

Children, Young People and Families Scrutiny Panel

11 April 2018

Time 6.00 pm **Public Meeting?** YES **Type of meeting** Scrutiny

Venue Committee Room 3 - Civic Centre, St Peter's Square, Wolverhampton WV1 1SH

Membership

Chair Cllr Peter O'Neill (Lab)

Vice-chair Cllr Udey Singh (Con)

Labour

Cllr Julie Hodgkiss
Cllr Rupinderjit Kaur
Cllr Welcome Koussoukama
Cllr Daniel Warren
Cllr Lynne Moran
Cllr Mak Singh
Cllr Zee Russell
Cllr Bhupinder Gakhal
Cyril Randles
Rosalie Watkins
John Dovey

Conservative

Cllr Jonathan Yardley

Church of England Representative
Catholic Church Representative
Parent Governor Representative

Quorum for this meeting is four Councillors.

Information for the Public

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Agenda

Part 1 – items open to the press and public

Item No. *Title*

MEETING BUSINESS ITEMS

- 1 **Apologies**
- 2 **Declarations of interest**
- 3 **Minutes of the previous meeting (7 February 2017)** (Pages 5 - 10)
[To approve the minutes of the previous meeting as a correct record]
- 4 **Matters arising**
[To consider any matters arising from the minutes]

DISCUSSION ITEMS

- 5 **Head Start Phase 3 - Progress and Impact Update** (Pages 11 - 40)
[Emma Cleary, HeadStart Programme Manager, to present report]

Children, Young People and Families Scrutiny Panel

Appendix Item No: 3

Minutes - 12 March 2018

Attendance

Members of the Children, Young People and Families Scrutiny Panel

Cllr Peter O'Neill (Chair)
Cllr Udey Singh (Vice-Chair)
Cllr Welcome Koussoukama
Cllr Lynne Moran
Rosalie Watkins
Cyril Randles
Cllr Bhupinder Gakhal

Employees

Amanda Newbold	Senior School Improvement Advisor
Andrew Wolverson	Head of Service, People
Meredith Teasdale	Director of Education

Part 1 – items open to the press and public

Item No. *Title*

- 1 Apologies**
Apologies were received from the following people:

Cllr Rupinderjit Kaur
Cllr Jonathan Yardley
John Dovey
Emma Bennett
Representatives of Wolverhampton Youth Council
- 2 Declarations of interest**
There were no declarations of interest recorded.
- 3 Minutes of the previous meeting (7 February 2018 and 1 November 2017)**
That the minutes of the meetings held on 7 February 2018 and 1 November 2017 were approved as a correct record and was signed by the Chair.
- 4 Matters arising**
There were no matters arising from the minutes.
- 5 Early Intervention Model Implementation**
Andrew Wolverson, Head of Service – People, introduced the report. The report details the impact of the early intervention programme which is aimed at keeping

children safely at home. The Head of Service advised the panel that the restructure of the early intervention programme started in April 2016.

The Head of Service commented on the overall progress made by the programme and the positive impact made against the stated objectives. The Head of Service accepted that there was more work to be done to build on the progress made.

The Head of Service reported that the numbers of looked after children had remained relatively stable during the last 12 months, but was confident that the right children had been placed in care. The Council had the highest intake of children under five years and older children. The Head of Service commented on the issue of cases involving youth violence and the use of knives and the work being done with Youth Offending Team to provide the right level of support in these circumstances.

The Head of Service commented on the positive impact on the parent champions programme in supporting and encouraging people to get involved with initiatives supported by the early intervention programme. The parent champions have been able to engage with parents that the service has not been able to work with previously. The Head of Service advised the panel that the contact by parent champions is done with the consent of the family.

The Head of Service briefed the panel on the results of an analysis of the assessment of the three key issues facing each of the localities. The Head of Service advised the panel that action plans had been prepared and delivered by members of the multi-agency strengthening families partnership groups in the locality.

The Head of Service commented on results showing the areas highest levels of referrals to the MASH team are Children's Village and Whitmore Reans and the work being done to respond to increase.

The Head of Service commented on the important role of the Council in helping families but also highlighted the contribution of partner organisations in offering a flexible response to help meet the needs of local families. The Head of Service added that the Council wants to get more partner organisations working at the early intervention and making referrals to the early assessment team.

The Head of Service commented on the work being done to restructure working practices with a focus on prevention and to offer families support at the right level. The aim of the providing support is to build the family resilience so they will need less help from the service or have the confidence to access the support or information themselves to deal with the situation.

The panel discussed the work of the youth offending team in dealing with issue of violence and the relationship with early intervention teams. The Head of Service commented that the service had two dedicated police officers working within the strengthening family hub to support families dealing with issues of domestic violence. The number of police officers has since increased since the report was published to four.

The involvement of the police has been very positive and has help to provide intelligence about families that may benefit from the support offered by members of the early intervention team.

The panel queried the support offered to other family members where a child is involved in violence. The Head of Service reassured that panel that the early intervention team would work with the whole family and offer support to other children to build positive self-esteem; this work would be done jointly with the school.

The panel discussed the high number of referrals in areas and the contribution of factors such as a deprivation and unemployment and queried the reasons for the service wanting to collect further evidence, when there was general agreement about the impact of these issues. The panel commented that the issue of lack of resources was a known major factor in families and there was concern about the impact of a delay while gathering more information which will lead to the same conclusion at the end of this process.

The Head of Service accepted the historical nature of the issues in certain localities but added that further evidence is needed to better understand why families who have been referred straight to MASH were not previously known and what could be done to either have prevented this or to better supported the family at an earlier stage.

The Head of Service added that the issue for the service was to decide if the right mix of resources is available, in terms of staff with the skills needed to identify families that would benefit from an intervention at a much earlier stage.

The panel discussed the source of referrals from partner organisations and the work being done to promote the use of the referrals system. The aim being to encourage the sharing of information and good practice about families between the different agencies.

The Head of Service commented on the work done to get greater clarity on the roles and responsibilities of partner agencies in ensuring a whole system approach is taken to support the transformation of the family support service. The Head of Service added that work is being done to detail the expectations of health visiting service to support the future vision of the offer of families needing help and the targets to be achieved when commissioning services.

The panel discussed work being done with early intervention service and Wolverhampton Homes and private sector landlords to better support families facing eviction.

The Head of Service commented that the Council is working to agree minimum standards about the length of the eviction notice given to families that the service is working with. The aim being to allow the early intervention service to get involved and provide the necessary support when an eviction notice has been issued to a family.

The panel discussed the translation resources available to support families with second language who are in contact with the early intervention service. The Head of Service commented that employees have access to reliable online translation services when meeting parents in these circumstances at the first meeting with a family. In addition, the services of a translation agency and telephone service is also available if needed.

The panel queried the reasons for the difference in the numbers of people who are reported in para 3.4 as 'unwilling to engage' between the different localities – for example, Children's Village (24.03%) compares to Dove (6.81%) and the implications for the work of the early intervention team. The Head of Service commented that the service is offered based on consent, unlike other agencies such as the police who have the powers to enter a property when there are safeguarding concerns. The figures were also affected by either a change in family circumstances from the date of the original referral to date when the family has been visited or the family resolving the issue themselves in the meantime and no longer needing the support of the early intervention team.

The Head of Service commented on the work done to agree consistency in the applying the threshold for intervention and referral. The Head of Service explained that he wants to have a discussion with partner organisations about the process used to decide if a family meets their threshold for action. The aim being to get achieve a greater level of consistency when dealing with cases.

The Head of Service commented about the need to engage better with all schools about the circumstances where a family case would be need escalated to the Multi Agency Safeguarding Hub(MASH). The Head of Service commented discussed the range of promotional and information events to raise awareness about the work of the early intervention team and the criteria for making referrals to the service.

The Head of Service explained that Wolverhampton Safeguarding Board has issued an escalation policy and the service is working with partners to ensure it is applied consistently when dealing with families.

The panel discussed the support available to families experiencing the issue of domestic violence and the circumstances where a case would be escalated.

The panel welcomed the report and noted the success of the early intervention team.

Resolved:

1. The panel agreed to support the next steps detailed in section six of the report to better understand how the service can achieve the aim of keeping children safe.
2. The panel agreed to note the findings of the report and endorse progress made by the early intervention service.
3. The panel welcome the progress made to recruit parent champions and would like to add its congratulations about the impact of their work in supporting local families.

6

Key Stage 4 and 5 Results for Wolverhampton

Meredith Teasdale, Director of Education, introduced the report and invited Amanda Newbold, Senior School Improvement Advisor, to present the main findings of the report. The Senior School Improvement Advisor explained the progress made in Wolverhampton at Key Stages 4 and 5 against national performance measures for 2017.

The Senior School Improvement Advisor explained the changes to how school education results are measured and the performance of Wolverhampton against 2017 headline accountability measures. The Senior School Improvement Advisor advised the panel of the improvement in Progress 8 outcomes when compared to 2016 and its good performance when compared to other areas nationally.

The Senior School Improvement Advisor commented on the performance of the Wolverhampton schools who had reached the English Baccalaureate standard. The Senior School Improvement Advisor advised the panel that 15.8% of pupils reached the standard.

The panel queried the impact on some schools in Wolverhampton as a of changes to subjects which were no longer included in the assessment, such as ICT. The Director of Education explained the changes to the assessment process and added that work is being done to improve the score in the future, but added it will take time for schools to get the structures in place. In addition, the response to schools to the introduction of the English Baccalaureate varied with some schools giving pupils more choice about the subjects at post 16 stage, while other schools encouraged pupils to study subjects that would count in the national assessment.

The panel discussed the poor performance of Wolverhampton schools in the table listing the percentage of pupils attaining the English Baccalaureate when compared with neighbouring authorities. The Senior School Improvement Advisor commented on the reasons for this and added that Wolverhampton is performing better than our neighbours in most subjects.

The panel discussed the issue of pupils being prevented in some schools from been given an option of considering apprenticeships as an option at post 16 stage. The Director of Education responded that there is still work to be done to raise awareness about the option of apprenticeship with schools and to explain to parents and pupils what is on offer. The Head of Skills is drafting a report on skills strategy which will set out plans to respond to the issues highlighted during the discussion.

The Senior School Improvement Advisor commented on the results of the post 16 accountability measures for schools and the progress made.

Resolved:

The panel welcomed the progress made and agreed to note the progress made to support schools to improve educational performance.

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Children, Young People and Families Scrutiny

11 April 2018

Report title	HeadStart Phase 3 – Progress and Impact Update	
Cabinet member with lead responsibility	Councillor Val Gibson Children and Young People	
Wards affected	Fallings Park, Bushbury South and Low Hill, Heath Town, East Park, Ettingshall, Bilston East, Blakenhall, Graiseley, Park, St Peters.	
Accountable director	Emma Bennett, Director for Children’s Services	
Originating service	Children and Young People - HeadStart	
Accountable employee(s)	Andrew Wolverson	Head of People Tel 01902 555550 Email andrew.wolverson@wolverhampton.gov.uk
Report to be/has been considered by	List any meetings at which the report has been or will be considered, e.g. Strategic Executive Board 20 March 2018 People Leadership Team 12 March 2018	

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. Comment on the progress update on HeadStart Phase 3 and the contribution that Wolverhampton HeadStart is making towards building the resilience of children and young people
2. Review the impact to date including national and local evaluation, summer programme evaluation, reach figures and outcomes framework
3. Feedback on the approach to sustainability

Recommendations for noting:

The Scrutiny Panel is asked to note:

1. The HeadStart evaluation methodology aims to measure change overtime in the wellbeing and resilience of young people. The impact update in this report is limited as initial findings are considered as baseline with a true measure of impact available at the next data collection point; September 2018 for national evaluation and March 2019 for local evaluation
2. Qualitative evaluation findings will be analysed and reported in real time throughout the year
3. Reach figures are accurate at time of reporting
4. Work will continue to localise national evaluation data and interpret the findings within the context of Wolverhampton.

1.0 Purpose

- 1.1 In February 2017, HeadStart provided an update to Children, Young People and Families Scrutiny panel on the progress made since the award announcement in July 2016. The panel requested an update to return in 12 months, with a focus on impact.
- 1.2 In addition, the report includes an overview of the proposed approach to sustainability.

2.0 Background

- 2.1 City of Wolverhampton Council is the lead partner for HeadStart Wolverhampton, one of six partnerships across the country to receive Big Lottery funding to run a series of test and learn programmes in developing new ways of supporting children and young people aged 10 to 16 and their families with emotional mental health and wellbeing.
- 2.2 On 20 July 2016 Cabinet noted Wolverhampton's successful application for HeadStart Phase 3 Programme funding from the Big Lottery Fund of £9.5 million over five years. This follows on from stage one and two, which saw £900,000 of Big Lottery funding made available to Wolverhampton.
- 2.3 HeadStart nationally has five strategic outcomes:
 - A significant improvement in the mental wellbeing of young people
 - A reduction in the onset of diagnosable mental health disorders
 - Improved engagement in school and improved academic attainment
 - Reduced engagement in 'risky' behaviour including; substance abuse and criminality
 - Improved employability
- 2.4 Both nationally and locally the agenda for children's and young people's mental health and wellbeing has been recognised as being an extremely important social and health issue.
- 2.5 In January 2017 the Prime Minister made a series of commitments to ensure that children and young people get the support that they need. These included:
 - Mental health first aid training for secondary schools
 - A major thematic review of children and adolescent mental health services across the country, led by the Care Quality Commission
 - A forthcoming Green Paper on Children and Young People's Mental Health
- 2.6 The Green Paper: Transforming Children and Young People's Mental Health Provision, has subsequently been published and includes the following key proposals:
 - creating a new mental health workforce of community-based mental health support teams

- every school and college will be encouraged to appoint a designated lead for mental health
- a new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas

2.7 Locally support for children and young people's mental health and wellbeing has been a significant priority over the last few years. This has included a range of specific actions;

- Wolverhampton HeadStart Programme
- Developing a revised Children and Young People's Mental Health and Wellbeing Strategy across health and social care including from April 2017, Children's Mental Health services within the Better Care Fund arrangements
- Public Health developments to the Healthy Schools Programme
- Public Health revisions to school nursing and health visiting services

3.0 Progress - Delivery

3.1 Commissioning

3.1.1 The HeadStart Summer Programme concluded on 1 October 2017. A total of 24 organisations were funded to run 27 projects and 996 young people engaged in at least one project with 887 completing their programme. Further information on impact can be found in section 4.3. 112 parent/carers also attended wellbeing awareness raising and anti-stigma events.

3.1.2 In August 2017 an open tendering exercise took place for the HeadStart universal commissioning process. 16 tenders were submitted to deliver Place to Go; interventions and activities, consisting of drop-in facilities for young people to access trusted adults including youth workers and therapeutic input on a voluntary basis at places where they currently spend time. Work with Families; a choice of interventions and activities for parent and carers that will encourage good behaviour, support learning at home and to encourage stronger bonds with their children, the school, other parent and carers and the local community. Finally, Newshounds; a city-wide component of HeadStart that provides a range of engaging, accessible information for young people, parents, carers and professionals through the HeadStart website and social media channels.

3.1.3 The evaluation panel included two parents, a HeadStart Ambassador and a range of professionals. The total amount of the funding awarded to three organisations over a three year period is £1.4 million. Contracts have been awarded to:

- Bushbury Hill Estate Management Board (a consortium of Low Hill based organisations) to deliver Place to Go and Work with Parents in; Low Hill, The Scotlands & Bushbury South
- YMCA Black Country Group for Place to Go and Work with Parents in ; Springfield, Heath Town, Park Village, Old Heath/Eastfield and All Saints, Blakenhall, Parkfields & Ettingshall.

- Gazebo Theatre in Education for Place to Go and Work with Parents in; Bilston East and HeadStart News Hounds across all four HeadStart geographical areas.

3.1.4 The new Emotional Mental Health and Wellbeing Service, which is a £1.125 million partnership of HeadStart, the City of Wolverhampton Council and the Clinical Commissioning Group, will promote and support the emotional mental health and wellbeing of children and young people in Wolverhampton by providing services at an early help and targeted intervention level. The HeadStart funded element will be restricted to 10 to 16-year olds in the four HeadStart areas in line with the programme scope, but the wider service will support young people from five to 18 who are experiencing mild to moderate emotional wellbeing issues who could be engaged in risk taking behaviours and/or disruptive behaviours. They could also be living with family members who are experiencing difficulties themselves or are known to other support services. This tender opportunity was advertised using the Council's e-tendering portal and it is intended that the new service will go live on 1 April 2018.

3.1.5 Finally, the HeadStart Contracts Manager is currently working with the HeadStart Equalities Reference Group to ensure that the needs of HeadStart's eight targeted groups, referenced in 9.2, are understood and properly catered for within the programme through a series of small needs analysis commissions from local organisations with extensive knowledge and experience of working amongst our target groups. The recommendations from this work are expected back in March 2018 and will inform decisions about future commissioning as well as sustainability initiatives and joint working opportunities.

3.2 Schools

3.2.1 School engagement and delivery continues as planned through the area based teams led by the respective School Support Coordinator. Year one schools have been receiving the HeadStart SUMO (Stop Understand and Move On) curriculum which is a resilience based programme that equips people with the insights, inspiration and practical tools to achieve more in a fun and engaging way. In addition, SUMO awareness raising sessions have been delivered to parents and the wider community. Relationships have been established with year two HeadStart schools and delivery of initial awareness raising has commenced.

3.2.2 In addition to the HeadStart curriculum, the HEROs peer support programme has been delivered to 598 young people aged 10 to 12 in 12 out of 18 year one schools with the remaining six schools due to complete the programme by March 2018. HEROs+, an advanced one-day training course on being a peer supporter, is planned for March 2018. The training will bring nominated peer supporters together from both primary and secondary schools giving young people the opportunity to use their new skills with peers they have not met previously.

3.2.3 The HeadStarters Engagement programme (HYPE) is now ready for delivery and started in seven schools in January 2018. The accredited programme is for cohorts of 15 young people aged between 10 to 12, the programme provides young people with the skills to champion, lead and act as active agents of change for mental health within a school or community setting.

3.2.4 With the recent introduction of a Skills and Employment member to Board, the benefit of having this knowledge within the partnership has led to an enhanced Aspirations and Skills programme. Based on evidence from the Government's Employers Taskforce which shows that where significant positive relationships exist between the number of employer contacts (such as careers talks or work experience) that a young person experiences in secondary school there are positive impacts on;

- confidence and progression towards career goals,
- reduction in NEET
- increased earnings if salaried

3.2.5 The programme, renamed 'Work Ready' now includes four modules that start in year 7, two years earlier than typical employment programmes, with three of the modules following a target cohort into year 10. It includes:

- JumpStart – dare to dream
- 100-hours – work exposure
- 4-contacts – minimum of four separate work contacts with advisors, mentors or leaders
- Digital passport – a record of all of the above

3.2.6 1000 young people will benefit from JumpStart whilst 200 young people over the life time of the programme will experience a supported journey to year 10 against identified need for targeted modules.

3.3 Young People Engagement and Co-production

3.3.1 The co-production model continues to grow with some examples including;

- Wolverhampton's junior safeguarding board, the B-Safe Team have had three new members join taking the total 16 following a recruitment campaign to increase the diversity and range of contribution.
- The HeadStart Ambassadors have continued to provide support and challenge to the programme team and have been involved in the following initiatives; commissioning and procurement of contracted providers, delivery of peer education and wellbeing programmes to young people in our HeadStart schools, led and championed campaigns that raise awareness of mental health including; were fully engaged with both the HeadStart Wolverhampton Autumn Conference and the BIG Lottery Fund annual conference through the young people panel and

co-compering the event. Finally, our Ambassadors are currently in consultation with the CCG on the new emotional and wellbeing service and ongoing development of HeadStart's online platform as well as contributing to their role and responsibilities within governance.

- The Young People Engagement Guarantee is now embedded into HeadStart contracts with external providers and ensures that all projects will have a co-production element with young people as key stakeholders. This will soon be reported through reach figures.
- The most recent co-production initiative in the programme is the 'Mini Ambassador' scheme, similar to the HeadStart Ambassadors but younger members are recruited from within the HeadStart communities. The role of the group will be to link the community to the wider strategy and to take part in co-production projects as part of Universal support and decision making. Area A has held its first session with six young people and area D has planned interviews with nine young people.

3.4 Digital

- 3.4.1 www.headstartonline.co.uk is the new digital platform for HeadStart Wolverhampton, with www.HeadStart.fm being retained for its multi-media identity. The launch of the new support and guidance platform following an open tender exercise to procure a developer, has been very well received. Over 1000 quality assured resources are available to support Wolverhampton young people, parents and professionals in learning more about mental health and wellbeing topics such as bullying, exam stress, being safe online and sexual identity.
- 3.4.2 The Learning Technologies Team, who provide the HeadStart digital programme elements, have been working with the owners of the ZUMOS platform for over a year to extend its product range into secondary schools and accordingly have now awarded a contract for the roll out of ZUMOS across Wolverhampton schools in line with our bid. The platform provides a range of self-help activities and mini podcasts for young people along with directed activity for teachers and school leaders, and high-quality data about the topics being reviewed by their pupils. The roll out is in the later planning stages currently and will include technical alignment with www.headstartonline.co.uk.
- 3.4.3 The Getting Ahead programme for young people identified as requiring targeted support is now in full delivery in partnership with the Learning Technologies Team. It is anticipated that 128 young people will benefit from the full Getting Ahead programme this academic year.

3.5 Community

- 3.5.1 The HeadStart delivery staff are now all located in their multi-disciplinary teams in the four community bases. Community Development Co-ordinators have successfully set up steering groups in each geographic area all having independent chairs. Commissioned providers are also part of steering groups to ensure accountability at local level and that interventions are delivered based on local need. Over forty organisations from the voluntary and public sector are actively engaged with HeadStart across the four bases in steering group and community development activity.
- 3.5.2 There have been four HeadStart community base launch events seeing hundreds of young people and parents meet their local teams, find out about HeadStart and how to get involved. A number of parents have expressed an interest in becoming Parent Champions from these events and four have been recruited successfully during the first cohort. Young people were also encouraged to sign up to know more about joining their local 'Mini Ambassadors' programme. Ongoing community consultation has allowed HeadStart to speak to young people and parents across the areas to inform local action plans and decision making.
- 3.5.3 A workforce development offer is being developed for voluntary sector organisations and partners following a recent SUMO in Communities workshop where over 150 people attended and contributed to a training matrix. From this, further training is likely to include a variety of topics enabling organisations and individuals to increase their skills and knowledge specifically in emotional health and wellbeing as well as business planning.
- 3.5.4 The Parent Champion Programme is now underway to recruit, train and empower local parents across the four areas working in partnership with Strengthening Families Hubs. Training involves a six-week course offering parents the opportunity to learn new skills and also offer their time to volunteer with HeadStart and the wider community.
- 3.5.5 Gurdwaras in Blakenhall are utilising SUMO and are training volunteers in safeguarding whilst parents in Low Hill are volunteering as Parent Champions to assist with local youth engagement. Bilston steering group members are also planning a pop up wellbeing café over the summer holidays. Many other exciting local activities are being facilitated by bringing together the skills and passion in communities of people wanting to make a difference to young people.
- 3.5.6 The Community Development Co-ordinator role is proving invaluable in building excellent relations with key stakeholders such as Police, Fire Service, local authority, schools, VCOs and parents to identify and plan local initiatives.

3.6 Workforce Development

- 3.6.1 The HeadStart workforce development strategy was captured in the Phase 3 bid through the following statement: 'Building a confident, accessible and responsive workforce for young people with staff who share a common language and common approaches

through a transformed system of cross-disciplinary, multi-agency and multi-layered services'. The strategy cuts across all four levels of support and aims to deliver:

- Greater quality and consistency of understanding amongst the workforce of emotional mental health and wellbeing factors which can negatively impact young people
- The development of a common language
- A consistent, responsive and informed first point of contact
- Formal and non-formal training to understand and spot emerging problems in young people, how and when to help them.

3.6.2 A Centre of Excellence, called the Lawnswood Partnership, is co-located and co-funded with Wolverhampton's Pupil Referral Units and provides a flagship venue and focal point for the training programme which will focus on general awareness raising, specialist training and academic training for professionals and front-line staff in emotional mental health and wellbeing. The first phase of the new centre is now open and the suite of two training rooms will be fully operational by the summer, with the ability for up to 150 people to be trained in the centre. The centre is a key feature of HeadStart's legacy and sustainability planning.

4.0 Progress – Evaluation

- 4.1 The Big Lottery Fund hosted their first learning event in January 2018 where all six partnerships along with key stakeholders in policy, education, research and public service, came together to understand the national learning to date. The event was attended by HRH the Duchess of Cambridge in her capacity as Patron of the Anna Freud Centre – the national evaluation partner for HeadStart. Their first evidence briefing, taken from their Wellbeing Measurement Framework (WMF), is based on a survey conducted with 30,000 young people focussing on wellbeing.
- 4.2 The HeadStart 2017 Summer Programme consisted of area based commissioned activity involving 24 organisations delivering 29 wellbeing projects across the HeadStart target communities. The Summer Programme was subject to a Quality Assurance evaluation based on the Kirkpatrick (1996) model of learning. A before and after survey was also conducted with 220 young people using the Warwick-Edinburgh Mental Health Scale.
- 4.3 Key findings from 4.1 and 4.2:
- Around one in five children and young people said they experienced emotional problems, and the same was true for behavioural problems – much higher than the previously reported one in ten young people.
 - Nationally, young people in Year 9 are more likely to report mental health problems than young people in year 7

- Overall, HeadStart Wolverhampton Year 7 and Year 9 pupils, scored less well than pupils nationally on the following areas: Behavioural difficulties, Difficulties with peers, Empathy, Helping others, and Participation in community
 - The findings suggest that female pupils in Year 9 struggle more than those in Year 7 in areas such as Emotional difficulties, Positive wellbeing and Coping with stress
 - Students who have a special educational need (SEN) statement tend to score more negatively than those who have not got a SEN statement
 - For students who are eligible for FSM, there is a tendency overall for there to be a slightly negative difference compared to those who are not eligible
 - Generally speaking, we can say that wellbeing indicators for the Summer Programme were higher after the activity than in comparison to before
 - A substantial number of participants expressed a change in the way they think about themselves (88%), their confidence, and their understanding of others' situations provoking significant reflection upon their own circumstances as a result of taking part in a Summer Programme activity.

Please see appendix 1: Full key findings from HeadStart evaluation to date.

- 4.4 It is to be noted that several of the findings from the Wolverhampton Partnership evaluation showed positive indicators of wellbeing within the WMF for both year 7 and year 9 cohorts and these will be explored in equal measure to where there are negative indicators.
- 4.5 The local evaluation known as the Local Evaluation Measure (LEM) again, aims at measuring change overtime with a focus on resilience. Like the national evaluation, the first time point of data collection is considered as baseline data. The baseline data is not expected to be reported to the HeadStart Partnership until April 2018.
- 4.6 Since last reporting to Children, Young People and Families Scrutiny Panel and to further support the evaluation of the programme, HeadStart has developed an Outcomes Framework that will monitor many objectives and performance indicators to measure progress against outcomes. This framework was agreed at the HeadStart Partnership Board in September 2017 and the programme's dedicated data analysts are in the process of gathering baseline data against agreed indicators with information available in April 2018. See Appendix 2 HeadStart Outcomes Framework.

5.0 Progress – Reach Figures at time of reporting

5.1 HeadStart, as part of the Big Lottery Fund performance monitoring, record the number of participants directly benefitting from its interventions known as ‘reach figures’.

Area of engagement (number of)	Since inception of the programme (July 2016)	Current year projection 2017-2018	Current year actual 2017-2018	RAG
Primary schools	20	11	20	+9
Secondary schools	7	4	7	+3
Other school settings	4	3	4	+1
Community based organisations	54	20	54	+34
Total number of individual young people	Whole programme: 2261	Whole programme: 1539	Whole programme: 2261	+772
Parents, Carers and Families	*366	340	*366	+129
Number of professionals benefitting	*1018	120	*1018	+898

*Does not avoid double counting so a parent or professional may have taken part in one or more programme.

6.0 Progress – Sustainability

6.1 As captured in the phase 3 bid, our sustainability vision centred around three themes:

- Traded services
- Whole systems transformation
- Increased community resilience – communities supporting themselves

6.2 The sustainability plan moving forward includes the design of a consultation which will explore further opportunities and barriers to sustaining the programme beyond its funding. The framework will be adaptable for professionals, parents and young people so all stakeholder views can be sought. It is anticipated that an implementation plan will be drafted by September 2018.

7.0 Financial implications

7.1 The HeadStart phase 3 programme has secured grant income from BIG Lottery Fund of £9.5 million over five years.

7.2 The current allocation of funding (as agreed in April 2017) for the Headstart phase 3 programme is shown in the table below:

July 2016 - March 2017	2017-2018	2018-2019	2019-2020	April 2020 - July 2021	Total
£000	£000	£000	£000	£000	£000
697	3,301	2,601	1,975	896	9,470

7.3 Any slippage identified within the current financial year is re-aligned to future years' budgets through the annual budget reprofiling. The next reprofiling work will be agreed in May 2018 and will be within the overall funding allocation.
[TC/13032018/B]

8.0 Legal implications

8.1 HeadStart Phase 3 will continue to operate within the terms and conditions of its grant and will comply with the required performance monitoring of the Big Lottery Fund as requested.
[RB/05032018/J]

9.0 Equalities implications

9.1 HeadStart Wolverhampton is subject to an equalities assessment (EA), which was reviewed, updated and signed off by the Head of Service in February 2018.

9.2 In addition to the EA, the programme has a well-established Equalities Reference Group to ensure compliance and consideration to all protected characteristics with emphasis on identified vulnerable groups:

- Young carers
- BAME(black, Asian, and minority ethnic)
- Those at risk of gangs/crime
- Those witnessing domestic violence
- Family History of mental ill health
- LGBT (Lesbian, Gay, Bi-sexual and Transgender)
- ROMA and new arrivals
- Young people with disabilities

Further work around target needs analysis is ongoing as described in 3.1.5.

10.0 Environmental implications

10.1 There are no environmental implications to consider in the context of this report.

11.0 Human resources implications

11.1 There are no human resources implications to consider in the context of this report.

12.0 Corporate landlord implications

12.1 There are no corporate landlord implications to consider in the context of this report.

13.0 Schedule of background papers

- 25 April 2017 Cabinet Resources Panel HeadStart - HeadStart Budget Update Phase 2 and Phase 3
- 28 February 2017 Children, Young People and Families Scrutiny Panel - Building Resilience and Preventing Self Harm
- July 2016 Cabinet - HeadStart Phase 3
- July 2016 Cabinet Resources Panel - HeadStart Phase 3

Appendix 1: Full key findings from HeadStart evaluation to date

Ref	National Evaluation (across all six partnerships)	National Evaluation (Wolverhampton Partnership)	Summer Programme
1	Around one in five children and young people said they experienced emotional problems, and the same was true for behavioural problems – much higher than the previously reported one in ten young people	Year 7 and Year 9 HeadStart Wolverhampton pupils, scored less well than pupils nationally on the following areas: Behavioural difficulties, Difficulties with peers, Empathy, Helping others, and Participation in community	Overall, it can be said that the activities were generally well received by participants, with high (92%) satisfaction rates being achieved.
2	Young people in Year 9 are more likely to report mental health problems than young people in year 7	In addition to the above, Year 7 pupils also scored less well on Community support	The range of activities proved to be very popular amongst most of the respondents, with the opportunity to learn new skills and be actively involved in new situations proving to be an effective way to engage individuals.
3	Girls are more than twice as likely to say they had experienced emotional problems (with 25% of girls saying they had a problem compared to 11% of boys) but in contrast, boys are one-and-a-half times more likely to say they have experienced	Overall, HeadStart Wolverhampton Year 9 pupils scored less well than Year 7 pupils with the only area which Year 9 pupils scored more positively on being Managing emotions	It was also notable that participants mostly responded well to the social opportunities the activities provided, with a mixture of individuals commenting on the opportunity to create new networks, both with new friends and through talking

	behavioural problems (with 23% of boys saying they had experienced them compared with 15% of girls)		to the workers, and being able to participate in activities with family and existing friends to strengthen already established bonds.
4	Young people from Asian, Black, Mixed and other ethnic groups were significantly less likely to indicate they were experiencing emotional problems than young people in the White ethnic group	For Year 7 female pupils, there tended to be a positive difference across WMF areas when compared to male pupils	A substantial number of participants expressed a change in the way they think about themselves (88%), their confidence, and their understanding of others' situations provoking significant reflection upon their own circumstances.
5	Young people with special educational needs, those eligible for free school meals and those classified as children in need were also more likely to say they were experiencing both emotional and behavioural problems	Scores were significantly different for Year 9 female pupils with there tending to be a negative difference compared to male pupils	Generally speaking, we can say that wellbeing indicators were higher after the activity than in comparison to before
6		The findings suggest that female pupils in Year 9 struggle more than those in Year 7 in areas such as Emotional difficulties, Positive wellbeing and Coping with stress	Not all the participants indicated that they were satisfied with the opportunity to talk about their issues with workers, as well as learning how to control their emotions in stressful situations although this refers to only a relatively small number of people it should not be overlooked.
7		Students who have a special educational need (SEN) statement tend to score more negatively than those who have not got a SEN statement	

8		Areas with a negative difference included mental health and wellbeing as well as managing emotions and support at school	
9		For students who are eligible for FSM, there is a tendency overall for there to be a slightly negative difference compared to those who are not eligible	

CITY OF WOLVERHAMPTON C O U N C I L

HeadStart Outcomes Framework

Produced in partnership with University of Wolverhampton by:

Insight and Performance Team

Communications

City of Wolverhampton Council

For further information please contact:

Insightandperformance@wolverhampton.gov.uk

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Supporting Documents: Appendix A_Outcomes-Framework_v0.4	

Change Control			
Version	Date	Name	Description
V1.0	04/07/2017	Helena Kucharczyk	Creation of document for presentation at HeadStart Board
V2.0	31/10/2017	Helena Kucharczyk	Addition of governance structure, equalities framework outcome and qualitative questions
V2.1	02/11/2017	Helena Kucharczyk	Further development of the equalities framework
V2.2	27/11/2017	Ashley Banks	Added Young People’s Group for Business to the governance structure

Overview:

HeadStart is a major, 5 year, programme, funded by Big Lottery, which involves different areas across England implementing a broad range of initiatives to improve mental health and resilience in children and young people aged 10-16.

This outcomes framework seeks to set out how the programme will be measured in terms of its success in delivering improved outcomes.

HeadStart Mission

From our partnership:

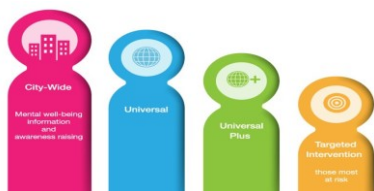
To promote, protect and preserve the mental wellbeing of 10-16 year olds across our city, by inspiring them to dream big, supporting them to maintain motivation and control, and equipping them with the skills to cope with setbacks and adversity.

From our young people HeadStarters:

To empower the young people of Wolverhampton to improve and spread awareness of their own mental wellbeing and that of their peers.

HeadStart Programme Overview

The HeadStart programme consists of four different intervention levels, 3 of which are targeted to specific areas of the City and specific groups. These are outlined below.



Wolverhampton's targeted geographical areas

Area A: Low Hill, The Scotlands and Bushbury South
 Area B: Springfield, Heath Town, Park Village, Old Heath/Eastfield
 Area C: Bilston East
 Area D: All Saints, Blakenhall, Parkfields and Ettingshall

Intervention Level	City Wide	Universal	Universal Plus	Targeted Intervention
Description	A range of services for young people across the city.	Services for target* geographical areas in the city.	Services for key age groups in target* areas.	Additional support for the most vulnerable young people.
Page 27 Offer	<ol style="list-style-type: none"> Digital and multimedia platforms to provide information, advice and peer support for young people, parents/carers and professionals. Mental health campaigns – mental wellbeing awareness-raising activities including anti-bullying, safeguarding and online safety activities. Awareness-raising activities, e.g. mental health anti-stigma campaigns and events 	<ol style="list-style-type: none"> HeadSpace Hubs – central locations in each geographic area*containing a dedicated team of professionals. Commissioned activity – a range of activities commissioned from the voluntary sector and other organisations. School-based activity - programmes for pupils, teachers and other school staff. Building communities and organisations – programmes to build expertise, understanding and new capabilities for professionals and young people 	<ol style="list-style-type: none"> Additional programmes to support year 6 and year 7 pupils in the key geographical areas* <ul style="list-style-type: none"> Sumo resilience and mental wellbeing programme for schools Digital literacy and internet safety programmes HEROS peer support programme in schools 4YP radio show – live broadcasts and podcasts Employability work-skills programmes HeadStarters Programme 	<ol style="list-style-type: none"> Support for the most vulnerable young people in the key geographic areas* <p>Who might be at risk? (based on detailed needs analysis) witnessing domestic violence / a family history of mental illness/ BAME (Black, Asian, Minority, Ethnic) / LGTBQ / new arrivals or ROMA / young carers / at risk of crime or gangs</p>

Evaluation Structure

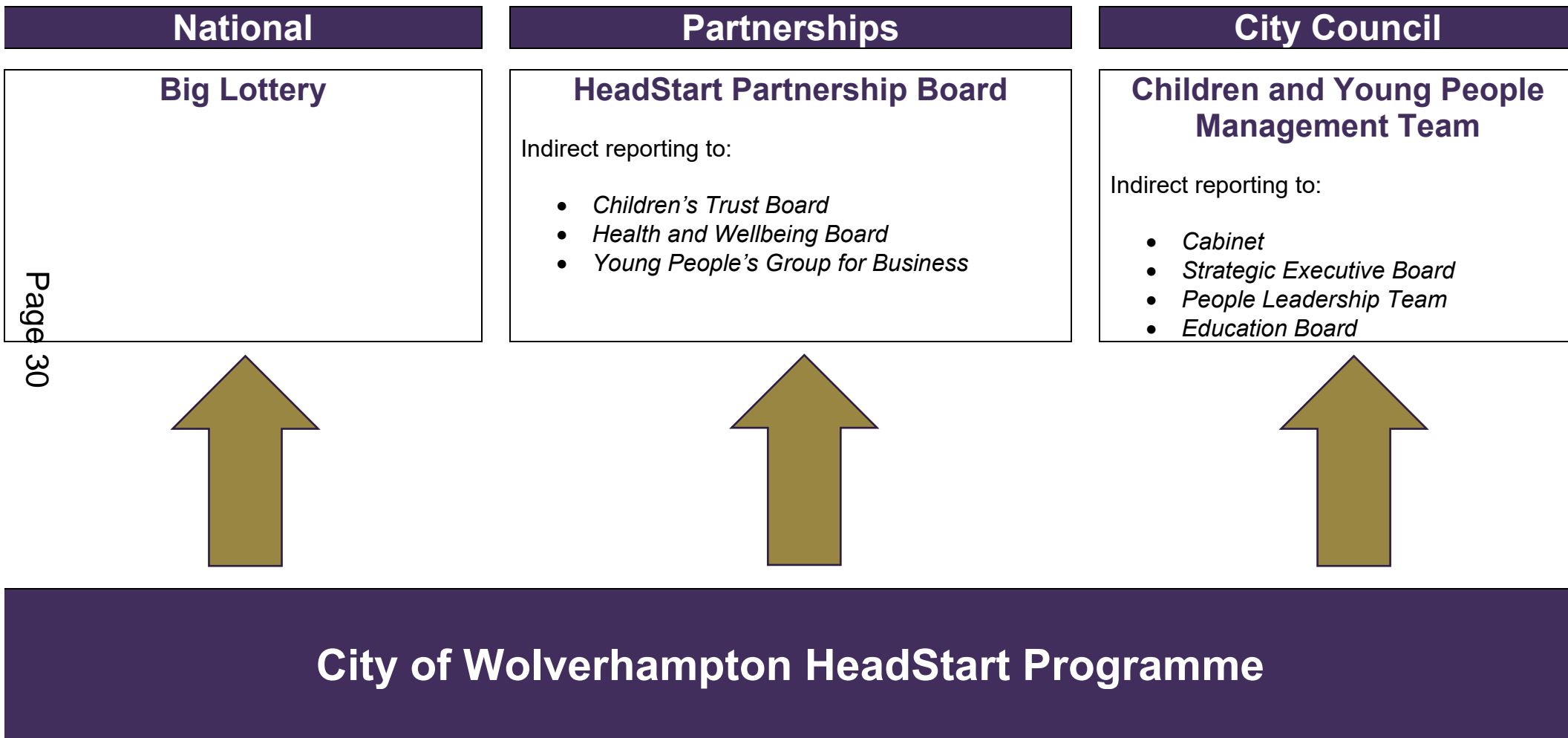
There are several elements of evaluation, both quantitative and qualitative which will produce data and information be undertaken throughout the programme. These evaluations and analysis will enable the relevant indicators to be produced to monitor the outcomes. While the qualitative evaluations are relatively set, additional data sets will continue to be developed and identified on an iterative basis. The table below broadly outlines the different evaluation strands.

Evaluation	Description																																										
<p>National Evaluation</p> <p>This evaluation will be carried out by the national evaluation team</p>	<table border="1" data-bbox="667 437 1240 655"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>x</td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>2020</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>2021</td> <td></td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>2022</td> <td></td> <td></td> <td>x</td> <td></td> <td>x</td> </tr> </tbody> </table> <p>Every year children in years 7 and 9 from schools in the targeted areas will complete a school wellbeing measurement framework about their feelings and friendships. This is known as the Common Measurement Framework or CMF.</p> <p>The National Evaluation will use information from the CMF together with information about who received which HeadStart intervention(s) and when. This information will be used to measure the effectiveness of HeadStart interventions and will be shared so that it can be used locally.</p>		Y7	Y8	Y9	Y10	Y11	2017	x		x			2018	x	x				2019		x	x			2020			x	x		2021				x	x	2022			x		x
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2022			x		x																																						
<p>Local Evaluation</p> <p>Carried out by the local evaluation team.</p> <p>This Local Evaluation Measure evaluation applies to school-based interventions.</p> <p>The Qualitative Research applies to selected school and community interventions.</p>	<p>The Local Evaluation Measure (known as the LEM) is an online survey of year 6 and year 7 children in HeadStart schools.</p> <p>The 2017 year 6 cohorts in all HeadStart schools will be tracked for four years up to year 9. In addition, each year 6 cohorts up until 2020 will be surveyed to provide a constant and demonstrate change over time, although cohorts from 2018 onwards will not be tracked further. In addition, the 2017 year 7 cohorts in all HeadStart schools will be surveyed, with the same cohort being surveyed again the following year.</p> <p>Care will be taken to use cohorts that have not been selected by the national team to minimise disruption.</p> <p>The Local Evaluation also involves Qualitative Research. This includes in depth, interviews and focus groups, video case studies with young people, teachers, parents and other stakeholders. Interventions will be selected each year for qualitative research.</p>																																										

Evaluation	Description
<p>Quality Assurance Self-Evaluation</p> <p>This evaluation is carried out by the intervention lead (provider).</p>	<p>All community and targeted interventions will need to carry out a self-review using a standard evaluation framework looking at whether participants:</p> <ul style="list-style-type: none"> • enjoyed the experience • what they learned • if they modified any behaviour because of the intervention • what changes they have managed to make and sustain in their lives because of the intervention. <p>This will be used to capture satisfaction with interventions.</p>
<p>Economic Evaluation</p> <p>This evaluation is carried out by the intervention lead (provider).</p>	<p>This evaluation measures whether and how interventions are value for money. For example, how an intervention may have provided a cost saving by preventing mental health problems before they require intensive help. Data will be collected directly from providers and will be analysed in line with outcome data and avoidable costs</p>
<p>Reach Data</p> <p>This data will be captured by the intervention lead (provider).</p>	<p>This data will capture the numbers and demographics of children and young people who are receiving HeadStart interventions. This data will be captured by intervention leads, providers and schools via registers and will enable linkages to be made with other data sets to monitor wider outcomes for those who have received interventions</p>
<p>Outcomes and System Activity Data</p> <p>This data will be pulled together by the data team from multiple data sources</p>	<p>Data sets and indicators relating to the key HeadStart outcomes will be captured and analysed such as attendance, academic achievement, mental health interventions (CAMHS) and other health data and crime data. This will enable the programme to demonstrate the effectiveness of HeadStart in improving these areas. As much as possible will also be done to analyse this data in relation to the targeted HeadStart areas as well as City wide.</p> <p>Where possible, the data captured about the individual children and young people receiving interventions will be matched to these data sets to identify the specific outcomes relating to individual interventions.</p>
<p>Equalities Evaluation</p>	<p>Data and analysis to demonstrate that the programme is meeting the required equalities obligations will underpin the whole framework and be included within each outcome where relevant. Demographic profiles will monitor service reach and outcome indicators will demonstrate the level of outcomes achieved for different groups.</p> <p>Based on the nine protected characteristics where relevant and available: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p>

Governance Structure

The HeadStart programme is governed nationally by Big Lottery, locally by the HeadStart Partnership Board and directly managed via the Councils Children and Young People Management Team. It also indirectly reports into various other boards. The diagram below shows this governance structure.



Outcomes and Objectives

The five high level outcomes or goals for HeadStart were identified by Big Lottery. These are shown below along with the local objectives that have been identified to contribute to the achievement of the goals. Each outcome and objective will be monitored and evidenced using a range of quantitative and qualitative data obtained via the evaluation methods outlined above. The following pages summarise the indicators identified for each goal. Further detail about which specific indicators link to each objective, along with their corresponding data sources can be found at appendix A. Please note that appendix A is working document and will be updated on an iterative basis as data sources are refined.

Equalities Framework

HeadStart will provide equality of access and equality of outcomes to all young people

- a) To incorporate equality monitoring into existing processes considering all applicable 'protected characteristics'
- b) To monitor HeadStart interventions/activities to progress towards improved equality of access
- c) To monitor HeadStart interventions/activities to progress towards improved equality of outcomes
- d) To use equality monitoring to develop and improve interventions/activities and to act action where differences exist

Socially significant improvement in the mental wellbeing of at risk young people	Reduction in the onset of diagnosable mental health disorders	Improved engagement in school and improved academic attainment	Reduced engagement in 'risky' behaviour including: Substance abuse, Criminality, Teenage pregnancy (and STIs)	Improved employability
<p>a) To increase the mental wellbeing of 10-16 year olds</p> <p>b) To increase the resilience of 10-16 year olds ("Resilience" is the assets, e.g. people, places, opportunities etc., around an individual that enables s/he to live a healthy life.)"</p> <p>c) To increase access to skills and strategies that support resilience and wellbeing through the creation of an embedded and sustainable PHSE curriculum and community interventions</p> <p>d) To improve access to an appropriate level of mental health support for young people</p>	<p>a) To increase the availability of support for young people (so that there is a reduction in numbers diagnosed with a mental health disorder)</p> <p>b) To achieve systemic change in the way that mental health in young people is viewed, understood, assessed, supported and treated</p> <p>c) To achieve a more skilled, capable and knowledgeable workforce that can support positive mental wellbeing and deliver quality support</p> <p>d) To achieve a better-informed support network of parents/carers</p>	<p>a) To increase academic attainment</p> <p>b) To improve behaviours and relations with teachers and parents/carers that leads to increased engagement in schools</p> <p>c) To raise the hopes and aspirations of young people so that they can visualise and aspire to increased opportunity</p>	<p>a) To reduce the likelihood of risky behaviour</p> <ul style="list-style-type: none"> i) substance misuse ii) criminality iii) teenage pregnancy, STIs <p>b) To increase pro-social behaviour</p>	<p>a) To provide effective interventions that improve employability (including 'soft' skills such as teamworking, problem solving, self-management in addition to job search and job seeking skills)</p>

Equalities Framework - HeadStart will provide equality of access and equality of outcomes to all young people

- a) To incorporate equality monitoring into existing processes considering all applicable 'protected characteristics
- b) To monitor HeadStart interventions/activities to progress towards improved equality of access
- c) To monitor HeadStart interventions/activities to progress towards improved equality of outcomes
- d) To use equality monitoring to develop and improve interventions/activities and to act where differences exist

Indicators

How Much?	How Well?	Outcomes
<p>Number of young people receiving HeadStart Services broken down (where available and relevant) by:</p> <ul style="list-style-type: none"> • Age • Disability • gender reassignment • marriage or civil partnership (in employment only) • pregnancy and maternity • race • religion or belief • sex • sexual orientation. 	<p>Numbers and proportions of young people accessing interventions and services reflect the population.</p> <p>(HeadStart is a targeted programme (towards specific groups) in specific areas of Wolverhampton. Equality will be monitored against the characteristics of the target population.)</p>	<p>Improved equality (over the programme term) in terms of access to and outcomes from HeadStart interventions/activities</p> <p>% change in outcome measures across the framework for different groups.</p> <p>Reduction in the gap between outcomes for different groups</p>

Quality Assurance Questions

Are opportunities and outcomes improving for groups who are more disadvantaged?
 Does the access to HeadStart reflect the demographics of the targeted populations?
 Are interventions being tailored to the needs of different groups rather than a 'one size fits all approach'?

Further quality assurance questions to be developed.

Socially significant improvement in the mental wellbeing of at risk young people

- a) To increase the mental wellbeing of 10-16 year olds
- b) To increase the resilience of 10-16 year olds ('Resilience' is the assets, e.g. people, places, opportunities etc., around an individual that enables s/he to live a healthy life.)"
- c) To increase access to skills and strategies that support resilience and wellbeing through the creation of an embedded and sustainable PHSE curriculum and community interventions
- d) To improve access to an appropriate level of mental health support for young people

Indicators

How Much?	How Well?	Outcomes
<p>Numbers receiving relevant interventions (see activities)</p> <p>Number engaging with online self-help sources</p> <p>Number of young people reporting to A&E specifically for self-harm</p> <p>Number of referrals from HeadStart staff/Commissioned activity (into relevant targeted interventions/CAMHS/Early Help</p> <p>Number of sources of mental wellbeing information (physical)</p>	<p>Numbers of programmes recommissioned for subsequent years (sustainability)</p> <p>Numbers accessing appropriate support (would expect a decrease in numbers of young people being escalated to the next tier, might be increase in numbers of referrals)</p> <p>Timeline of access/speed of access/Referral time</p> <p>Numbers in targeted provision</p> <p>Numbers engaging with different online self-help/information resources</p> <p>Young peoples' voices/feelings relating to quality of intervention</p>	<p>% change in wellbeing in self-report measures</p> <p>Qualitative, triangulated assessment of wellbeing from key stakeholders (schools, community, parents)</p> <p>Scores on SWEBWEMS (see Evaluation docs)</p>

Quality Assurance Questions

- What is the reach of different interventions? Which ones are the most popular?
- Which interventions achieve the best outcome?
- Do different groups of children prefer different interventions?
- Do the outcomes differ for different groups by intervention?

Further quality assurance questions to be developed

Reduction in the onset of diagnosable mental health disorders

- a) To increase the availability of support for young people (so that there is a reduction in numbers diagnosed with a mental health disorder)
- b) To achieve systemic change in the way that mental health in young people is viewed, understood, assessed, supported and treated
- c) To achieve a more skilled, capable and knowledgeable workforce that can support positive mental wellbeing and deliver quality support
- d) To achieve a better-informed support network of parents/carers

Indicators

How Much?	How Well?	Outcomes
Number of young people diagnosed with a mental health disorder	% change in the numbers referred up; % change in the number referred back or referred to other things	Number and nature of changes resulting from young people's/parents' involvement
Number of young people accessing Tier 3 CAMHS services	Increased number of support mechanisms propagated through effective interventions at community and school levels	Sampling of teachers/community workers views to assess how the quality of support they deliver has benefited from interventions/activities undertaken "
Number of young people accessing Tier 4 CAMHS services	Increased numbers of appropriately informed personnel/records of people engaged in workforce development	% change in the number of people in lower level interventions (should see fewer young people going up to CAMHS)
A&E presentations/admissions	Revised assessment and support flows/Improved assessment and support mechanisms	
Number and nature of community stakeholders involved	% change in the number of qualified personnel at various levels	
Numbers of awareness-raising activities undertaken over programme	Courses are effective	
Records of people engaged in family/carer oriented interventions	Numbers of young people engaging in mental health issues at decision-making level	
Number engaging with online self-help sources		

Quality Assurance Questions

Has the prevalence of mental health conditions among children who have experienced HeadStart interventions changed over time?

Further quality assurance questions to be developed

Improved engagement in school and improved academic attainment

- a) To increase academic attainment
- b) To improve behaviours and relations with teachers and parents/carers that leads to increased engagement in schools
- c) To raise the hopes and aspirations of young people so that they can visualise and aspire to increased opportunity

Indicators

How Much?	How Well?	Outcomes
Number of young people from each HeadStart area undertaking further education courses	% change in the number of young people transitioning to higher education (Level 3+) courses	Increase in school performance - annual performance indicators
Number of young people from each HeadStart area undertaking higher education courses	% change in the number of young people transitioning to further education (Level 2+) courses	Increase in GCSE attainment
Number of pupils from HeadStart areas/schools engaged or referred to AEP (Alternative Education Provision)	% change in the number of fixed term / permanent exclusions	Link(s) between numbers engaging in community settings and relationship to increased academic attainment
Number of 'Managed Moves' between schools in HeadStart areas (often a proxy for exclusions)	% change in self-report measures pertinent to behaviour	Number of teachers/young people/parents reporting improved behaviour and relationships
Number of behaviour/incidents in schools	Evidence of change in identity/social capital	% change in self-report measures relating to self-esteem, confidence and self-efficacy
Stated aspirations and goals of young people (qualitative)		

Quality Assurance Questions

Has attendance in HeadStart schools improved?
Is there a difference between attainment at HeadStart schools compared to non-HeadStart schools? Is the gap narrowing?
Do children who have experienced HeadStart interventions report higher self-esteem?

Further quality assurance questions to be developed

Reduced engagement in 'risky' behaviour including: Substance abuse, Criminality, Teenage pregnancy (and STIs)

- a) To reduce the likelihood of risky behaviour
 - i) substance misuse
 - ii) criminality
 - iii) teenage pregnancy, STIs
- b) To increase pro-social behaviour

Indicators

How Much?	How Well?	Outcomes
Numbers of young people engaging with substance misuse services	% change in self-report measures related to risky behaviours	Modified behaviours, friendship groups and aspirations (Qualitative)
Number of young people engaging in criminal behaviour	% change in the number of young people engaging with substance misuse services	Increased engagement with community activities
Number of teenage pregnancies	% change in the number of young people engaging in criminal behaviours	Improved relationships with teachers /community intervention/activity leaders
Number of reported STIs	% change in the number of teenage pregnancies	Improved attendance and performance at school
	% change in the number of reported STIs	
	Locations of risky behaviour (change in 'risky behaviour' in HeadStart areas)"	

Quality Assurance Questions

Can any reductions in substance misuse, criminal behaviour, pregnancies or STIs be directly linked back to HeadStart interventions?
 Do young people who have engaged with HeadStart report that it has helped them to modify their behaviour?
 What other social and economic factors may be impacting on any changes in these measures?

Further quality assurance questions to be developed

Improved employability		
a) To provide effective interventions that improve employability (including 'soft' skills such as teamworking, problem solving, self-management in addition to job search and job seeking skills)		
Indicators		
How Much?	How Well?	Outcomes
Numbers of young people enrolling on Apprenticeship schemes	% change in NEETS % not in employment, further education or further skill-based training post 16 Increased numbers transitioning to employment Effectiveness of project-initiated employability provision	Young people's perceived change/improvement in employability skills development (post course) in terms of readiness for work
Quality Assurance Questions		
<p>What type of work are young people engaged in – is it short-term and insecure, or long term and stable/ Are young people who have engaged with HeadStart seeing better employment outcomes than their peers who have not experienced a HeadStart intervention? Are the types of employment that young people who have engaged with HeadStart experiencing different from their peers?</p> <p>Further quality assurance questions to be developed</p>		

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