

## **Outcome Based Accountability workshops**

### **Achieving successful outcomes for the people of Wigan**

#### **Introduction**

In July 08 Wigan Council commissioned the IDeA to run a series of six workshops on cross cutting themes in the LAA. The workshops were designed using Outcomes Based Accountability tools and techniques.

In the workshop, a number of groups involving a cross section of partners and stakeholders, selected population outcomes, and an indicator to undertake a 'turning the curve' exercise. The 'turning the curve' exercise is used to identify new ideas, partnership solutions and what works to accelerate the achievement against the indicator and to have a greater impact on the population outcome.

#### **Workshop 6: Raising the aspirations of young people**

##### **Group 1 - Turning the curve exercise**

**Population:** All young people in Wigan

**Outcome:**

- Have realistic and informed choices

**Experience:** *What would success look like?*

- Role models exist
- Happier population
- Healthier
- More people access different types of educational opportunities and training
- Take more responsibility
- More positive view of young people
- More positive about themselves
- No gap
- Opportunities and choices around jobs- influence economic strategies
- People will be outward looking
- Self perpetuating 'can do' ethos (aim higher seeks to encourage this)
- Primary school model

**Indicators:** *What are the key indicators we could use to measure impact on the population outcome?*

- Narrowing the gap
- Perception indicators
- Increase in number of choices available to young people (variety)

**Baseline/curve to turn:** Narrowing the gap

### **STORY BEHIND THE BASELINE**

Leadership (primary school models)	Parenting skills	High levels of teenage pregnancy
Need for role models	Creating more role models of all types	Not enough role models 'like me'
Culture of primary schools & secondary mismatched	Services target driven (on the right focus?)	Historically, lots (majority) of funds have gone to deprived areas
Feeling of no choices	Service overload	Authorities involved so much
People feel part of very specific areas	If deprived, young people relate only to each other	
Tuition fees put off those from less affluent	People don't expect anything different than what they're born into	Resigned/ accept circumstances as can't see a way out (what's motivating those who don't)
Home life is a factor	Poor community development provision	Poor health (obesity)
High crime levels	High level of unemployment	Low wage economy

### **What works? / Could work?**

#### **Primary Schools**

- Build relationships with students
- Smaller so students aren't lost
- Having the same teacher for a number of years helps - transition to secondary
- Parent relationships closer at primary school

- Invited in more
- Can build relationships with one another
- Could this 'one teacher' element be used in secondary schools?
- 'Feel' of primary schools expressive/ open/ more personality
- Parents actively involved (school trips)
- Teaching Assistants often local people/ parents
- Transition is focus/ key
- In secondary schools pupils can become lost/ invisible
- Smaller classes positive/ feel more visible (harder for people to drop out unnoticed)
- Westley High School works because it's small
- People at risk highlighted on move to Secondary
- Do extended schools help?
- Why were middle schools scrapped?
- Hands on leadership (what factors are considered to save failing schools)
- Support to teachers from Heads
- Choices for recreation (extra curricular positive activities)
- Social interaction (improves communication skills/confidence)
- Motivation/ encouragement
- Don't have to rely on parents- go straight to child ( intervention)
- Extra activities that schools offer could entice young people back?
- Mentoring/ coaching/role models work
- Projects work when they have mainstream resources?
- What does LA as an organisation do to offer this to local young people?
- More targeted work needed, personalisation

## ACTION PLAN

<b>Action</b>	<b>For</b>	<b>who</b>	<b>Issues/timeframe</b>
Year bases for Yr 7 (or longer) to help in transition from primary to secondary	Primary school through to Year 8 pupils	CYPP, Schools, Governors, Member Champion, CYP Service Design briefs for School Services	
<b>Targeted mentoring</b>	Young People	LSP, students, local businesses, reps, voluntary sector, parents	Could the Council and PCT release staff for two hours a week to mentor young people?
<p><b>Package of support to parents:</b></p> <p>Mentoring (to be sustained- mentee becomes mentor)</p> <p>Induction packs (when child goes to Secondary school)</p> <p>Key contact lists</p> <p>Use youth worker knowledge of parent &amp; child's needs</p> <p>Outreach necessary to get those 'hard to reach'/unengaged</p> <p>Home start model, early intervention</p>	Parents	CYPP/LSP?Council/ PCT and voluntary sector	Link in to/ from sure start/ Health Visitors and local community provision

## INFORMATION AND RESEARCH / DATA DEVELOPMENT AGENDA

- Data set of 400 young people -undertake regular review and add more relevant categories
- Look at ways to measure happiness and satisfaction
- Look at ways to measure how informed/ involved in decision making do young people feel?

**What are the opportunities, barriers and threats to our successful partnership working?**

<b>Opportunities / Strengths</b>	<b>Threats / Barriers</b>
<ul style="list-style-type: none"> <li>▪ Providing the place for coalition building</li> <li>▪ Need to give elected members higher profile in partnerships</li> <li>▪ BSF-Opportunity for risk taking</li> <li>▪ A new willingness to try</li> <li>▪ Time to think outside the box- need to be prepared to take risks/ challenges</li> <li>▪ To make a real difference to young people's lives</li> <li>▪ Commitment from partners</li> <li>▪ Enthusiastic Leaders prepared to take radical steps</li> <li>▪ Good ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inequality of power</li> <li>▪ Lack of trust</li> <li>▪ Lack of resources</li> <li>▪ Schools seen as partner institutions not part of the partnerships</li> <li>▪ Participation mechanisms for community and young people often complex</li> <li>▪ Challenge is 'people's safety zone'</li> <li>▪ Priorities and resources not always linked transparently</li> <li>▪ Control of resources held in centre: real or perception</li> <li>▪ Belief that we do it well</li> <li>▪ Risk adverse</li> </ul>

## Group 2 - Turning the curve exercise

**Population:** Communities resident in the 3% most deprived areas (Norley)

**Outcome:**

- Better community spirit

**Experience:** *What would success look like?*

- Build on strengths of community
- Community recognise it's strengths
- Praising positives
- Experience life outside of Norley

**Indicators:** *What are the key indicators we could use to measure impact on the population outcome?*

- GCSE success rate- narrow gap between Norley and borough average
- Increase percent of young people participating in employment/ education or training
- Number of young people involved in positive activities
- Reduce number of young people in youth justice system in Norley and involved in ASB

**Baseline/curve to turn:** Number of young people involved in positive activities in Norley

### STORY BEHIND THE BASELINE

Attainment in locality is lower than other parts of the Borough	Higher benefit claimants	Higher DV rates
Around 1000 young people	Extended school x1 Secondary schools accessed x3	Irrational fear of crime
Low disposable income- smoking and alcohol	No youth facility- dedicated	Lack of sustainable funding not mainstreaming

### **What works? / Could work?**

- Clear actions- communicating realistic actions
- Children's centre/ work well hub
  - Social care
  - Could get more local people involved

- Need outreach work
- Look at success of other centres- attract target people
- Diversionary tactics- fire fighter activities
- Partnership working
- School based police officers
- Environmental teams- virtual teams
- Connexions working well
- Look to big employers- placement opportunities (LA, police, fire)
- Find out what young people want
- Buy-in from key people
- Bring those working in area together WKP day
  - Buy in to principle
  - Pool funds
  - Co-ordinated approach
  - Share vision
  - Link objectives and direction
  - Working gap- link to LAA
- Understand full range of services
- Good communication
  - Link newspaper
  - Better communications to parents
  - Help 4 me – website
  - School- attend assembly

Ideal

- Engage with wide audience
- More staff to engage with residents
- Young persons centre
- Training people - prevention
- Engage Councillors
- Better commissioning framework- sustainable
- Training people- prevention
- Integrate community- 3 estates
- Good transport- increase mobility
- Identify common ground
- Involve YP at start

**ACTION PLAN**

Action	For	who	Issues/timeframe
<b>Mapping</b> Identify what's there and what isn't	To inform commissioning and service development	CYPP/ LSP/ Voluntary sector	All agencies hold information  Commission indep-

What is working Involve Young People			(WCBS, Wisdom project) Build on what's there  Link to YP through workers in area Clear action plan
<b>Multi-agency working group</b> Clear focus Specific actions/ agenda Budget/ to deliver resources	Council and its partners	Council, voluntary sector, churches, young people, elected members, service providers	Resources to deliver plans
<b>Diversionsary Tactics- Broaden horizons e.g. big employers</b> Outside Norley Break cycle of inevitability	Young people on Norley	CYPP	Focus on looking outside the locality, widening horizons and opportunities

### **INFORMATION AND RESEARCH / DATA DEVELOPMENT AGENDA**

- Qualitative information about Norley = softer side
- Set up systems to measure YP in positive activities- set specific criteria to measure
- Map what is going on locally
- Engage young people in what they are engaged with
- Positive activities with young people
- Look at trend over 20 years in the area

### **OTHER PARTNERS / STAKEHOLDERS**

Community Safety- share information  
GMPTE

**What are the opportunities, barriers and threats to our successful partnership working?**

<b>Opportunities / Strengths</b>	<b>Threats / Barriers</b>
<ul style="list-style-type: none"> <li>▪ IT for data sharing including contact point</li> <li>▪ Joint commissioning</li> <li>▪ Currently undergoing lots of change- opportunity to be radical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal agendas</li> <li>▪ Different target from central government</li> <li>▪ Data sharing</li> <li>▪ Time</li> </ul>

<ul style="list-style-type: none"> <li>▪ Partnership working</li> <li>▪ Drive towards better outcome for CYP/ adults</li> <li>▪ To improve safety of members of community by identifying vulnerable people</li> <li>▪ Collaborative spirit</li> <li>▪ Commitment to partnership meetings/ events</li> <li>▪ Far better communication links</li> <li>▪ Existing partnerships that work together</li> <li>▪ Sharing of experience and knowledge</li> <li>▪ Increase in working together</li> <li>▪ An excellent workforce across all agencies with good outcomes for young people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Moving out of work comfort zone</li> <li>▪ Different rules of engagement</li> <li>▪ Always waiting for everyone to be ready</li> <li>▪ People not willing to share information</li> <li>▪ Fear of losing control</li> <li>▪ Changes can destabilise</li> <li>▪ Lack of resources</li> <li>▪ Limited resources- limited opportunities – return to silo working</li> <li>▪ Tools- different IT systems</li> </ul>
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