Annex D: summary of existing outcomes sets and frameworks for children and families

Frameworks, studies and reports for England

Bonin, E.-M., T. Matosevic, J. Beecham, A Better Start partnerships, 2016, 'Developing an Early Years Outcomes Framework Using Area-Level Routine Data: A Better Start common outcomes framework'
https://www.tnlcommunityfund.org.uk/media/insights/documents/COF-External-Report-2017-v3-1.pdf?mtime=20211126121811&focal=none

'strategic outcomes' / 'outcome domains'	'Level 1: common core outcomes' / 'operational outcomes'	Indicators / measures	'Level 2: additional routine indicators / operational outcomes'	Indicators / measures
[cross-cutting outcomes]	Birth outcome (gestational age, birth weight)	No. live births at term 1) with low birth weight; 2) at <37 weeks gestation		
	School readiness	Proportion of eligible children at GLD (EYFSP)		
	Health behaviours in pregnancy (smoking, alcohol use, substance abuse)	Smoking status + cigarettes per day; weekly alcohol units; substance use status		
	Maternal mental health	GAD-7, PHQ-9, EPDS		
	Breastfeeding (at birth and 6-8 weeks) [sits under both nutrition and SE development]	Breastfeeding initiation rates; total/partial breastfeeding rates at 6-8 weeks		
	Attainment at KS1	% pupils achieving level 2+ in reading; writing; mathematics		
	Attainment at KS2	% pupils achieving expected standard in reading; grammar, punctuation & spelling; mathematics		
Social and emotional	Social and emotional development	Proportion of children in monitoring zone + proportion above cut-off on ASQ-SE (30	Child abuse and neglect	Rates of children in need + in care / looked after; rate of hospital

development		months questionnaire)		admissions caused by unintentional & deliberate injuries in children aged 0-4 years per 10,000 resident population
Communication and language development	Language development	Proportion of children in monitoring zone + proportion below cut-off on 'Communication' domain of ASQ-3		
Diet and nutrition	Weight and height	% children at Reception and Year 6 with valid height and weight recorded classified as overweight / obese	Oral health	% 5 year olds free from obvious dental decay

'Level 3: Areas of special interest where additional data collection is recommended' (no suitable measures / indicators)	
Attachment	Additional data collection at non-statutory visit: 'Where possible, it is suggested that the additional non-statutory home visit at 3-4 or 6 months is used to collect data on:' ● Maternal mental health ● Breastfeeding status ● Child height and weight (for comparison with the relevant growth reference data) ● Attachment (conditional on a suitable measure being available)
Intimate partner violence (IPV)	
Communication and language development (existing routine indicators deemed insufficient)	

Bowers, A. P., J. Strelitz, J. Allen, A. Donkin, Institute of Health Equity (University College London), 2012, 'An equal start: improving outcomes in children's centres'

https://www.instituteofhealthequity.org/resources-reports/an-equal-start-improving-outcomes-in-childrens-centres

Roberts, J. and A. Donkin, D. Pillas, Institute of Health Equity (University College London), 2014, 'Measuring what matters: a guide for children's centres'
https://www.instituteofhealthequity.org/resources-reports/measuring-what-matters-a-guide-for-childrens-centres

'Areas for focus'	'Essential outcomes'	'Measures'
Effective outreach	Effective outreach and sustained engagement with the wider community, with a particular focus on the most disadvantaged families	% of disadvantaged and all families with young children (0-5) registered and who have sustained contact with children's centre [community and population-level measure]
Children are developing well	All children are developing age-appropriate skills in drawing and copying	EYFSP / ASQ-3 and ASQ:SE
	Children increase the level to which they pay attention during activities and to the people around them	EYFSP / ASQ-3 and ASQ:SE
	Children are developing age appropriate comprehension of spoken and written language	EYFSP / ASQ-3 and ASQ:SE
	Children are building age appropriate use of spoken and written language	EYFSP / ASQ-3 and ASQ:SE
	Children are engaging in age appropriate play	EYFSP / ASQ-3 and ASQ:SE
	Children have age appropriate self-management and self control	EYFSP / ASQ-3 and ASQ:SE
	Fewer children born with low birth weight	% of term babies born with low birth weight
	Fewer children with high or low BMI	% of children with high or low BMI
Parenting and parent context enables good parenting and child development	Fewer women are exposed to tobacco smoke during pregnancy	% of women identified as being exposed to carbon monoxide during pregnancy; % of households with at least one smoker: referred to smoking cessation programmes; who set a quit smoking date; who ultimately quit
	More mothers who breastfeed	% of mothers who totally / partially breastfeed at initiation, 6-8 weeks and longer (ideally 3-4, 6 and 12 months); % of mothers attending breastfeeding / peer support groups

	More parents are regularly talking to their child using a wide range of words and sentence structures, including songs, poems and rhymes	Early Home Learning Environment Index (EHLEI)
	More parents are reading to their child every day	EHLEI
	More parents are regularly engaging positively with their children	Keys to Interactive Parenting Scale (KIPS)
	Improved parental responsiveness and secure parent- child attachment	KIPS
	More parents are setting and reinforcing boundaries	KIPS
	More parents are experiencing lower levels of stress in their home and in their lives	Screening for depression by health professionals
	More parents with good mental wellbeing	Other practitioners: Measure: Life Satisfaction and Affect Balance (OECD measures of subjective well-being)
	More parents have greater levels of support from friends and/or family	Multi-dimensional Scale of Perceived Social Support (MSPSS)
	More parents are improving their basic skills, particularly in literacy and numeracy	% of children's centre users with low-level qualifications achieving entry, foundation and intermediate- level numeracy and literacy qualifications
	More parents are increasing their knowledge and application of good parenting	KIPS
	More parents are accessing good work or developing the skills needed for employment, particularly those furthest away from the labour market	% of parents from households where someone is in work; % of families identified as willing, ready and able to work in receipt of job-seekers allowance and low income benefits; % of parents with increased 'satisfaction with allocation of time'; % of families attending and completing 'work readiness' and learning skills programmes; % of disadvantaged and all families accessing high quality, affordable early education

Department for Education, 2014/2021, 'Early years foundation stage (EYFS) statutory framework'
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Area of learning	Early learning goal
Communication and language	Listening, attention and understanding
	Speaking
Personal, social and emotional development	Self-regulation
	Managing self
	Building relationships
Physical development	Gross motor skills
	Fine motor skills
Literacy	Comprehension
	Word reading
	Writing
Mathematics	Number
	Numerical patterns
Understanding the world	Past and present
	People, culture and communities
	Natural world
Expressive arts and design	Creating with materials
	Being imaginative and expressive

Ecorys for Department for Education, 2021, 'Family hubs evaluation innovation fund: scoping report' (pp 25-7)

https://www.gov.uk/government/publications/evaluation-of-family-hubs

Domain	Children and families outcomes
Service engagement/ satisfaction	- Quick access to support / interventions - Support / interventions tailored to families' needs - Families engaged and satisfied with service / support, incl. transitions between services
Child protection / family functioning	- Improved feelings of safety - Improved family functioning / reduced family conflict - Reductions in the children progressing to CIN, CPP, LAC - Reduction in number of missing persons reports for children - Improved readiness for next stage of life by 19 (esp. at-risk, SEND, care leavers)
Crime / police	- Reduced domestic violence / police call outs to domestic violence - Reduction in number of first-time offences
Early child development	- Strong attachment to at least one adult/other person - Improved take up of nursery provision - Improved school readiness, improved EYFS results (% achieving GLD)
Education	- Improved engagement, attendance, and attainment in education - Improved child literacy levels
Health	- Motivated and confident to manage own health and care - Improved physical health (e.g. healthy lifestyle behaviours, managing health needs) - Improved mental health and emotional wellbeing - Reduced co-morbidities (e.g. substance use)
Social capital	- Increased peer support - Improved social networks / reduced isolation
Employment	- Improved access to employment skills and training e.g. education, training, volunteering - Reduced worklessness
Information / signposting	- Families able to make positive choices/ improved family awareness of where to get help and confidence to ask for help - Improved access to wider info/support e.g., housing, employment, finances
	Workforce and systems outcomes

Direct delivery	- Increased focus on families and their strengths / whole family working - Improved trusting relationships with families with multi-agency staff/services - Improved multi-agency information exchange/staff access and use information / data - Extensive use of restorative approaches - Increased confidence in the workforce to support families with complex needs - Improved consistency of practice - Improved outreach support - Wider support offer for families, including virtual support
Training / CPD	- Improved skills, competences and knowledge - Staff feel more supported and connected
Staff retention	- Increased job satisfaction and stability in the workforce
Joined up working	- Increased shared vision of outcomes and success (leadership, staff, services) - Integrated team working around one care plan / Improved information sharing - Improved case management recording
Effective resourcing	- Better use of existing resources, e.g., improved, and increased use of buildings - Appropriate resource is available to provide intervention early
Local capacity building	- Increased workforce flexibility to meet local demand/gaps (inc. hard to reach families) - Increased capacity in the wider system, avoid duplication of services - Improved joined-up - settings and agencies, e.g., front door, early help, education, police - Effective early help e.g. fewer re-referrals, prevent need for more intervention/escalation of need - Reduced need for statutory support / improve access to community or peer support
Information / data	- Improved access and use of monitoring information/data, shared outcomes framework
Service design / commissioning	- Coherent commissioning focused on families' needs and outcomes - Families involved in service design - Greater accountability of commissioned services
Financial	- Reduced costs for statutory services - Reinvestment of savings from pooled budgets and other efficiencies
Quality of service	- Improved access to and quality of service for families / communities

La Valla, I., D. Hart, L. Holmes, V. S. Pinto, 2019, Rees Centre (University of Oxford), 'How do we know if children's social care services make a difference? Development of an outcomes framework'

Intermediate outcomes					
The right conditions and culture to support good practice	**Indicators**	**Reaching children and families who need help**	**Indicators**	**Children and families are valued and involved**	**Indicators**
Effective leadership	[qualitative service data, i.e. views of service users]	Partner agencies are able to identify children who are potentially in need	% of referrals leading to a) child receiving service, b) no action; outcomes of referrals made by different agencies	Children trust staff and have a stable and supportive relationship with them	% of children who have changed social worker [+ qual.]
Commitment to social work values and ethics	[qual.]	Effective identification of CIN	% re-referrals of children a) who had not received a service, b) previously a CIN	Parents/carers trust staff and have a stable and supportive relationship with them	[qual.]
Culture that supports reflective learning	[qual.]	Effective identification of children at risk of harm	% of children with S47 enquiries that do not lead to a plan; % of repeat S47 enquiries of children previously subject to a CP plan; % of children with repeat CP plans	Children involved in identifying their needs and planning their support	% of children who attended meetings to plan their support [+ qual.]
Effective multi-agency working	[qual.]	Effective identification of children who cannot be cared for safely at home	% of children with unplanned admissions into care; % children re-admitted into care	Parents/carers involved in identifying their needs and planning their support	% of parents / carers who attended meetings to plan their support [+ qual.]
Adequate support infrastructure	[qual.]	Support is appropriate to meet a child's needs	% of children: who have remained on the same type of plan; whose plan was de-escalated and did not present again with unmet needs; whose plan was de-escalated	Children think services are responding to their needs	% substantiated + repeat complaints from children [+ qual.]

			but who presented with unmet needs requiring a new plan; whose plan was escalated and confirmed at the first review; whose plan was escalated and then deescalated		
Shared understanding of what good practice looks like	[qual.]	Care leavers continue to be supported by their corporate parent	Patterns of contact with LA services after leaving care	Parents/carers think services are responding to their needs	% substantiated + repeat complaints from parents / carers [+ qual.]
Stable workforce at different levels	Turnover + vacancy rates, length of service, level of use of staff				
Motivated staff	[qual.] + sickness rates				
Workforce with the right skills	[qual.]				

Child outcomes	Indicators (snapshot = in past 6 months; longitudinal = in past 6 months compared with previous 6 months
Children are safe where they live	% of children missing; affected by DV, poor parental mental health, parental substance abuse (snapshot and longitudinal) [+ qual.]
Children are safe in their community	% of children affected by criminal / sexual exploitation / trafficking (snapshot and longitudinal) [+ qual.]
Care leavers are safe	% of care leavers in suitable accommodation (snapshot and longitudinal) [+ qual.]
Children are settled and happy where they live	Changes in a child's SDQ behaviour scores; (longitudinal measures) % of children involved with the youth justice system / in substance misuse / self-harming [+qual.]
Achieving stability and permanence	% of case audits that confirm: the child's plan 1) has been updated in the past 6 months 2) is not being allowed to drift / there is evidence of the child's needs being met at home; % of children who have/do not have a long-term plan for how they will be cared for throughout their childhood within 2 years of becoming

	looked after; % of children with unplanned placement moves in the past 6 months; % of children with successful / unsuccessful moves to permanence arrangements in the past 6 months [+ qual.]
Behavioural and emotional development	Changes in a child's SDQ scores (emotional development, conduct problems, hyperactivity)
Social development	Changes in a child's SDQ (peer relationships, prosocial behaviour)
Mental health	% of children with identified unmet mental health needs in the previous 6 months; % of children with identified mental health needs and supported by CAMHS or equivalent in the previous 6 months [+ qual.]
Children engage in early education	% of 2-4 year olds in early education in the previous 6 months
Children engage in education	% of children: with permanent and fixed term exclusions; with unauthorised absences (snapshot and longitudinal)
Children have stable and positive educational experiences	% of children with mid-year school changes (snapshot and longitudinal) [+ qual.]
Children make progress in education	Progress in KS results; % of care leavers in education, employment or training (EET); change in EET status of care leavers [+ qual.]

McNeil, B., N. Reeder, J. Rich, The Young Foundation for Department for Education, 2012, 'A framework of outcomes for young people'
https://www.gov.uk/government/publications/framework-of-outcomes-for-young-people

5 key outcomes (p 9):
1. achieving in education
2. career success
3. being healthy
4. having positive relationships
5. involvement in meaningful, enjoyable activities

Types of outcomes (pp 10-11):
- Intrinsic: outcomes which are valued by and relate primarily to individuals, such as happiness, self-esteem and confidence
- Extrinsic: outcomes which can also be measured and valued by other people, including educational achievement, literacy and numeracy or good health
- Individual: outcomes that are primarily of interest to the individual, including literacy and numeracy, resilience and determination
- Society: outcomes that affect society more generally, including civic participation, the ability to be a good parent.

Outcomes model:

	Individual	**Social**
Extrinsic	Individual achievements or behaviours: - Literary, numeracy, language development - Attainment of qualifications - Participation in and attendance at learning and/or work - Participation in youth activities and uptake of advice and support services - Individual choices and behaviours that affect health and wellbeing	Benefits to society: - Less need for health services - Contribution to economy through labour market participation - Less dependence on welfare - Not subject to criminal justice system - Strengthened community through leadership and democratic participation
Intrinsic	Social and emotional capabilities: - Communication - Confidence and agency - Creativity - Managing feelings - Planning and problem solving - Relationships and leadership - Resilience and determination	Interpersonal relationships: - Positive parenting - Positive family relationships - Community cohesion

Melhuish, E., J. Gardiner, University of Oxford for Department for Education, 2018/2021, 'Study on early education use and child outcomes up to age 4'

Outcome area	Measures

Child development	Direct child assessment:
	• cognitive development: British Ability Scales (BAS):
	   ○ Naming Vocabulary (verbal ability).
	   ○ Picture Similarities (non-verbal ability).
	• Self-regulation: HTKS task ('head-toes-knees-shoulders')
	
	Child Assessment from parent ratings for socio-emotional and self-regulation development:
	• parent interview at age 4 (Wave 3) using the Strengths and Difficulties Questionnaire (SDQ):
	   ○ Hyperactivity (e.g. restless, fidgets, easily distracted)
	   ○ Emotional Symptoms (e.g. worries, unhappy, nervous)
	   ○ Conduct Problems (e.g. loses temper, aggressive, takes other children's things)
	   ○ Peer Problems (e.g. often alone, poor sociability)
	   ○ Total Difficulties (the combined total of Hyperactivity, Emotional Symptoms, Conduct Problems and Peer Problems)
	   ○ Prosocial Behaviour (e.g. shares toys, shows empathy)
	• additional subscales for positive aspects of development:
	   ○ Behavioural Self-regulation (e.g. thinks before acting, persistent)
	   ○ Emotional Self-regulation (e.g. even mood, not impulsive, calm)
	   ○ Co-operation (e.g. plays easily with others, waits turn)

Home environment and demographics	Home environment measures - completed at ages two and three (Waves 1 and 2): • Home Learning Environment (exposure to learning activities in the home such as reading, nursery rhymes) • Household disorder (CHAOS scale) • Parent's Psychological Distress score (e.g. symptoms of depression or anxiety) • Limit Setting score (e.g. time out, telling off) • MORS Warmth score (a measure of parent/child closeness) • MORS Invasiveness score (a measure of parent/child conflict) Demographic measures - information was collected at age three (Wave 2): • Child's sex • Child's ethnic group • Child's birth weight • Child's birth order • Maternal age at birth of child • Number of siblings living in the same household as child • Whether child is living in a couple or lone parent household • Whether child is living in a workless or working household

	- Household income - Area deprivation (Index of Multiple Deprivation, IMD) - SEED disadvantage group (most disadvantaged, moderately disadvantaged, least disadvantaged) according to household income and benefits at baseline - Type of accommodation tenure (renting / owner occupier) - Mother's highest academic qualification - Highest parental socio-economic status
Setting quality	Quality of settings assessed using observational ratings: - Age two (Wave 1): - Sustained Shared Thinking and Emotional Well-being (SSTEW) scale - measuring the quality of staff / child interaction - Infant and Toddler Environment Rating Scale – Revised (ITERS-R) - overall measure of quality for under-3s (e.g. activities, interactions, routines) - Age three (Wave 2): - SSTEW - measuring the quality of staff / child interaction - Early Childhood Environment Rating Scale – Revised (ECERS-R) - overall measure of quality for over-3s (e.g. activities, interactions, routines) - Early Childhood Environment Rating Scale – Extended (ECERS-E) - an extension of ECERS-R focussing on several aspects of educational learning opportunities

Child outcomes	Measures				
Internalising behaviours (withdrawal, inhibition, fearfulness, sadness, shyness, low self-esteem, anxiety, depression, suicidality)	Child Behaviour Checklist (CBCL/6–18)	Strengths and Difficulties Questionnaire (SDQ)	Mood and Feelings Questionnaire (MFQ)	Revised Child Anxiety and Depression Scale (RCADS)	Screen for Child Anxiety Related Emotional Disorders (SCARED)
Externalising behaviours (aggression, hostility, non-compliant & disruptive behaviours, verbal & physical violence, anti-social behaviour, conduct disorder, delinquency, vandalism)	Child Behaviour Checklist (CBCL/6–18)	Strengths and Difficulties Questionnaire (SDQ)	Eyberg Child Behavior Inventory (ECBI)	Parent Daily Report (PDR)	

Interparental / couple relationship outcomes	Measures				
Relationship quality	Couples Satisfaction Index (CSI-16)	Dyadic Adjustment Scale (DAS-32)	Dyadic Adjustment Scale (DAS-7)	Golombok Rust Inventory of Marital State (GRIMS)	Marital Adjustment Test (MAT) / Relationship Quality Index (RQI)
Parental conflict	Children's Perception of Interparental Conflict Scale (CPIC)	O'Leary Porter Scale (OPS)			
Co-parenting	Parenting Alliance Measure (PAM)	Parent Problem Checklist (PPC)	Quality of Co-parental Communication Scale (QCCS)		

Outcomes not included:

Child outcomes	Interparental / couple outcomes	Parent outcomes	Family outcomes
Social & interpersonal relationship skills	Domestic abuse	Mental health & psychological wellbeing	Family functioning

Academic performance		Parenting practices	Home environment
Physical health		Parenting self-efficacy	

Powell, C., E. Haworth, G. Feder, R. Gilbert, Children and Families Policy Research Unit (University College London), 2021, 'Core outcome sets for family and child-focused interventions'
https://www.ucl.ac.uk/children-policy-research/projects/core-outcome-sets-family-and-child-focused-interventions

Powell, C., E. Haworth, G. Feder, R. Gilbert, Children and Families Policy Research Unit (University College London), 'Outcomes taxonomy for child and family-focused interventions for domestic violence & abuse, and child maltreatment'
https://mfr.de-1.osf.io/render?url=https://osf.io/9htz4/?direct%26mode=render%26action=download%26mode=render

Core outcome sets	Child maltreatment							
				Domestic violence				
Outcomes	Child abuse and neglect	Service harms	Child's trusted relationships	Child emotional health & wellbeing	Feelings of safety	Freedom to go about daily life	Family relationships	Caregiver emotional health & wellbeing

Outcomes taxonomy:

Outcome areas	Child health & wellbeing	Caregiver health & wellbeing	Caregiver relationships & parenting	Home environment & household	Social support & peer relations	Community resources & institutions	Safety, feeling & knowledge related to violence and abuse (V&A)	Violence, abuse & maltreatment	Intervention outcomes
Outcome domains	Physical health Wellbeing Mental distress Sense of self Self-care & general wellbeing Social relations & wellbeing	Physical health Wellbeing Mental distress Sense of self Self-care & wellbeing	Caregiver-child relationship Interparental / caregiver relationship Parenting Parental thoughts, feelings, knowledge &	Family function Home environment & housing Family income & employment	Child's relationships & social support Family relationships & social support	Education / training delivery & experience Social services delivery & experience Access, use & knowledge of community resources	Safety Child's contact with harmful people Child's thoughts & knowledge about V&A Non-harming parent's thoughts & feelings about V&A Perpetrator / harmful parent perception of	Child maltreatment DVA between caregivers General V&A	Delivery Practitioner-related outcomes Intervention adverse effects Experience of intervention

	Long-term outcomes	Social relations & wellbeing	understanding of role			Experience of community resources	responsibility & understanding of V&A Responding after V&A		

Public Health England (PHE), 2019, 'Public Health Outcomes Framework 2019 to 2022: at a glance'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862264/At_a_glance_document2.pdf

Public Health England and Department of Health and Social Care, 2019, 'Public Health Outcomes Framework: indicator changes 2019 to 2022'
https://www.gov.uk/government/consultations/public-health-outcomes-framework-proposed-changes-2019-to-2020

Vision: To improve and protect the nation's health and wellbeing and improve the health of the poorest fastest				
High-level outcomes / overarching indicators (A)	A01 Increased healthy life expectancy A02 Reduced differences in life expectancy and healthy life expectancy between communities			
Indicator domains	B Improving the wider determinants of health	C Health improvement	D Health protection	E Healthcare public health and preventing premature mortality
Objectives	Improvements against wider factors which affect health and wellbeing and health inequalities	People are helped to live healthy lifestyles, make healthy choices and reduce health inequalities	The population's health is protected from major incidents and other threats, whilst reducing health inequalities	Reduced numbers of people living with preventable ill health and people dying prematurely, whilst reducing the gap between communities
Indicators	B01 Children in low income families B02 School readiness B03 Pupil absence B04 First time entrants to the youth justice system B05 16-17 year olds not in education, employment or training B06 Adults with a learning disability / in contact with secondary mental health services who live in stable and appropriate accommodation B07 Proportion of people in prison aged 18 or over who have a mental illness B08 Employment for those with long-term health conditions including adults with a learning disability or who are in	C01 Prescribing of long-acting reversible contraception C02 Under 18 conceptions C03 Maternity C04 Low birth weight of term babies C05 Breastfeeding C06 Smoking status at time of delivery C07 New birth visits C08 Child development at 2 – 2 ½ years C09 Child excess weight in 4-5 and 10-11 year olds C10 Children aged 5-16 sufficiently physically active for good health C11 Hospital admissions caused	D01 Fraction of mortality attributable to particulate air pollution D02 New STI diagnoses D03 Population vaccination coverage (children aged under 5 years old) D04 Population vaccination coverage (children aged 5 years old and over) D05 Population vaccination coverage (at risk individuals) D06 Population vaccination coverage (people aged 65 and over) D07 People presenting with HIV at a late stage of infection D08 Treatment completion for TB D09 NHS organisations with board	E01 Infant mortality E02 Proportion of five year old children with dental decay E03 Mortality rate from causes considered preventable E04 Under 75 mortality rate from all cardiovascular diseases (including heart disease and stroke) E05 Under 75 mortality rate from cancer E06 Under 75 mortality rate from liver disease E07 Under 75 mortality rate from respiratory diseases E08 Mortality rate from a range of specified

	contact with secondary mental health services B09 Sickness absence rate B10 Killed and seriously injured casualties on England's roads B11 Domestic abuse B12 Violent crime (including sexual violence) B13 Levels of offending and re-offending B14 The percentage of the population affected by noise B15 Homelessness B16 Utilisation of outdoor space for exercise / health reasons B17 Fuel poverty B18 Social isolation B19 Loneliness	by unintentional and deliberate injuries for children and young people under 25 C12 Emotional well-being of looked after children C13 Smoking prevalence – 15 year olds C14 Self-harm C15 Diet C16 Excess weight in adults C17 Physically active and inactive adults C18 Smoking prevalence – adults (over 18s) C19 Drug and alcohol treatment completion and drug misuse deaths C20 Adults with substance misuse treatment need who successfully engage in community-based structured treatment following release from prison C21 Alcohol-related admissions to hospital C22 Estimated diagnosis rate for people with diabetes mellitus C23 Cancer diagnosed at stage 1 and 2 C24 National screening programmes C26 Take up of the NHS Health Check programme – by those eligible C27 Long-term musculoskeletal problems C28 Self-reported well-being C29 Injuries due to falls in people aged 65 and over	approved sustainable development management plan D10 Antimicrobial Resistance	communicable diseases, including influenza E09 Excess under 75 mortality rate in adults with serious mental illness E10 Suicide rate E11 Emergency readmissions within 30 days of discharge from hospital E12 Preventable sight loss E13 Hip fractures in people aged 65 and over E14 Excess winter deaths E15 Estimated diag

Early Intervention Foundation - Draft maternity and early years outcomes framework [draft, not for publication]

Child outcomes		Indicators
Health and safety outcomes	A healthy birth	
	A healthy childhood	
	A safe childhood	
Developmental outcomes	Physical development	
	Self-regulation development	
	Socio-emotional development	
	Cognitive development	
Risk and protective factors		**Indicators**
System-level factors	Funding; national policies and statutory guidance; national economy	
Local area-level factors	Community context	Area deprivation (IMD) [DWP] Community crime [MOJ] Access to employment [DWP] Housing quality [MHCLG]
	Community assets	Access to parks and open spaces Transport [DfT] Access to community spaces (libraries, community centres
	Early childhood education and care	Access/take-up / quality of early childcare [DfE] Take-up of early entitlements [DfE] Quality of ECEC [DfE]
	Healthcare	Antenatal care (midwife checks) [NHS] Postnatal care (health visitor checks) [PHE]
Family characteristics	Household income & employment	Children in low income HH (0-4yrs) [DWP,HMRC] Maternal & paternal occupation (at birth) [LA?]

	Parental education	Maternal education [PCHR?]
	Maternal age at conception	Teenage [NHS, ONS] Over 40s [ONS]
Parental behaviours	Household environment	Home learning environment [no data] Parenting practices [no data] Interparental conflict [DWP] Intimate partner violence (IPV)
	Breastfeeding	Initiation & duration (0-8 weeks) [PHE]
	Smoking	Smoking at booking PHE] Smoking at birth [PHE]
	Maternal substance abuse	Drinking in pregnancy [PHE] Substance abuse [no data] Post-birth alcohol consumption [no data]
	Maternal health	Maternal mental health (perinatal) [PHE TBC]
Child characteristics	Gender	
	Ethnicity	
	SEND	SEN support & EHCP (DfE)

Datasets for England

Early Years Outcomes Dashboard, Department for Education (DfE)
https://department-for-education.shinyapps.io/smapey-dashboard/

Outcomes	% of children who achieve a good level of development % of children achieving at least the expected level of development for communication and language and literacy (combined) % of children achieving at least the expected level of development for communication and language, literacy, and numeracy % of children benefitting from funded early education places for the two-year-old offer and funded early education (first 15 hours) for three and four year olds
Contextual factors	- FSM - SEN - Region - LA

Fingertips: public health data - child and maternal health profile, Office for Health Improvements and Disparities (OHID)
https://fingertips.phe.org.uk/profile/child-health-profiles

Options to view indicators and data by:

- Life course stage:
    - Child health profiles
    - Pregnancy and birth
    - Early years
    - School-age children
    - Young people

- Theme:
    - Breastfeeding
    - Children and young people's mental health and wellbeing
    - Health behaviours in young people
    - Healthcare use
    - Long term conditions and complex health needs
    - Mortality
    - NCMP and child obesity profile
    - Oral health
    - Perinatal mental health

- ○ [Unintentional injuries](#)
- ○ [Vaccinations and immunisations](#)
- ○ [Vulnerable children and young people](#)

Local authority interactive tool (LAIT), DfE
https://www.gov.uk/government/publications/local-authority-interactive-tool-lait

Indicator categories:
- Health and wellbeing
- Child protection
- Children's services workforce
- Early years
- Foundation stage
- Key Stage 1
- Key Stage 2
- Key Stage 4
- Key Stage 5
- Attainment by age 19
- Adoption
- Looked-after children (LAC)
- Children in need (CIN)
- Children with SEN
- Further & higher education
- Pupil absence & exclusion
- Youth offending
- Economic factors
- Contextual / other (EAL, Pupil Premium eligibility)
- Children's service finance

Local vulnerability profiles, Children's Commissioner's Office
https://www.childrenscommissioner.gov.uk/vulnerable-children/local-vulnerability-profiles/

Estimated prevalence of underlying needs among children in England	
Group	**Indicators**

Children in at risk households with multiple vulnerabilities	Modelled prevalence of children in households with any of so called 'toxic trio' Modelled prevalence of children in households with all 3 of so called 'toxic trio'
Children in households suffering domestic abuse	Modelled prevalence of children in households where parent suffering domestic abuse
Children in households suffering from mental health problems	Modelled prevalence of children in households where parent suffering severe mental health problem
Children in households suffering from drug/alcohol problems	Modelled prevalence of children in households where parent suffering alcohol/drug dependency
Children in poverty	Children eligible for free school meals Estimated local unemployment rate (%) Income deprivation affecting children indicator (IDACI) - average score Households with children claiming universal credit
Children living in crowded spaces	Rate of overcrowded households (occupancy rating for bedrooms of less than -1) Flats/maisonettes as a proportion of housing Population-based projected rate of overcrowded households in 2018
Children in households at risk from additional pressure	Number of live births Live births to mothers under 18
Children without internet access	Children in households without access to fixed broadband faster than 2mbps Children in households without access to broadband faster than 10mbps from any source
Profile of vulnerable children known to services in England	
Group	**Indicators**
Children in households suffering domestic abuse	CIN episodes where a child has domestic abuse identified as a factor at CIN assessment (excl. LAC)
Children in households suffering from mental health problems	CIN episodes where a child has mental health of parent / someone else in household identified as a factor at CIN assessment (excl. LAC) CIN episodes where a child has self-harm identified as a factor at CIN assessment (excl. LAC)
Children in households suffering from drug/alcohol problems	CIN episodes where a child has substance misuse by a parent/someone else in household identified as a factor at CIN assessment (excl. LAC)
Children with SEND	Children with EHC plan Children with SEND but no EHC plan
Children with a social worker	Children with an open Child Protection Plan

	Children with an open CIN plan (excl. LAC)
Children in care	Children in care CLA in independent or semi-independent accommodation Children in care in residential homes Children in care in residential homes, NHS trusts or mother & baby units Children in the care of LA in secure children's homes Children placed in secure children's homes within LA Children who had more than one missing from care incident during the year
Children who are homeless or at risk of homelessness	Rate of households in TA with children (per 1000 households) Total number of children in TA Rate of households assessed as threatened with homelessness (per 1000 households) Rate of households assessed as homeless (per 1000 households)
Young carers / children caring for others	CIN episodes where a child has young carer identified as a factor at CIN assessment (excl. LAC) Estimated number of young carers supported by LAs
Children at risk outside the home	CIN episodes where a child has gangs identified as a factor at CIN assessment (excl. LAC)
Children potentially experiencing physical harm	Hospital admissions caused by unintentional and deliberate injuries in children (0-4 years; 0-14 years)
Children outside of mainstream education	Number of children in AP/PRUs Children withdrawn from school to be home educated Number of children with at least one fixed period exclusion during the year Number of children who are persistently absent during the year
Children in kinship care	Number of children fostered with relatives
Children on the edge of social care involvement	Children referred to social services in last year but not meeting thresholds
Children receiving treatment for substance misuse	Number of children receiving treatment for substance misuse
National profile of highly vulnerable babies and toddlers	
Group	**Indicators**
Children in at risk households with multiple vulnerabilities	Modelled prevalence of children aged 0-1 / 0-4 in households with any /all 3 of so called 'toxic trio' CIN episodes for unborn children / children aged <1 / 0-4 at 31st March 2019 with any of the so-called 'toxic trio' identified as a factor at CIN assessment (excl. LAC)

Children in households suffering domestic abuse	Modelled prevalence of children aged 0-1 / 0-4 in households where parent suffering domestic abuse CIN episodes for unborn children / children aged <1 / 0-4 at 31st March 2019 with domestic abuse identified as a factor at CIN assessment (excl. LAC)
Children in households suffering from mental health problems	Modelled prevalence of children aged 0-1 / 0-4 in households where parent suffering severe mental health problem CIN episodes for unborn children / children aged <1 / 0-4 at 31st March 2019 with mental health of parent / someone else in household identified as a factor at CIN assessment (excl. LAC)
Children in households suffering from drug/alcohol problems	CIN episodes for unborn children / children aged <1 / 0-4 at 31st March 2019 with substance misuse by a parent / someone else in household identified as a factor at CIN assessment (excl. LAC) Modelled prevalence of children aged 0-1 / 0-4 in households where parent suffering alcohol / drug dependency
Children on the edge of social care involvement	Children referred to children's services aged <1 / 0-4 but not meeting thresholds Unborn children at 31st March referred to social services in last year but not meeting thresholds
Children with a social worker	Unborn children / children aged <1 / 0-4 at 31st March 2019 with an open CIN / child protection plan (excl. LAC)
Children at risk from abuse in the household	CIN episodes for unborn children / children aged <1 / 0-4 at 31st March 2019 with any abuse or neglect / emotional abuse / neglect / physical abuse / sexual abuse identified as a factor at CIN assessment (excl. LAC)
Children potentially experiencing physical harm	Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-4 years)
LA contextual information	
LA children's services Ofsted Rating	Ofsted: Overall children's services / children who need help and protection / children looked after and achieving permanence ratings
LA financial resilience	Total LA expenditure / CSC expenditure per pound in unallocated reserves
Low level mental health spending	Low level mental health spend per child 18/19

Other governments' frameworks compared with England's 'Every Child Matters' framework

Government of Ireland, 2014, 'Better outcomes, brighter futures: The national policy framework for children and young people 2014-2020'
https://www.cypsc.ie/about-us/five-national-outcomes-.444.html

Government of Jersey, 2011, 'Children and young people: a strategic framework for Jersey'
https://www.gov.je/Government/Pages/StatesReports.aspx?ReportID=668

National Children's Bureau, 2018, 'An outcomes framework for early childhood in Jersey'
https://www.ncb.org.uk/sites/default/files/uploads/attachments/Outcomes%20Framework%20for%20Early%20Childhood%20in%20Jersey%20FINAL%20VERSION.PDF

Welsh Government, 2015, 'Early years outcomes: framework'
https://gov.wales/early-years-outcomes-framework

HM Treasury, 2003, 'Every child matters'
https://www.gov.uk/government/publications/every-child-matters

Ireland		Jersey		Wales		England (ECM)
Outcome ('All children and young people…')	**Indicators**	**Outcome** ('We want all children and young people to…')	**Indicators (EC only)**	**Outcome** ('All children in the early years (0–7)…')	**Population indicators**	**Outcome** ('five key outcomes really matter for children and young people's well-being')
Are active and healthy with physical and mental well being	Breastfeeding initiation rates % of 11-year-olds categorised as overweight or obese Total suicide and	Be healthy (EC framework: 'Live healthy lives')	% of babies born small for their gestational age Still birth rates No. of births by age of mother	Are healthy	% of singleton live births with low birth weight (<2500g) % of 4 year olds up to date with routine immunisations	Being healthy

	intentional self-harm death rates Reported incidents of STIs Number of children under 18 on hospital waiting lists Alcohol volume (cl 100%) consumed last drinking day among alcohol consumers aged 15-16 Cigarette use in past 30 days % of 15-16 year-olds who have ever used cannabis		Breastfeeding rates: initiation; at 6-8 weeks; at 9 months Average number of decayed, missing or filled teeth in 5 YOs Rates of 0-4 year olds admitted to hospital Immunisation coverage % of reception age children who are overweight or obese % of newborns at risk of passive smoking % two-year old children developing typically across all developmental domains: communication; gross motor; fine motor; personal-social; problem solving		Percentage of 4/5 year olds who are a healthy weight Dental caries at age 5	
Are achieving full potential in all areas of learning and development	Participation in early childhood education aged 4 years and the starting age of compulsory education % of 2nd Class children performing at Level 3+ in Mathematics PISA Maths % of 2nd Class children performing	Achieve and do (EC framework: 'Learn and achieve')	% of pupils with Special Educational Needs (SEN) % children referred for speech and language therapy (under 3 years, aged 3-5 years) % young children achieving at the expected level in each of the 17 Early Learning Goals	Learn and develop	Developmental progress of children between ages 4–5 % of 7 year olds that achieve Foundation Phase Outcome 5 or above in English/Welsh Language, Literacy and Communication Skills % of 7 year olds that achieve Foundation Phase Outcome 5 or above in Mathematical	Enjoying and achieving

	at Level 3+ in English Reading PISA Reading % of students taking higher level Maths at Leaving Cert PISA Science 11-year-olds reporting feeling low more than once a week Early school-leaving rate				Development Attendance rates for Years 1 and 2	
Are safe and protected from harm	15-year-olds who report being bullied at school 15-year-olds involved in a physical fight at least once in the last 12 months 15-year-olds who reported being drunk once in last 30 days Children in care aged 16 and 17 in full-time education	Be safe (EC framework: 'Grow up safely')	No. of police referrals where CSE is noted as a safeguarding concern No. of anti-social behaviour incidents per 1,000 population No. of domestic violence incidents per 1,000 population No. of children aged under 18 in households where domestic incidents are recorded (rate per 1,000 children in Jersey) No. of children who are 16 recorded as victims of crime per 1,000 children No. of children on the Child Protection Register per 10,000 population	Are and feel safe	Number of infant (first year of life) deaths Number of child deaths (1–4 year olds) % of homeless households which include dependent children % of 0–7 year old Welsh residents presenting at A&E departments having had accidental injuries in the home	Staying safe

			No. of Looked After Children per 10,000 population % of children reporting being bullied No. of serious road traffic collision injuries involving children No. of children under 13 years presenting to A&E due to a preventable accident No. of babies <12 months presenting to A&E due to preventable accident			
Have economic security and opportunity	% of children under 18 in consistent poverty % of children under 18 at risk of poverty before social transfers % of children under 18 at risk of poverty % of children under 18 experiencing deprivation % of children under 17 in jobless households % of 15-24 year-olds not in education, employment or training			Do not live in and are not disadvantaged by poverty	% of 0–4 year olds living in households in receipt of income-related benefits, or tax credits with income less than 60% of the Wales median % of children eligible for free school meals (eFSM) achieving Outcome 5 or above in the Foundation Phase Indicator (FPI) compared to children not eligible for free school meals (non-eFSM)	Economic wellbeing

Are connected, respected and contributing to their world	No. of young people involved in youth clubs and projects Number of young people under 18 in prison/detention school % of students reporting being 'very interested' or 'quite interested' in political issues within their local community	Be responsible and respected		Are cared for, supported and valued	Rate of Children in Need in Wales (0–7) Rate of Children in Need in Wales on the Child Protection Register (0–7)	Making a positive contribution
		Grow confidently		Are resilient, capable and coping	% of 7 year olds that achieve Foundation Phase Outcome 5 or above in Personal and Social Development, Well-being and Cultural Diversity % of children reaching or exceeding their developmental milestones between ages 2–3 (also applicable under 'learn and develop')	
		Have a voice and be heard				