

Articulating your contribution to outcomes for children and young people

A guide to planning and performance frameworks

During 2008 MLA East Midlands brought together representatives from museums, libraries, archives and local authorities' Children and Young People's Service departments to investigate the potential of the sector to contribute to the current outcomes-focused children's agenda.

Museums, libraries and archives services across the East Midlands provide numerous services that make a direct contribution to the public service outcomes required for children and young people and this booklet has been developed to provide background information and template-based guidance for articulating this contribution.

There are a range of key partners to engage in this context:

Improving outcomes for children & young people

Council Elected Members

Councils
Have the overall role for meeting local needs

Children and Young People's Services

CYPS Departments
Commission services for children and young people

Schools & Colleges

Schools & Colleges
Provide services to improve outcomes

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Community Cohesion & Family Support

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**RENAISSANCE
EAST MIDLANDS**
museums for
changing lives



What are we looking for from museums, libraries & archives?



"My interest as somebody elected to serve the local population is to cater for the best interests of this community and local area. As a council we need to shape policies and make budgetary decisions that will improve things, both now and for the future. Some of our key challenges are around the environment and sustainability, the health and well-being of local people, the safety and prosperity of our communities and promoting skills and enterprise, particularly relating to the development of our children and young people. Although I use two libraries for my weekly advice surgeries, my wider concern is to promote what the libraries sector as a whole can add to the life of our city and particularly to the lives of children and their families."

David Mellen

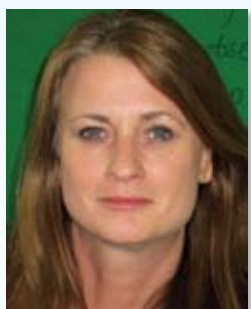
Elected Councillor Nottingham City Council
Portfolio Holder for Children's Services



"As Corporate Director for Children and Young People, I am directly responsible for a number of services, such as education, youth services and social care, and for partnerships with agencies such as the police, health and voluntary sector to ensure effective, coordinated services for the young people of the city. These services and a wide range of other organisations cooperate formally through our Children's Trust arrangements to create and implement our CYP plans. As a department we actually 'provide' fewer services than in the past, and the Children's Trust jointly commissions services from a range of organisations. A fundamental aspect of these commissioned services is that they deliver an obvious, direct impact on the outcomes we seek for local children and young people. While I am interested in your service in itself, I am much more interested in the contribution you can make to our priorities and bringing about improvements across the five Every Child Matters outcomes."

Andrew Flack

Corporate Director For Children and Young People's Services
Derby City Council



"My job as the head teacher of this school is to set our pupils on the path to success. Success is not only about academic progress but is also about their personal well-being. We evaluate our work in terms of the balanced development of pupils across all five Every Child Matters outcome areas and providing a safe place for them to flourish as they learn. We do this most effectively when we work with a wide range of other partners, not just within the curriculum but also to provide a range of services in and around school that can contribute to these outcomes. My job as head teacher is not just to lead the learning, but to arrange the services that our pupils need. I am therefore very interested in your offer, both in terms of how you can contribute to high quality learning, but also as part of the extended services we arrange."

Jane Ridgewell

Head Teacher Highfields Primary School
Leicester

Outcomes-based Performance Management Frameworks

Securing outcomes, not just delivering services

Background

The Local Government and Public Involvement in Health Act (2007) introduced a performance management framework based on outcomes rather than service delivery. It introduces a range of devolutionary and deregulatory measures to ensure a local government system in England that:

- gives local people more influence over the services and decisions that affect their communities;
- provides effective and accountable strategic leadership;
- operates in a performance framework - for local authorities working alone or in partnership which supports citizen empowerment and secures better outcomes for all and leads local partnerships to provide better services for citizens

Museums, libraries and archives contribute to positive outcomes for communities. There are significant opportunities for the sector to demonstrate its value to communities in terms of 'place shaping' and improving quality of life in local areas. The challenge is to be clear about what the contribution of museums, libraries and archives is, and to be able to include this within local, service and institutional performance management frameworks.



“Our library service contributes to delivering positive outcomes for communities by improving adult skills including life skills, basic skills and digital literacy and supporting lifelong learning.”

Quote from a library service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to delivering positive outcomes for communities by

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?



FIND OUT MORE

www.communities.gov.uk/publications/localgovernment/healthact

Local Area Agreements

Working in partnership, not just lone specialists

Background

At the heart of the outcomes-based performance management framework are Local Area Agreements (LAAs). These aim to deliver value for money, innovative solutions, community empowerment and leadership at all levels. LAAs set out the priorities for a local area agreed between central government and the locality, the Local Authority (LA), Local Strategic Partnership (LSP) and other key partners at the local level. LAAs simplify some central funding, help join up public services more effectively and allow greater flexibility for local solutions to local circumstances. LAAs are about what sort of place you want to live in. They set out the local priorities that will make your town, city or community a better place to be.

The ideas behind them are to:

- recognise that 'one size does not fit all' and local services should reflect what local people want;
- give more flexibility to local authorities and other public sector organisations in the ways they deliver services for local people;
- make local authorities and other public services more accountable to local people;
- reduce red-tape and improve value for money; and
- enable local people to get more involved in decisions about local services



“Our archive service contributes to aspirations of the Local Area Agreement by celebrating and exploring local identity and inviting community contribution to archives and exhibitions.”

Quote from an archive service at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the aspirations of the Local Area Agreement by

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National Indicator Sets

Responding to local need, not just professional good intention

Background

Each Local Area Agreement is made up of a range of outcomes-based indicators selected from the National Indicator Set (NIS). Indicators selected include some mandatory and additional discretionary ones, chosen based on local needs analysis processes. Local areas choose 35 indicators which most closely relate to the priorities of the area, and set targets for them, against which performance is judged.

Two indicators in the National Indicator Set relate to local participation in libraries and in museums and galleries, but museums, libraries and archives make many vital contributions to other outcomes too. Museums, libraries and archives which are directly provided or receive funding from councils should be seeking to fit their activity with LAA priorities as a matter of course, but this agenda is relevant for all museums, libraries and archives, not just local authority provided institutions.



“Our museum service contributes to National Indicator 10 - visits to museums and galleries, by attracting a number of visitors per year.”

Quote from a museum service at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the National Indicators in the Local Area Agreement by

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FIND OUT MORE ABOUT NIS IN YOUR LOCAL AREA

www.localpriorities.communities.gov.uk



FIND OUT MORE

www.communities.gov.uk/publications/localgovernment/nationalindicator

Comprehensive Area Assessments

Demonstrating impact, not just doing what we've always done

Background

Each local authority will complete a self assessment, collecting evidence of improvement in outcomes and demonstrating value for money, through a process called Comprehensive Area Assessment (CAA). CAA, introduced from 1st April 2009, replaces Comprehensive Performance Assessment (CPA). CAA looks at how well local services are working together to improve the quality of life for local people. It will make straightforward independent information available to people about their local services, helping them make informed choices and influence decisions. CAA will be made up of two elements, separate but connected.

- a) the area assessment will consider outcomes for the area as a whole
- b) the organisational assessment will consider individual organisations

CAA will look most at what matters locally. It may cover issues like improving access to healthcare, increasing the availability of affordable housing, reducing the fear of crime, improving educational achievement, attracting investment or reducing the area's carbon footprint. The issues assessed in each area will reflect local priorities for improving quality of life and protecting people most at risk of disadvantage.



“Our library and museum service can contribute to the CAA by promoting social cohesion, supporting the integration of new and existing communities.”

Quote from a provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

can contribute to the Comprehensive Area Assessment by

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Commissioning Processes

Securing outcomes, not just delivering services

Background

Each Local Area Agreement will have a number of specific indicators from the National Indicator Set (NIS) relating to the children and young people’s agenda. The local response to these indicators should be driven through the commissioning process. Commissioning is an ongoing, cyclical process to secure the strategic development of services provided by the mix of public, private and voluntary sector providers.

The NIS consists of 198 National Indicators for English local authorities and local authority partnerships. These are broken down into sub sets of Stronger Communities (NI 1-14), Safer Communities (NI 15-49), Children and Young People (NI 50-118), Adult Health and Well Being (NI 119-139) and Tackling Exclusion and Promoting Equality (NI 140-150). Museums, libraries and archives provide a wide range of opportunities in terms of positive activities which engage young people. Volunteering leads to the development of new skills and can increase the sense of individual empowerment and active citizenship. Cultural and creative activities enable young people to meet people of different ages, religions and cultures and increase understanding and trust. They can also raise awareness about environmental issues and healthy living and encourage young people to take responsibility for their lifestyles.



“Our service contributes to NI 58 - emotional and behavioural health of looked after children, by offering tailored support to children and young people to collate a personal cultural archive.”

Quote from an archive service at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)
could be commissioned by the local authority to contribute to the children and young people
specific indicators in the Local Area Agreement by
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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?

Participation Strategies

Listening to others, not just doing what we think is best

Background

The Children and Young People’s Service department has lead responsibility for the local Children’s Trust arrangement. The work of the Children’s Trust should be informed by the views of children and young people, this is often called the ‘Participation Strategy’. Children’s Trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate, to focus on improving outcomes for all children and young people. Children’s Trust partners champion and take responsibility for achieving measurable improvements in the lives of children across all five Every Child Matters outcomes.

In future, all schools should be strongly supported by their Children’s Trust and schools need to have a real involvement in the strategic work of the Children’s Trust. The participation of children and families in Children’s Trust arrangements is an important aspect of the government’s Every Child Matters policy. It is expected that Children’s Trust arrangements will engage children and young people, parents and carers in both the design and delivery of services, with community participation considered critical to the success of Children’s Trust arrangements. In fact, Children’s Trusts have a specific role in developing plans and commissioning services that are informed by the views of children, young people and their families and, in the future, more spending decisions will be reached through this participation with children and young people.



“Our campus library contributes to the Children’s Trust Participation Strategy by regularly consulting with local residents, empowering individuals to shape the development of the facilities and services.”

Quote from a library service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

can contribute to the Participation Strategy by.....

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?

Children & Young People's Plans

Making sure aspirations are delivered, not just talked about

Background

The Children's Trust is responsible for developing and delivering the Children and Young People's Plan (CYPP). This operational plan details action against the priorities in the Local Area Agreement and outcomes from the Participation Strategy. The CYPP, agreed by the Children's Trust, drives better local integration of children's services, helps strengthen local partnership arrangements, describes what improvements will be achieved in the local area and when these improvements will be delivered.

By 2010 all areas are expected to have consistent and high quality arrangements in place for prevention, early identification and early intervention in order to narrow gaps and improve outcomes for all. The CYPP should provide details of actions to support improvements across the five Every Child Matters outcomes and in the priority National Indicators for the local area.



“Our museums, libraries and archives service contributes to the actions in the CYPP by offering a resource for study support. They stimulate informal and innovative learning, offer a fresh space to explore ideas, improve achievement, behaviour and attitudes and contribute to the outcomes of Every Child Matters.”

Quote from a library service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the actions in the Children and Young People's Plan by

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?



FIND OUT MORE

www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp

Every Child Matters Framework

Making a difference to outcomes, not just repeating services

Background

Many Children and Young People’s Plans are structured around the Every Child Matters (ECM) Outcomes Framework. ECM is a national and local approach to the well-being of children and young people from birth to age 19. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.



“Our museum links service contributes to the ECM Framework by working in partnership with two local schools to develop and produce resources recognising the potential of domestic and agricultural collections to enrich the Healthy Living theme.”

Quote from a museum service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the Every Child Matters Framework by

Be healthy.....

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being.....

Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?

ECM & Personalisation

Securing outcomes, not just delivering services

Background

Schools are responsible for ensuring that all the Every Child Matters (ECM) outcomes are included in the planning and delivery of personalised provision for individual children and young people. Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. Doing well in education is the most effective route for helping young people out of poverty and disaffection. ECM strongly supports the principle of personalisation and the work schools are already doing to raise educational standards by:

- encouraging schools to offer a range of extended services that help pupils engage and achieve, and build stronger relationships with parents and the wider community; and
- supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified earlier and supported effectively



“Our foundation contributes to the delivery of the ECM outcomes and the personalisation of services by working in partnership with libraries, local authority children’s services and schools to develop long-term, sustainable strategies for engaging Children in Care (CiC) and their carers with books and reading, providing them with the personalised support they need.”

Quote from a charitable foundation at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)
contributes to the delivery of the ECM outcomes and the personalisation of services by
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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?

Broad Curriculum High Standards

Celebrating talent, not just attainment in Maths and English

Background

Schools are responsible for delivering a broad based curriculum that promotes achievement and attainment across a broad spectrum. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum is an important element of the school curriculum. Clear aims that focus on the qualities and skills learners need to succeed in school and beyond should be the starting point. These aims should inform all aspects of curriculum planning and teaching and learning at whole-school and subject levels.

The curriculum should enable all young people to become successful learners - who enjoy learning, make progress and achieve; confident individuals - who are able to live safe, healthy and fulfilling lives; responsible citizens - who make a positive contribution to society.



“Our Teens Through Time museum project contributes to the delivery of a broad based curriculum by working with local schools and young people to create an exciting look at teenage life from the 1950s to the present day.”

Quote from a museum service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the delivery of a broad based curriculum by

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contributes to the delivery of high standards of attainment by

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?



Extended Services In & Around Schools

Promoting learning through life, not just in the classroom

Background

A school in the 21st century school system works in partnership to ensure the provision of a range of extended services to children and young people outside of the standard school day. Schools located at the heart of the community are well placed to take up the challenge of making Every Child Matters a reality for children, young people and communities. The publication *Extended Schools: Building on Experience* sets out a core offer of services that all children should be able to access through schools by 2010 - the core offer includes:

- a varied range of activities
- childcare
- parenting and family support
- swift and easy access to targeted and specialist services
- community access to facilities

Schools are not expected to provide these services alone, or necessarily to deliver them on site. Instead, they should work in partnership with other schools and agencies, including voluntary and community organisations, signposting existing services where appropriate. Schools are expected to consult widely with pupils, families, their own staff and the wider community to identify priorities and needs.



“Our library service contributes to the Extended Services offer by partnering libraries in regeneration areas with primary schools to deliver after school clubs.”

Quote from a library service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the Extended Services offer by

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?



FIND OUT MORE

www.tda.gov.uk/remodelling/extendedschools/whatarees.aspx

Community Cohesion & Family Support

Celebrating talent, not just attainment in Maths and English

Background

A school in the 21st century school system acts as a hub to promote community cohesion and support for the whole family. The Government's Children's Plan sets out its ambition to make England the best place in the world for children and young people to grow up. World class schools, and world class standards for every community, are central to realising this ambition. Schools rightly see their central purpose as preparing children and young people for life. An excellent 21st century school will be driven by the determination to do the best for every child and deliver excellent personalised education and development.

Community cohesion refers to a society in which there is a sense of belonging across all communities, where diversity is appreciated and valued, and where there are similar life opportunities for all. A cohesive society is a fairer and happier one. Schools have a duty to promote community cohesion, and from September 2008 Ofsted are required to inspect and report on the contributions made in this area. In addition to valuing individual members of the school and ensuring that pupils find out about the wide range of groups and cultures represented in society, schools should work with and use resources in the local community - they can do this by addressing three questions:

- what does our school know about the community it serves and community issues?
- how are we using that knowledge to promote community cohesion, serve the needs of our learners and address the issues?
- how will we know whether our strategy has been successful in promoting community cohesion?



"Our 'Their Past' project contributes to the community cohesion agenda by encouraging exploration of the impact and ongoing legacy of the 20th century conflict on people and places in the UK and around the world. All elements of the project aim to inspire children and young people to learn about the impact of 20th century conflict, and discover why it is relevant now and in the future. There is a strong focus on developing meaningful contact between young people and veterans or eyewitnesses of conflict, and on utilising the resources of UK museums, libraries and archives."

Quote from a museum service provider at development seminar - Dec 2008

Articulating your contribution



The (insert name of service)

contributes to the community cohesion agenda by

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contributes to family support by.....

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Once you have completed this template, why not use it to help you play a full part in local planning and partnerships?

FIND OUT MORE
[www.teachernet.gov.uk/wholeschool/
communitycohesion/community_cohesion_guidance](http://www.teachernet.gov.uk/wholeschool/communitycohesion/community_cohesion_guidance)



This publication is a development of other recent MLA work,
including the MLA Outcomes Framework

www.mla.gov.uk/what/raising_standards/improvement/delivering_outcomes

and Inspiring Learning for All

www.inspiringlearning.org.uk

Please note - additional copies of this publication can be downloaded by visiting

www.mla.gov.uk