



Scottish Ballet case study

[ESS principles for good evaluation](#)



What we did

After attending an ESS [tailored support session](#) and our [Telling my Story](#) workshop, Sarah from [Scottish Ballet](#) asked ESS to facilitate two further tailored support sessions for her and her colleagues. These sessions were facilitated over Zoom with team members from Scottish Ballet. One session was on outcomes and indicators; the other included a recap of this but focused mainly on methods and, to a lesser degree, qualitative data analysis.



The difference we made

Initially, participants rated their knowledge of outcomes and indicators on a scale of 1-4, with only one person feeling like an "expert" which was the highest rating. Participants were then trained on how to come up with outcomes (based on what their activities are), how to write them clearly, and how to think about indicators of outcomes. Using [Google Jamboard](#), the group came together to write up outcome ideas, and discussed ideas for indicators for these. Afterwards, participants rated their knowledge of outcomes and indicators more highly.



What we learned

Working with a team who knew each other and had a shared understanding of their activities meant it was possible to cover a lot in a short space of time. Working together to "fix" any tricky outcomes/indicators live means participants can be trained whilst they practiced.

"The fact that other members of staff are taking ownership for our internal evaluation processes speaks for itself." Sarah from Scottish Ballet after our support

Our work with Scottish Ballet illustrates ESS's principles for good evaluation: it should be about what matters and fit with the way you do your work. Check out [ESS's principles for good evaluation](#) to help you judge if your evaluation is good enough.

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If you would like ESS's support please contact us at info@evaluationsupportscotland.org.uk.