with parents who require additional support or face specific challenges. As seen in Figure 5, twice as many practitioners (from 13% to 26%) now “make a special effort to engage with multilingual parents” on a daily basis.

Figure 5: I make a special effort to reach out to multilingual (MLL) parents



Similarly, as shown in Figure 5, twice as many practitioners make an effort to reach out to parents facing complex lives and particular challenges on a daily basis (from 13% in the pre to 27% in the post).

Figure 5: I make a special effort to reach out to parents with complex lives or facing particular challenges



These findings were echoed in the qualitative data provided through the case studies, which show that as a result of HELLO, practitioners have a better understanding of parents’ attitudes to early literacy, and thus are better placed to support them. For instance, one practitioner wrote:

“HELLO also allowed me to gain a deeper understanding of parents/carers views on literacy and how we can support them in ensuring that they use literacy as a part of their everyday life as it is vital for their learning, not just now but for in the future as well as.”

All the case studies submitted chose to focus on partnership with parents as their area for improvement. Qualitative feedback following the training also focused on learnings around engaging with parents, suggesting that settings considered their partnership with parents as the most important area to address.

Outcome 3: Practitioners engage more frequently in behaviours that demonstrate knowledge and skills in supporting children’s communication and language

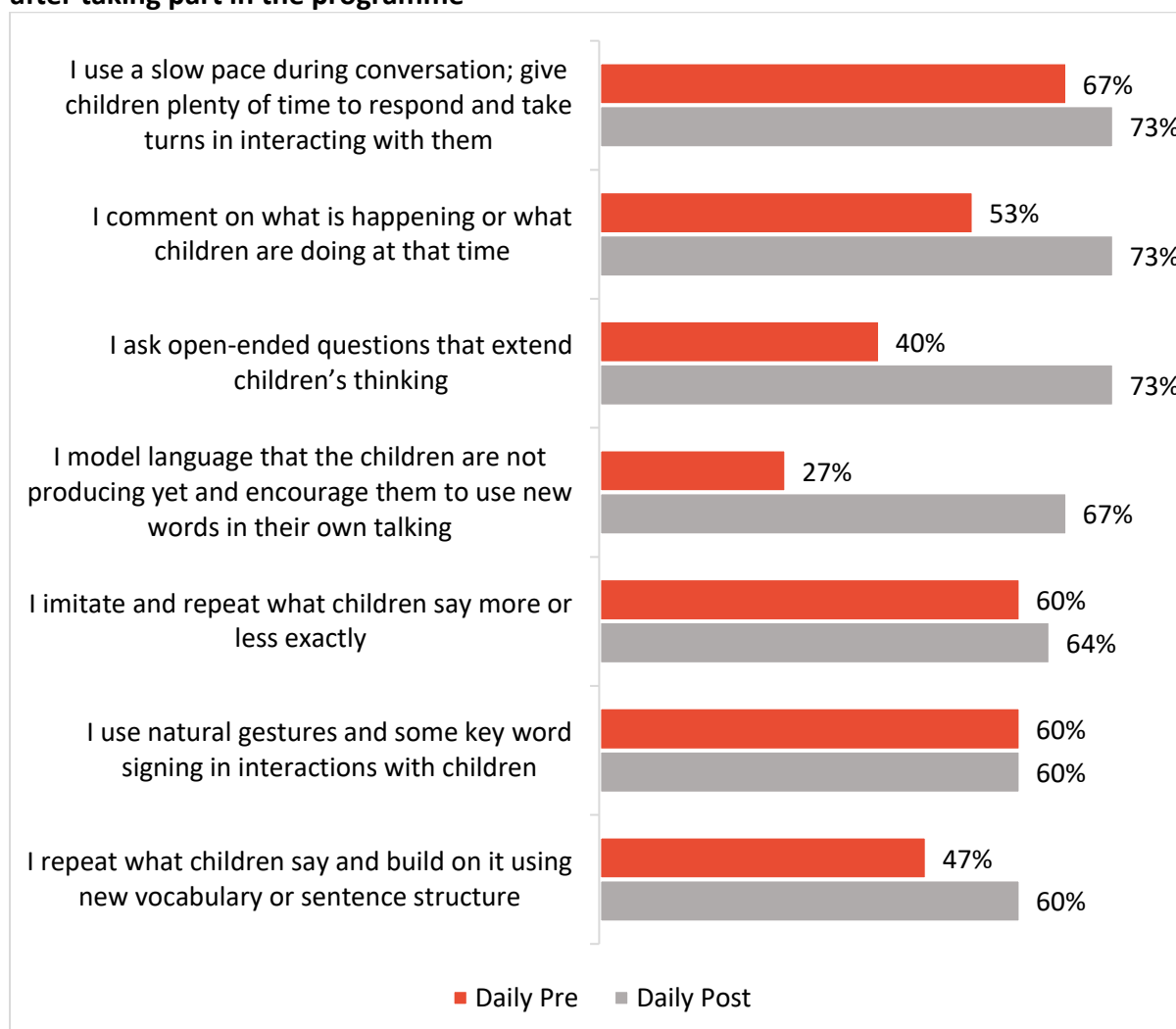
The data also indicates that using HELLO has supported practitioners to develop their knowledge and skills: practitioners report that they engage more frequently in behaviours that support the development of language and communication amongst the children in their settings.

It is worth noting that the improvements in this theme are not as striking as within the theme of “engaging parents”, mainly because the majority of practitioners reported that they were already carrying out these actions most of the time or quite often in the pre-programme data. For instance, in the pre-survey, 67% of practitioners reported that they “use a slow pace during conversation; give children plenty of time to respond and take turns in interacting with them; use the child’s name or draw attention to the children” on a daily basis. Thus, because the practitioners were already scoring highly on these questions, there was less room for improvement.

Because practitioners were already engaging in these behaviours comparatively frequently, this section of the analysis will focus on the change in percentage of practitioners who now engage in these behaviours “daily”.

Figure 6 presents the data that relates to the change in frequency in behaviours that practitioners may engage with to encourage and support the child’s language and communication development. Across all of these fields, more practitioners report that they now engage in these behaviours on a daily basis after the HELLO training and implementing actions. For example, before the programme 40% of practitioners asked open-ended questions to extend the child’s thinking on a daily basis, this increased to 73% following the implementation of the programme in their setting.

Figure 6: Percentage of practitioners who engage in these behaviours frequently before and after taking part in the programme

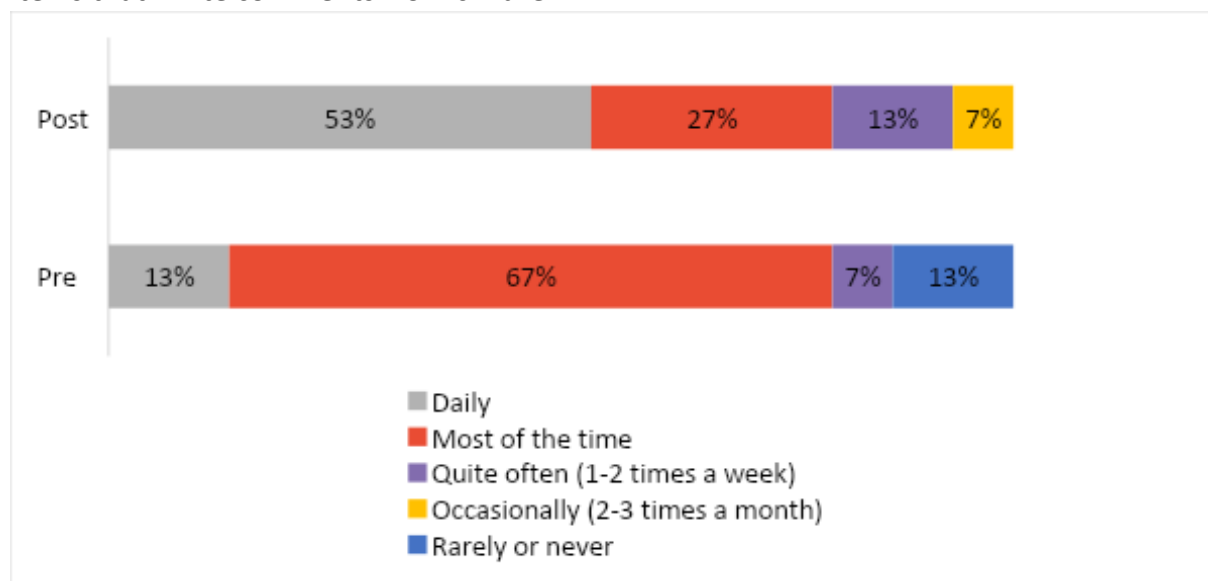


Outcome 4: Practitioners are more likely to implement actions to create an enabling environment that stimulates communication and language

The practitioner survey also seems to suggest that after using HELLO, staff in settings do more to ensure that the learning environment stimulates the children. HELLO supports practitioners to create an enabling environment so that children can develop their early literacy, language and communication

For example, Figure 7 shows how before the programme 13% of practitioners would ensure “daily” that the majority of learning resources and materials are labelled with pictures/words, and children’s own work is displayed and labelled appropriately and some displays include items that invite comments from the children. This percentage increased to 53% following the implementation of HELLO in the target settings. Moreover, while 13% of practitioners reported that they “rarely or never” engaged in this behaviour, following HELLO no (0%) practitioners report that they would not engage in this behaviour.

Figure 7: The majority of learning resources and materials are labelled with pictures/words. Children's own work is displayed and labelled appropriately, and some displays include items that invite comments from children



In addition to exposing learning material, Table 2 below shows how using the HELLO tool has encouraged practitioners to make a wide range of environmental changes to the settings to promote children’s development.

Table 2 shows how practitioners are more likely to take actions to ensure that the setting has appropriate resources and that the environment is not sensory overwhelming for the children. For instance, an additional 42% of practitioners now manage background noise daily (from 33% to 47%; see Table 3). In terms of resources, Table 3 shows how practitioners have taken a range of actions to enhance their settings. Twice as many practitioners now ensure that there is an appropriate range of books available on a daily basis (from 33% to 67%, see Table 2).

Table 2: Self-reported frequency of behaviours and actions to promote an enabling environment

		Daily	Most of the time	Quite often (1-2 times a week)	Occasionally (2-3 times a month)	Rarely or never
Background noise levels are managed consistently throughout the observation, and children and adults are able to hear one another with ease. There are quieter periods of the day and transition times are managed effectively.	Pre	33%	53%	13%	0%	0%
	Post	47%	47%	7%	0%	0%
Good quality toys are available (pretend, sensory, small world)	Pre	60%	27%	7%	7%	0%

objects, musical instruments, and real/natural resources) and are easily reached by the children or easily within their line of vision.	Post	67%	27%	7%	0%	0%
Role-play area is available and children’s play is extended by staff periodically.	Pre	60%	33%	0%	7%	0%
	Post	60%	40%	0%	0%	0%
An appropriate range of books is available in a book area (e.g. traditional stories, bilingual/dual language books and a variety of genres and books related to children's own experiences).	Pre	33%	53%	13%	0%	0%
	Post	67%	13%	13%	7%	0%

The increased focus on having adequate resources is also documented in the case studies. For example one setting wrote about how they expanded their book offer as a result of HELLO:

“We have purchased more books to extend our existing book library. Each book and bookshelf have been colour coded so that the books can be arranged in categories of fiction, non-fiction, EAL, animal etc. By arranging our library like this it will support the children when they visit the local library, as the children will recognise how books can be found and give them the confidence to select books.”

In addition to ensuring that children have an enabling environment through managing noise and ensuring adequate resources are available, practitioners are also ensuring children have opportunities to engage in activities that support their development more frequently. As shown in Table 3, before HELLO only 53% of practitioners would provide children with opportunities to engage in interactive book reading facilitated by an adult (for example, asking predictive questions, joining in with repetitions, story packs etc.) on a daily basis, this proportion increased to 80% of practitioners following the programme.

Table 3: Self-reported frequency of behaviours to promote an enabling environment

		Daily	Most of the time	Quite often (1-2 times a week)	Occasionally (2-3 times a month)	Rarely or never
Children have opportunities to engage in interactive book reading facilitated by an adult (for example, asking predictive questions, joining in with repetitions, story packs etc.).	Pre	53%	47%	0%	0%	0%
	Post	80%	20%	0%	0%	0%

Children have opportunities to engage in structured conversations with adults in the setting, and their peers (talking partners).	Pre	53%	47%	0%	0%	0%
	Post	80%	20%	0%	0%	0%
Children are given opportunities to engage in unstructured activities.	Pre	67%	33%	0%	0%	0%
	Post	73%	27%	0%	0%	0%

Outcome 5: Settings have a more integrated approach to their provision

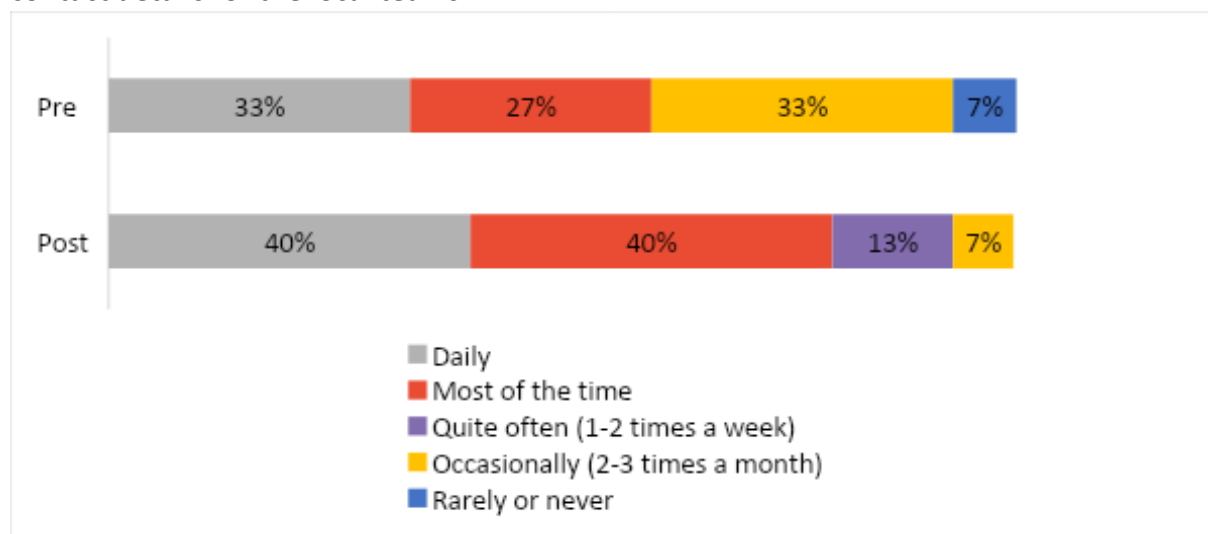
As a result of HELLO, settings report working more closely with other health and education services to support the language and communication development of children in their settings. As shown in Table 4, practitioners report engaging more frequently in a range of behaviours which showcase a more integrated approach to provision. For instance, before the programme only 1 in 5 (20%) practitioners worked with a range of professionals such as health visitors or the local authority's early years team on a daily basis while now over half (53%) engage with them daily.

Table 4: Self-reported frequency of behaviours to promote an enabling environment

		Daily	Most of the time	Quite often (1-2 times a week)	Occasionally (2-3 times a month)	Rarely or never
We work with a range of other professionals such as health visitors, speech and language teams, children's centre staff, local authority early years team, library staff, social workers, local charities, community groups, translating services etc.	Pre	20%	67%	13%	0%	0%
	Post	53%	20%	13%	13%	0%
Communication between the setting and other professionals is ongoing and effective.	Pre	40%	47%	13%	0%	0%
	Post	53%	20%	20%	7%	0%
We have identified environments beyond our setting which could be visited or used to support communication, language and literacy development.	Pre	20%	20%	20%	20%	13%
	Post	31%	46%	15%	0%	8%
We provide an inclusive and language-rich experience for all children and families when we visit environments outside our setting.	Pre	20%	27%	13%	13%	13%
	Post	60%	20%	7%	0%	13%
We provide joint home visits with other services, where appropriate.	Pre	7%	7%	0%	20%	53%
	Post	20%	7%	7%	40%	27%

Practitioners also report being more likely to signpost families to services, which may support their child’s language and communication. As seen in Figure 8, practitioners are more likely to provide families with information about services available to them locally and contact details for the local teams (parents' board with community information, library leaflets, local offer contact details, etc.). Before taking part in the intervention only 60% of practitioners would signpost families either “daily” or “most of the time” (with 33% doing so daily and 27% doing so most of the time). However, following the programme 80% signpost families with such frequency (with 40% doing so daily, and 40% doing so most of the time; see Figure 10).

Figure 8: We provide families with information about services available to them locally and contact details for the local teams



Impact of implementing HELLO actions

For many settings, delivery of actions that were planned was severely affected by COVID-19. However, some settings were able to deliver some actions pre-COVID as part of HELLO and reported that it has a noticeable positive impact on the children’s language and communication development. Below is one example case study provided by a setting, which reported improvements in the children’s WellComm scores and improvement in parental engagement as a result of the changes implemented.

Impact case study from Little Learners Pre-school

After auditing their provision following HELLO training, Little Learners Pre-school noticed a gap in children’s desired outcomes linked to some parents having difficulty engaging with practitioners. They developed an action plan with the aim to develop effective relationships between practitioners and parents leading to regular exchange of information about their children’s communication, language and literacy and improved outcomes. The practitioner used strategies and ideas from training sessions she had attended in HELLO, Talk Boost and PEAL, and implemented a series of workshops over nine weeks.

“The workshops had a massive impact on the WellComm results where 50% of the amber/red children had moved up to a green. Children’s good progress in their communication and language was noted. Parents said how they felt that their children were using simple sentences and new words to communicate. We felt parents were more engaged in their child's learning and were reading books with their children and couldn't wait for the next book each week. We sent out a survey at the end of the 9 weeks and all parents/carers gave amazing feedback and would like to participate in more workshops. Both parents and practitioners built good working relationships during the workshops and working together has achieved desired outcomes for their child.”

Support during lockdown

The importance of being in partnership with parents became very apparent when schools and settings were closed at the start of the coronavirus outbreak. Settings report using ideas from the training and the new National Literacy Trust resources emailed out to settings from March 2020 ([Family Zone](#), [small-talk](#)) to engage and support parents at home with their children during lockdown. Our Facebook Live read and explore sessions were shared with parents, and gave practitioners ideas on how to do their own. Learning packs that were sent home contained lots of communication and language activities and practitioners report using online journals such as Tapestry to keep interactions going with parents:

“The children's key workers (when on site) used Tapestry Journal to keep in contact with parents. This allows us to type next steps and activity ideas for home use. Our families were also able to take videos/photos of their activities and type questions to us directly.”

One setting was able to work on creating an enabling environment while the nursery was open but no children were attending, and another used the time to make chatterboxes to provide talking opportunities which will be introduced to families later in the year, when appropriate.

Plans to use HELLO going forward

Many settings that had their improvement plans interrupted by COVID-19 plan to use HELLO going forward to support the development of their communication and language provision. 50 additional HELLO toolkits have also been provided to the Black Country project team to enable them to support settings that were unable to access the training or complete the project to use in the next academic year. 15 members of staff from early years teams and other professional support services across the Black Country attended HELLO training and so are able to provide guidance to settings, if required. In addition, the online module for HELLO part 2 will remain available to participants through the National Literacy Trust website.

Comments from settings on plans going forward include:

“We plan to use HELLO as a staff meeting topic when we all return from furlough. Section B: 1, 2 and 3 will become part of staff’s individual supervisions to support their communication and language development.”

“I will continue to use HELLO alongside Talk Boost, WellComm and PEAL. The resources and HELLO tool are great and have given me lots of good ideas that I will implement into my setting and share with all staff.”

Conclusion and recommendations

Despite challenges due to the coronavirus pandemic, HELLO in the Black Country was successful in achieving its aims. 100 practitioners have been reached. Practitioners highly rated the training and have become more confident in using evidence to identify gaps in provision and planning actions to address areas for improvement. The majority of settings identified partnership with parents as an area for improvement and the project has supported practitioners in engaging with parents at an even more crucial time than usual.

Local networks of early years settings and schools have developed, and it is recommended that further networking and sharing of ideas and good practice happens as settings implement delayed actions in the next academic year. These networks now include other professionals and partners, and practitioners are more likely to signpost to these services more frequently, including signposting to online support during periods of lockdown. Emerging from lockdown, these networks may need to be re-established, therefore more opportunities to work together are needed, so that support for children and families is consistent.

Many of the practitioners intend to restart their actions as soon as possible once they return in September, which will help to embed the HELLO framework as a tool for self-reflection and improvement. It is recommended that a member of the Black Country project team is in place to provide support as practitioners complete their actions for improvement and to be the ‘critical friend’ that HELLO suggests is vital to aid self-reflection. Practitioners’ emerging confidence with the HELLO tool should be built upon, so that further improvements made through other speech and language initiatives available locally can be clearly evidenced, as settings seek to provide the very best support for children’s language and communication development across the Black Country.

“Taking part in this project has been a great experience allowing me to plan, assess and review all the evidence in working with parents and children. I have thoroughly enjoyed this programme and I feel it has given me good confidence as a practitioner.”

Appendix A

A mixed methods approach was developed that included both quantitative data and qualitative data. Data was collected through three main tools:

Tool	What is it measuring?	Responses
Training feedback	Collecting a mix of qualitative and quantitative data on the quality of the HELLO training.	54 completed
Practitioner pre/post-project survey	Assessing whether practitioners' behaviour has changed after having taken part in the HELLO project. The survey asks practitioners to report how frequently they engaged in certain positive behaviours. The same survey was administered before the practitioners used the tool and after to see if it led to behaviour change within the settings.	64 pre-surveys completed 15 post-surveys completed 15 surveys matched
Case studies	The case studies asked practitioners to reflect thoroughly on the impact of the HELLO tool. The case studies yielded a range of rich qualitative data that were specific to each setting. The case studies also included setting-specific data such as survey results and WellComm scores.	5 submitted

Value of the case studies

As part of the evaluation process, all the settings were asked to create a case study detailing the barriers they had identified, the goals they had chosen, the actions they had taken, and finally the impact of their intervention alongside some final reflections. These case studies provide rich qualitative data, which has been thematically analysed.

Using this methodology (as opposed to a questionnaire) is particularly valuable because practitioners are only loosely prompted and guided, and thus we have a valid insight into the individual perception of each respondent.

The most insightful section, from a project evaluation perspective, is where the practitioners are asked to describe and reflect on their perceived impact of the programme. Thus, this analysis concentrates on a thematic analysis of this section of the case studies.