



MeetingDate commencing at MeetingTime

MeetingLocation

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WIRRAL CHILDREN'S TRUST BOARD

AGENDA

Date: 18th January 2016
Time: 9:00 to 12:00
Location: Wallasey Town Hall

(D) = Decision (I) =Information

- | | | | |
|-----|--|----------------|-------|
| 1. | 09:00 Apologies and Introductions | Chair | (I) |
| 2. | 09:05 Declarations of interest | Chair | (I) |
| 3. | 09:10 Minutes of the last meeting and actions arising | Chair | (I) |
| 4. | 09:15 CAMHS Transformation (verbal update) | Fiona Pender | (I) |
| 5. | 09:30 Performance Report Q2 | Julia Hassall | (I) |
| 6. | 09:50 Update WCSB | Bernard Walker | (I) |
| | 10:10 Break | | |
| 7. | 10:30 Leasowe & Woodchurch Pilot Hub evaluation report | Rebecca Mellor | (D) |
| 8. | 10:50 Zoe Munby Foundation Years Trust | Zoe Munby | (I/D) |
| 9. | 11:05 Children's Strategy | | |
| | (i) Consultation Engagement | Janice Monty | (I) |
| | (ii) Strategy Update | Julia Hassall | (I) |
| 10. | 11:35 Children's Joint Commissioning Group Update | Julia Hassall | (I) |
| 11. | 11:50 Any Other Business | | |

Dates of future meetings:

16 May 2016

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CAMHS has been successful in bidding for a significant amount of funding and will be submitting their high level plan in October. The plan will support early prevention and resilience and will address plugging gaps in services, for example to deal with the increasing numbers of young people who self-harm or have eating disorders. CAMHS will engage with young people to find out what their priorities are. The high level plan will be circulated for comment before developing the detail of the delivery plan.

The service redesign will also make changes to the way young people in crisis, who are at risk of self-harm or suicide are referred and treated, and also the accessibility of the subsequent support they will receive.

K Podmore commented that this would also apply to many young people attending Birkenhead Sixth Form College which C Campbell acknowledged, saying that it would be useful to be able to contact The Board members to ensure that the plan covers all groups.

J Monty commented that she, Lisa Arthey and Julia Hassall, have been involved with the bid and will be involved in planning for delivery. Julia Hassall confirmed this and said that they will take the broader views of this group to the Children's Joint Commissioning Group.

In response to questions from P Sheridan, C Campbell said that the age group covered by the redesigned service will be 0-19 and that she will be leading on commissioning with Fiona Pender leading on the delivery.

In response to a question from N Johnson about educating GPs, C Campbell said that there will be clearer pathways as part of the service redesign.

It was resolved that:

- 1. The Board noted the update.**
- 2. P Sheridan to liaise with C Campbell re addressing Headteachers.**

5.0 EARLY HELP REVIEW UPDATE

The Board received the Early Help Review update. Working with a multiagency group and in a series of workshops, an Early Help and Prevention Draft Strategy has been developed. The main body of the strategy will consist of 3 sections:

- Help in the earliest stages of life
- Help in the earliest stages of a problem
- Late prevention

There will be one twilight workshop for schools that missed out on the previous workshops and then one final workshop to review the draft strategy.

Cllr Meaden asked what was the most difficult problem with domestic violence; E Hartley said the fact that this is becoming normalised behaviour. Work is being done

with schools and parents to challenge these behaviours. K Podmore suggested that schools be given information as early as possible so that it can be included in the PSHE programme.

J Hassall mentioned that Gateway, MASH and CADT are separate routes of referral at the moment but may in future be merged. E Hartley said a single front door would help, the Early Help team intends to develop a very simple Early Help Assessment, based on the Liverpool model. One of the major challenges is to build early help capacity in other agencies and sectors. Cllr Clements asked if there is a timescale for merging the referral processes; J Hassall replied that not as yet but next steps will hopefully be rolled out soon and she will report on progress at the next meeting of this Board.

Cllr Meaden thanked E Hartley.

It was resolved that:

- 1. The Board noted the update.**
- 2. J Hassall to report back on progress towards providing single front door for referrals.**

6.0 YOUTH VOICE CONFERENCE/YOUTH VOICE PARLIAMENT.

L Davidson gave an update to the Board.

The Youth Voice Conference will be held on 20th October. Last year the theme the young people chose was Emotional Wellbeing and this year they have chosen Keeping Safe as they are very aware of current issues for young people. The conference will include the following workshops in the morning:

- exploitation (not just CSE)
- streetwise
- media pressure
- mate crime
- bullying
- gang pressure
- internet safety

and in the afternoon there will be a Hot Seat Panel.

Cllr Meaden raised the issue of current culture in parks in the evenings; L Davidson said that this will be covered in both the exploitation and the streetwise workshops and also that any known incidences are reported to the Police. J Hassall said that there has been some joint working done with the Police on this issue.

The next Youth Parliament is on 10th November at 6.00pm. Young people are able to debate issues with elected members. Schools put forward topics for debate, the Mayor makes the final decision on which topics will be debated. This year the meeting will be closed rather than public. Elections for the UK Youth Parliament representatives will be

held early in 2016 and prior to this there will be a number of workshops to gather interest from the young people.

Both Cllr Meaden and J Hassall commented on how powerful the Youth Parliament is and how articulate the young people are. Cllr Clements suggested circulating the date to all elected members as, being a closed meeting, it will not be in their diaries.

It was resolved that:

- 1. The Board noted the update.**
- 2. L Davidson to circulate date of Parliament to all elected members.**

7.0 ANNUAL REPORT OF WIRRAL SAFEGUARDING CHILDREN BOARD

The Board received the WSCB Annual Report. The business plan for 2015-16 has reduced from last year in order to concentrate on five key priorities:

1. Making safeguarding everyone's responsibility

The WSCB is a mechanism to promote and hold each other to account. The voice of young people is integral to safeguarding. A dedicated website for the Safeguarding Board will be published before the end of 2015. There will be a link to this from the revised council website.

2. Child sexual exploitation

Local and regional procedures are being developed in partnership with Cheshire Police and Merseyside Police. This includes the Listen to My Story website. There was a discussion about Wirral's effectiveness at disrupting CSE and taking prosecutions. J Hassall said that it is vital that there is zero tolerance approach to CSE and that there is evidence to show that this approach is working.

3. Early help

Effectiveness of Early Help is key to safeguarding. Currently work is also being done on developing data collection in order to audit how effective the CAF process is.

4. Domestic abuse

This refers to domestic abuse in all its forms. The WSCB has a key role in working with the Safeguarding Adults Board. In response to a question from Cllr Meaden, Superintendent Martin said that Merseyside Police are dealing with many incidents of domestic abuse. It appears that the number of incidents has increased but this may be due to more robust reporting procedures and the fact that what constitutes domestic abuse has been broadened. However, it may be due to the circumstances in which many families find themselves in this economic climate. Cllr Meaden thanked Superintendent Martin for his input.

5. Radicalisation

B Walker emphasised that everyone working with young people should have an understanding of Prevent process and the Channel procedure. There will be a session on this at the Youth Conference. Radicalisation prevention is now also part of the OFSTED inspection of schools. K Podmore reminded the Board that since 1st July 2015 there is now a legal requirement on schools to train staff and

work with students and to have an action plan in place. A Davies informed the meeting that there are lots of briefings taking place with primary heads. P Sheridan said that secondary heads are still working on the training of their staff. K Podmore clarified that staff includes everyone working at a school, from cleaning staff upwards. J Monty said that tutors in the Lifelong Learning services are undertaking online training.

It was resolved that:

- 1. The Board noted the report.**
- 2. J Hassall to clarify with WSCB business manager who will deliver training.**

8.0 PERFORMANCE REPORT Q1 2015-16

The Board received the report. Of the 20 indicators included, 16 were green, three amber and 1 red.

J Hassall provided further detail about the 4 indicators which were not green.

CSC001: Rate of referrals to Children's Social Care. The Authority is improving access to Early Help and so reducing the referrals to Social Care. K Podmore asked about impact of the Troubled Families programme and J Hassall said that it has had a good impact with low rates of relapsing; phase 2 is being rolled out and will reach 600 families per year providing a more targeted approach and reducing referrals to social workers.

CSC029: Average time between child entering care and moving in with adoptive family for children who have not been adopted. This figure is improving but needs further improvement.

CSCS020: Take up of 2 year old offer by eligible families, as identified by the DWP. A letter from the DfE identified Wirral as being in the mid-point for take up of the 2 year old offer. Cllr Clements asked if it was known why some authorities did much better than others. J Hassall responded that Wirral is in the process of establishing the reasons and will use its pledge re School Readiness to improve take up.

EDU018: Schools % take up of services. The Schools Traded Service goes live on December 1st and the Authority is doing a lot of work with schools to ensure take up of services.

CSC028 is a new indicator to measure reduction in number of admissions (10-24 yrs) to hospital as result of self-harm. This is being developed with partners in line with Vision 2018 objectives. The work is in two strands: firstly prevention strategies and secondly looking at clinical treatment and support systems on discharge. This is also related part of the CAMHS transformation work.

K Podmore expressed concern about EDU017, Take up of Universal infant free school meals, saying that parents are not taking up this offer. J Hassall responded that Frank Field is involved in working on this issue. A Davies said that the Authority is hoping to instigate an opt-out system and will write directly to all relevant parents to inform them of this. When parents access free school meals, schools receive additional Pupil Premium Funding. At the moment many parents are not aware of this fact. Cllr Clements asked if this system could be rolled out to Early Years settings. P Sheridan replied that as many parents who attend Children's Centres do not register at the centres, they cannot be written to. J Graham suggested building this into the 2 ½ year assessment carried out by Health Visitors.

It was resolved that:

- 1. The Board noted the report.**
- 2. K Podmore to feed back to Inclusion group re uptake of universal infant free school meals.**
- 3. A Davies to liaise with J Graham to discuss building into health visitor assessments.**

9.0 CHILDREN'S JOINT COMMISSIONING GROUP - UPDATE

The Board received the report. J Hassall informed the meeting that core membership is increasing and the group is working on developing a Joint Commissioning Agenda for Children and Young People which will have ambitious outcomes for young people. The intention is that this group will become the singular group for moving Children and Young People's services forward. The Memorandum of Understanding is being developed. At the last meeting the two topics covered were:

1. Domestic Abuse
 - Definition and terminology
 - Mapping existing services
 - Courts and Crown Prosecution service to be involved
 - Clarification of which organisations contribute to delivery of which services – size and value of current "pot".
 - Analysis of needs and gaps in provision

These bullet points to be used in meetings with stakeholders.

2. Speech & Language Therapy.

Ongoing work to modernise and have one commissioning approach.

The group is also working with CAMHS on its transformation and how to ensure that there is one approach, across both Health and Local Authority, re commissioning CAMHS.

The new youth zone, named by young people as the Hive, is progressing and will open in late 2016. This will impact on other youth provision across Wirral.

It was resolved that:

1. The Board noted the report.

10.0 SCHOOL RESULTS

The Board received the report. Headline results are:

- The overall figures for children attaining Good Level of Development is increasing. Wirral is ranked 3rd in the North West.
- The gap in attainment between children who do and don't receive free school meals is reducing.
- The gender gap in attainment is reducing.
- The attainment gap between those children who are looked after and all Wirral pupils is decreasing and is smaller than the national figure. CLA pupils attainment levels are increasing but they need to improve further, particularly for those out of borough Key Stage 2 children as not enough of this group is reaching expected standard. The out of borough schools where these children need to be placed may not be best schools in terms of education.

S Talbot also reported on the GCSE provisional results:

- Wirral ranks 3rd in the North West overall.
- Across the borough there are issues with some examination boards. Pupils have achieved widely varying results in different papers for the same subjects.
- 2 schools had to be issued with warning notices but these are provisional, final decisions are dependent on results of re-marks.
- Although the %age achieving A* to A has decreased slightly, this is in line with national figures
- %age achieving A* to B has increased
- %age achieving A* to E has decreased.
- No of total entries has increased.
- All of the above figures are provisional and may change after the results of the re-marks are received.

Schools now need to be improving. Any that are seen to be coasting will need to be alerted and supported. This applies to 3 primary schools, one of which has 2 bases.

K Podmore asks if it is correct that the improvements at Key Stage 2 are not feeding through to GCSE and GCE. Sue confirmed this is the case but added that the problem is masked by high overall results. Where results have not been as expected it has affected differing cohorts of young people; in some schools it has been those of whom there are low expectations and in other schools it has been those where there are higher expectations.

It was resolved that:

1. The Board noted the report.

11.0 ANY OTHER BUSINESS

J Hassall said that next steps for the Authority are around producing the strategy for the 2020 Vision.

CLOSE:

As there was no further business to discuss the meeting closed at 11.45 hrs.

DATE AND TIME OF FUTURE MEETINGS

18 January 2016 at 9.00am

16 May 2016 at 9.00am

DRAFT

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
Children & Young People								
0001	Rate of Referrals to Children's Social Care (per 10,000 population)	575.0	575.0	742.0	Red	730.7	↑ A number of factors have led to an under-performance against this indicator. In August, the introduction of a single point of entry for referrals has led to an increase in the number of contacts received from 700/800 to 1100/1200 per month. All contacts including those previously dealt with by the Gateway team are now processed through MASH (Multi Agency Safeguarding Hub). Over the past 4 months there has been an increase in the re-referral rate and this has also impacted on the increase in the number of referrals. There has been an increase in domestic abuse referrals from the Police to address a back log which had developed. The following actions being undertaken to improve performance: 1. A multi-agency workshop is being arranged in December to improve understanding of the threshold for referral. 2. The introduction of joint screening of all domestic abuse notifications by the Police and Children's Social Care. 3. Improved quality assurance of decision-making within Multi-Agency Safeguarding and auditing of repeat referrals.	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
CSC003 Page 12	Rate of Children in Need per 10,000	350.0	388.0	396.2	Green	381.4 Amber	↑	<p>The number of Children In Need has increased due to the following:</p> <ul style="list-style-type: none"> • There has been an increase in the rate of referrals into Children's Social Care. This is both initial referrals and re-referrals. • Within the system there remains a need, both internally and externally, for a better understanding of the thresholds for intervention and levels of need in respect of children and their families. <p>The following actions are being taken to improve this measure:</p> <ul style="list-style-type: none"> • Ensuring the Threshold of Need is understood internally and externally and associated correct intervention is applied rigorously. • Review Children In Need cases that have been in place longer than 6 months. • Improve the Multi-Agency Safeguarding Hub screening process. • Utilise the early help offer and ensure it is consistently applied.
CSC004	Rate of Child Protection Plans per 10,000 (0-17)	44.4	42.6	51.8	Green	50.9	↑	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)	
PI Ref	PI Title		Target	Actual	RAG				
CSC008 Page 13	Rate of Looked After Children per 10,000	96.2	98.2	101.0	Amber	100.3	↓	<p>The number of children entering care has been relatively stable for the past five years; however, children are remaining in care longer than in other authorities. A decreasing target has been set for this measure to bring Wirral more in line with the North West average and that of our statistical neighbours.</p> <p>The department is maintaining a tight control of the processes around children becoming looked after. There is also a focus on the following areas:</p> <ul style="list-style-type: none"> • Increasing the use of Child Protection Plans • Progressing plans for Special Guardianship Orders (SGO) • Improving the timeliness of adoptions <p>Additional social work capacity has been agreed as part of the strategy to reduce the numbers of Children in Care, with the additional capacity targeting the areas highlighted above. Increased legal capacity has also been arranged to progress applications through the courts. This is to meet the target timescales set.</p>	
	CSC010	The Percentage of Children in Care who have had 3 or more placements	<10.0%	<10.0%	6.0%	Green	5.8%	↓	
	CSC011	The Percentage of Children in Care who have been in placement for 2 or more years	73.0%	73.0%	76.7%	Green	76.0%	↑	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
CSC029	Average time (days) between child entering care and moving in with adoptive family, for children who have been adopted	628.0	628	387.1	Green	462	↑	<i>Two children have been adopted who waited 1261 days before moving into the adoptive family. These are the last two of a cohort of older, more difficult to place children, so it is expected that there will be significant improvement next year. Also during the last 18 months the service have developed more robust family finding, matching and tracking methods to identify placement for children in a more timely way.</i>
Page 14 CSC014	Family Intervention Service engagement with families	600	250	124	Red	600 Green	↓	Progress has been hindered by the delayed implementation of the Family Intervention Service. A re-organisation of the Family Support and Intensive Family Intervention Programme teams into a single service area through formal consultation with staff, HR and Trade Unions has delayed the launch of the new programme by approximately 3 months. By the end of November family engagement is forecast to reach 270 families and by the end of December to 380 families.
CSC015	Percentage of Children leaving care through Special Guardianship Order (SGO) or Adoption	35.0%	35.0%	38.6%	Green	39.1	↓	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
CSC016	Family Intervention Service positive outcomes with families	400	100	37	Red	400 Green	↓	Progress has been hindered by the delayed implementation of the Family Intervention Service. A re-organisation of the Family Support and Intensive Family Intervention Programme teams into a single service area through formal consultation with staff, HR and Trade Unions has delayed the launch of the new programme by approximately 3 months. By the end of November family engagement is forecast to reach 270 families and by the end of December to 380 families.
Page 15 PSC017	Number of specialist targeted services early help assessment and intervention	1000	500	514	Green	1000	↓	
EDU001	Early Years % Reaching Good Level of Development	70%	70.0%	69.7%	Green	69.7%	↑	
EDU005	Key Stage 2 L4+ Reading, Writing and Maths	80%	80.0%	79.6% (P)	Green	79.6%	↑	Key Stage 2 data is provisional - revised figures will be published by Department for Education in December 2015/January 2016.

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
EDU006	The achievement gap between pupils eligible for free school meals and their peers achieving at Key Stage 2 (Level 4+ Reading, Writing & Maths)	16%	16.0%	20.7% (P)	Red	20.7%	↓	The Locality Boards have scrutinised data to determine priorities which are raising attainment of low ability free school meal pupils in reading and mathematics and more able free school meal pupils in grammar, punctuation & spelling (GPS) and writing. Schools with these issues have been identified with targeted training programmes starting in December 2015.
EDU007	The % of Looked After Children achieving Key Stage 2 (Level 4+ Reading, Writing and Maths)	55%	55.0%	56.7% (P)	Green	56.7%	N/A	<i>This is an annual measure. Membership of this cohort changes each year and therefore a 'Direction of Travel' cannot be given due to the annual variation in ability levels between pupil groups.</i>
EDU014	The % of young people aged 16-18 who are not in Education, Employment or Training (NEET)	4.5%	9.8%	7.3%	Green		↑	<i>It is not possible to provide a Year End Forecast at Quarter 2 due to the nature of the calculation used for this measure. Although data is collected monthly, government targets are set annually based on three monthly snapshots at the end of November, December and January each year. A Year End Forecast will be available at Quarter 4.</i>
EDU015	the % Care Leavers in Employment, Education or Training	49.0%	49%	50.0%	Green	51.0%	↓	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
CSC018	% of families with an under 5 living in the most 0- 20% most deprived SOA's that are registered with a Children's Centre	90%	84%	78.6%	Amber	85% Amber	↓	<p>The service is currently in a period of transition as a result of restructuring Children's Centres and Early Years into the Early Childhood Service. The service review is currently in a period of formal consultation with staff, HR and Trade Unions. Whilst in this period of transition progress towards achieving the target has stalled.</p> <p>The service re-design will give greater priority to target groups and will align delivery with wider Targeted Services areas to enable more proactive engagement in Children's Centres and registration with a larger cohort of targeted families.</p>
CSC019	% of families with an under 5 living in the 0 - 20% most deprived SOA's who have sustained contact with a Children's Centre	50%	30%	24.1%	Red	45.0%	↓	<p>The service is currently in a period of transition as a result of restructuring Children's Centres and Early Years into the Early Childhood Service. The service review is currently in a period of formal consultation with staff, HR and Trade Unions. Whilst in this period of transition progress towards achieving the target has stalled.</p> <p>The service re-design will give greater priority to target groups and will align delivery with wider Targeted Services areas to enable more proactive engagement in Children's Centres and registration with a larger cohort of targeted families.</p>
CSC020	Take up of 2 year old offer by eligible families as identified by the DWP	85%	75%	74.0%	Green	85.0%	↑	

2015-16 Families & Wellbeing Performance Indicators		Year End Target 2015/16	July - September (Q2)			Year End Forecast	DoT	Corrective Action (Red or Amber) Context (Green/where provided)
PI Ref	PI Title		Target	Actual	RAG			
CSC021	Increase take-up of Children's Centre services for Children Looked After, Children in Need and Children subject to a Child Protection Plan	95%	80%	76.8%	Green	88% Amber	↓	The service is currently in a period of transition as a result of restructuring Children's Centres and Early Years into the Early Childhood Service. The service review is currently in a period of formal consultation with staff, HR and Trade Unions. Whilst in this period of transition progress towards achieving the target has stalled slightly. Closer collaboration with Specialist Services and the wider community offer is required to ensure that Early Childhood Services are accessed by those children and families who are most vulnerable.
CSC022	% children's social work staff receiving monthly supervision	85%	85%	94.0%	Green	87.0%	↑	
Direction of Travel (DoT) Key		↑	Performance Improving		↓	Performance Deteriorating		↔ Performance Sustained

Report to the Children's Trust Board on Safeguarding Arrangements

1.0 Background and Introduction

1.1 This report forms part of a regular safeguarding update from the WSCB to the Children's Trust Board on key developments locally and nationally on regulatory reform, updates on progress of local Serious Case Reviews and work locally and key challenges for the partnership and agencies.

2.0 National Reform and Safeguarding Developments

2.1 Section 11/175

The WSCB has a statutory duty (under Section 11 of the Children Act and Section 175 of the Education Act) to test the effectiveness of partnership safeguarding arrangements and arrangements to promote the welfare of children and young people. Agencies are schools are requested to complete an online annual safeguarding audit self-assessment to provide assurance to the WSCB about the effectiveness of their safeguarding arrangements.

For each school and partner agency the safeguarding audit tests: management commitment to safeguarding; attendance at required training; having a named lead for safeguarding in place; robustness of safeguarding policies and procedures; quality of response to CSE; bullying policy in place; awareness of safer recruitment and managing allegations policies. The audit questions are updated each year to ensure the WSCB is testing local and national safeguarding priorities and statutory responsibilities. For example, commitment to preventing the radicalisation of young people will be tested in the 2016 audit.

155 organisations (including 129 early year's settings, schools and colleges) completed the 2015 audit. Key findings from the 2015 Section 11 and Section 175 audits are:

- On average all set safeguarding standards were exceeded across all agencies
- Agencies strengths include safeguarding induction, having a named lead for safeguarding and awareness of policies and procedures
- Assurance was provided that staff across agencies understand the threshold for making a referral into children's services and know what to do if they have concerns about a child
- The audits evidenced very clear and consistent senior management commitment to safeguarding
- Arrangements for safeguarding supervision have improved but agencies require more guidance about what a good supervision policy looks like
- The audits showed a clear awareness of CSE
- Schools have a very good commitment to and attendance at safeguarding training
- Safer recruitment policies are becoming well embedded but usage is variable
- Anti-bullying policies appear well embedded

The summary report for the 2015 Section 11/175 safeguarding audit is published in the WSCB Annual Report (<http://www.wirral.gov.uk/health-and-social-care/children/wirral-safeguarding-childrens-board/wirral-safeguarding-childrens>).

For 2016 the WSCB and SAPB have jointly purchased the latest online audit tool from the Virtual College which will allow us to create Wirral bespoke safeguarding audits for schools and other partner's agencies. In the first quarter of 2016 partners will be invited to participate in the design of the audits. The audits will be opened on the 1st April and closed on the 31st July. A series of multi-agency briefing events will precede the launch of the 2016 audit. Results will be published in the WSCB annual report on the 1st September 2016.

2.2 Feedback from the WSCB Meeting December 2015

The full WSCB now meets 6 times a year (previously once a quarter) to discuss safeguarding items of local and national significance including those the WSCB holds a statutory duty for. The WSCB does not publish the minutes publicly due to the sensitive nature of some of the content. The following topics were discussed at the meeting held on the 8th December 2015:

- Opening Event – Radicalisation and the Prevent Agenda. Dave Grisenthwaite from the Safeguarding Adults partnership board presented an overview of the 'Prevent Agenda' to the WSCB. The presentation included a video about Nicky Reilly who attempted to bomb a restaurant in Exeter in 2008 following radicalisation by two Islamic extremists. The presentation highlighted the need for all agencies to be aware of radicalisation and to know what to do if they have concerns about a young person. This is a priority area for the WSCB in 15-16.
- Executive Committee Report – Options paper: Charging for non-attendance at multi-agency training. The WSCB Executive agreed to introduce a charge to agencies for non-attendance at training by professionals. This is in response to the average figure of 20% no- attendance – sometimes as high as 50% - for the WSCB's multi-agency training courses. From April the WSCB will charge delegates £30 for non-attendance at a half day course and £50 for a full day's course.
- Multi-agency Performance Information. The WSCB has been developing its performance information dataset over the past six months to be truly representative of multi-agency activity to safeguard children and young people. The dataset is presented to the WSCB quarterly and now includes 205 indicators. The Performance committee reviews the data and presents the datasets which highlight good practice or indicate course for concern to the Board.
- CYPD Diagnostic. Children's Services recently completed a safeguarding diagnostic which included participation by the WSCB. The business structure of the WSCB, the Section 11/175 audit activity and the Annual Report and Business plan were identified as areas of strength. Attendance at sub committees, lack of a website and close scrutiny of child protection activity and multi-agency auditing were identified as areas for development.
- Observations of Practice. In 2015 the WSCB members each spent half a day in an agency they were less familiar with and shadowed a front line practitioner. The observations highlighted the commitment to safeguarding across partner agencies.
- Early Help Strategy. Deborah Gornik, the Head of Targeted Services, CYPD presented the Early Help Strategy to the WSCB. The Board endorsed the strategy and thanked Deborah and her staff for producing it.
- Child Protection Activity and Child Protection (CP) Standards. Lisa Arthey, Head of Specialist Services, CYPD presented a report which provided an overview of Child protection activity over the past six months and presented a draft set of Child Protection Standards. A further report on CP activity is being brought to the next Board in January and the draft Standards document will be taken to the policy, procedure and practice committee in January for approval and publication.

2.3 WSCB Case Reviews

The WSCB's Case Review committee has recently completed one learning review and is currently undertaking two critical incident reviews:

Learning Review – Child 3. This case centred on an allegation that Child 3 was at risk of forced marriage. The case review committee completed the review in September 2015 and will publish the multi-agency action plan in January 2016. Recommendations from the review include:

- Publishing forced marriage practice guidance to support practitioners using the Merseyside protocol
- Development of Harmful Practices multi-agency training by the Learning and Development Committee
- WSCB to test that practitioners can easily access multi-agency safeguarding procedures including understanding of the multi-agency escalation procedure
- Partners to be aware of the referral pathway in Forced Marriage cases
- Highlighting the role and function of the Family Safety Unit – particularly the advice and guidance it can offer
- WSCB to review how interpreter services are provided for families

Critical Incident Review – Child 4. The case review report will be considered by the WSCB Case Review committee in February 2016. The resulting multi-agency action plan will be published in March. The subject of the review was a 5 month old baby who suffered a near drowning when sat in a baby bath seat which tipped forward. An early recommendation is for the WSCB to undertake work locally with trading standards to raise awareness of the potential dangers of placing very young babies in bath seats. A summary of the full recommendations will be presented once the action plan is published.

Critical Incident Review – Child 5. Similarly to Child 4, the Child 5 case review report will be considered in February and the multi-agency action plan will be published in April 2016. This case centres on the multi-agency support available to an ex looked after young person prior to and following a non-fatal stabbing incident. Recommendations will include a review of the transitional support provided for care leavers. The full recommendations will be published in April.

2.4 WSCB and SAPB Independent Website

The WSCB and SAPB have jointly commissioned a company to develop a website for both safeguarding boards. WSCB web based information is currently held on the wirral.gov website but the children's and adults safeguarding boards identified the need for them to have their own independent website. The benefits of the website to professionals, parents and carers and children and young people will be:

- The website will be a 'one stop shop' for safeguarding information and guidance and clear separate sections will exist for children and young people, professionals and parents and carers
- All safeguarding information will be able to be accessed directly from the home page
- Information will be easily accessible and the website will be compatible with new and emerging technology including social media applications
- The website will reinforce the independent identity of the safeguarding board

- Clear links will exist to the WSCB safeguarding policies and procedures
- The information will be updated weekly and will be owned and maintained by the WSCB

Users of the website will be able to:

- Access the weekly newsletters and associated resources
- Access all the WSCB multi-agency policies and procedures
- View the training schedule and book directly onto training
- Participate in online questionnaires
- Access section 11/175 and other online safeguarding audits
- View the WSCB's social media streams
- WSCB committee members will have secure log ins to access agendas, minutes and committee papers

The website will be launched on the 1st April 2016 and will be fully functional by the 1st July.

3.0 Recommendations:

3.1 The Wirral Children's Trust Board notes the report.

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1.1 Introduction

This evaluation examines the process used to set up and implement Leasowe and Woodchurch Hubs and also looks at the perceptions and experiences of the stakeholders during this phase.

1.2 Background

Growing up in poverty can affect every area of a child's development and future life chances. Children from low income households are less likely to achieve their academic potential and secure employment as adults. They are far more likely to suffer from poor health, live in poor quality housing and unsafe environments. It is clear that to break intergenerational transmission of poverty equal importance should be given to both maximising family income and ensuring children receive the best start in life (Liverpool City Region, Child Poverty and Life Chances Strategy, 2011-2014).

Schools play a key role in improving outcomes now and in the longer-term for Wirral's children. Primary schools tend to have a focused geography, are naturally accepted as community leaders, have a resource of buildings, land and people and access to enrolled children, younger and older siblings and most importantly to parents. Schools are uniquely placed to understand how services and activities can come together to better support families. There is also evidence that primary school pupils are much more likely to be affected by an area's economics and employment deprivation than their counterparts in secondary schools (Zhang, 2003, links between school absenteeism and child poverty, The Journal for Pastoral Care and Personal Social Education; Vol 21 (1) 10 – 17).

The Marmot Review on Health Inequalities (Fair Society, Healthy Lives 2010) made recommendations about the role schools the following approaches to reduce social inequality:

- Extending the role of schools in supporting communities and families taking a 'whole child' approach to education
- Consistently implementing 'full service' extended school approaches and
- Developing the school based workforce to build skills to work across school and home boundaries.

1.2.2 The 'Hubs'

The 'primary 'school community Hub' concept was initiated to test the approach of the most effective use of the locally available resources. The activities co-ordinated through the 'school community Hub' are aimed at mitigating and reducing the impact of poverty and deprivation through a 'whole family' approach and a community-led programme of activity.

The Hubs have been developed in two local communities, led by a local primary school, to pilot the aforementioned approach. The Hubs look to enhance the vital role of the schools and create a platform for them to act as a catalyst for working with local residents, businesses and organisations.

Leasowe and Woodchurch pilot Hubs were awarded pilot project status as the lead primary schools and commenced in February 2014. The set up and implementation was led by the Hubs using an asset based community development approach across both the school and wider community. Monitoring and reporting support and guidance was provided by Public Health. The Hubs produced quarterly update reports that were presented to the Wirral Child and Family Poverty Working Group.

Objectives of the Community Hubs:

- Increase family and children's wellbeing;
- Increase capacity in the community to tackle poverty;

- Greater awareness of support available to parents in the local area;
- Increase desire of parents to move into work, and with a clear understanding of how to pursue this goal;
- Increase engagement of parents with existing employment and enterprise;
- Improve aspirations of children due to rising parental aspirations.

2.0 Evaluation Methodology

2.1 Approach

The evaluation was designed to capture short-term impacts and experiences of Hub members (Appendix 1) and to explore their thoughts regarding the set up and implementation of the Hubs.

The impact of the Hubs was also explored using the data extracted from the quarterly reports submitted by the Hubs to the Child and Family Poverty Working Group.

The evaluation was undertaken from July 2015 to September 2015 by a member of the Public Health Team and the reporting of findings was due October 2015.

2.2 Data collection

To enable a wide coverage of responses a questionnaire completed by Hub members (see Appendix 2) was deemed the most appropriate data collection tool for the process evaluation. It must be noted that not all Hub members completed and returned the questionnaires and some questionnaires were returned incomplete. Where this had been the case an offer of a visit by a member of the Public Health team, Wirral Council was made. A small number of visits were made and in some cases this provided a more detailed consideration of impacts, perceptions and experiences of the Hubs. Interviews were undertaken in a setting that was convenient for the interviewee using the same questions as per questionnaire (Appendix 2). In total 17 people contributed to the data provided through questionnaires and interviews.

2.3 Analysis

All data was analysed thematically to identify patterns of perceptions, views and experiences, which were then combined into themes to form a comprehensive picture of collective experiences.

Although no sensitive issues were discussed at interview, any quotes are anonymised.

3. Results

3.1 Thematic analysis found a number of different themes emerging from the data and these are summarised as follows:

3.1.1 Role of the Hub

When asked what was their understanding of the Hub and its role the Hub members provided a mixed response.

"Focused on schools and all those connected with school"

"For schools to work with current local services"

"Primary schools linking developing links with community – community development and being able to develop beyond the core service"

"Target areas within the estate that need to be pointed in the right direction"

"..for children and families on the estate –provides extra services to provide additional support to parents to increase their education and skills"

"A school based Hub for children and parents of the school...to use the resources to best engage with the children and parents and increase community wellbeing but there was no room to engage with local community which is much harder and much less successful"

"The Hub supports local families from the estate in a variety of ways. It is drawing on all the resources we have within the community to provide opportunities for families and give them the tools they need to feel supported and equipped in bettering their lives and community"

Hub 1

"The Hub is a support mechanism for ...partners/agencies to work together to improve the area...for a better way of life, education and community engagement"

"To support the community/neighbourhood of high child deprivation and poverty"

"To support vulnerable families.. to look at adult learning, healthy eating and mental health issues"

Hub 2

3.1.2 Involvement in the Hub

Respondents were asked at what point they became involved with the Hubs and how they became involved. The majority were invited to attend Hub meetings (by the lead school team) from the start albeit attendance, in some cases, has been ad hoc due to either capacity or an uncertainty of their role in the Hub.

3.1.3 Stakeholders role in the Hub

From the responses received, a few of the stakeholders were able to define their role in the Hub.

"Felt like an observer...did not have the opportunity to influence the budget spend and could not see how we could get involved"

"I do not have an active role apart from attending meetings and passing on information of events to parents"

"Unsure what my role is"

"I link in with the Hub on any (*specific to that person's role*) events"

"Do not know what my role is but it could have been as a connector"

Hub 1

"My role was to support the Hub and help make decisions on what and how funding could be allocated"

"To support and promote the school the Hub through the schools and parents"

"I just attended the meetings they organised"

"To work to engage our teenagers in activities and programmes...to liaise between the Hub and school to coordinate the adult GCSE English courses"

Hub 2

3.1.4 Importance factors as a Hub stakeholder

Mitigation against duplication of services, engagement, inclusion and a multi services approach were all cited important factors.

"Commitment to developing community links"

"Getting families engaged so they can give their ideas"

"Being open to new people joining the group"

"Unlocking what adults want to do"

"That the Hub is not just being a funding source, whatever (service/activity) is started can this be sustained"

"Ease of accessibility for everyone. If the Hub is based in a school then you can only access it if you go into the school for something...can be quite intimidating and difficult to find where you are going. Hub should be two way"

"It is important that we provide a holistic approach to supporting our local community, that there is consistency for our families in the support received from nursery, primary and high school. That we work to enable the community to take ownership of the estate and feel supported in doing this"

Hub 1

"Good processes and a robust challenge on how the grant money is spent and managed"

"Sharing information and learning"

"To ensure maximum outputs and support and promote the events and projects that the Hub will fund"

"Enabling the wider community to work together and support each other to develop and sustain community projects. Also helps to break down barriers amongst agencies"

"Bringing the community together. The work the Hub is involved with supports all the schools and schools need to be seen as working together"

Hub 2

3.1.5 Involvement in activities before The Hub

A range of activities were reported by different stakeholders and were active before the Hubs were developed

"...has many activities and has been running as an active part of the community for 15-20years"

"...summer school was in place before the Hub and summer camp a few years ago. The learnings from both activities have been shared with the Hub"

"Informal networks work in this community. This raises the challenge of accountability and measurable outcomes"

Hub 1

"joint activities before (the Hub)"

"We have been delivering services in the community for 15 years and have ran a community organiser programme for 3 years"

"Growing, cooking adult and child learning"

Hub 2

3.1.6 Starting afresh from the beginning

Stakeholders were invited to qualify anything they would like to do differently if offered the opportunity to start the Hub again.

"Better engagement...mapping of all stakeholders"

"Perceptions need to change...need to emphasise that's it's not all about the money"

"It (the Hub) works well as it is. Multi agency approach is integral to the success...if all sat around the table this makes communication easier"

"I don't know enough about the Hub to be able to comment on how it could be done differently"

"Give everyone a role and responsibility"

"Clearer referral recommendations for children and young people..."

"Would be run by a coordinator.. there is a place for someone to integrate with the community. Someone who is willing to come and be part of the community. Relationship building is crucial in an area which takes forever so any projects in should be long term. Need 10-20 years to build up long term relationships. This is not a criticism of the Hub"

Hub 1

"The money (funding allocation) would not just be given to the school but looked at the organisations that are already working in the area"

"All partners working together as we have done to try and empower people to sustain services the Hub can provide"

"A clearer picture of what was expected in terms of evaluations, goals and greater flexibility on timescales"

"A collective application for the Hub like a consortium with a point of contact as the accountable body.. would be good to have one central team"

"Restructuring services so there is one pot of money that goes across all settings and schools contribute some of their school budget to the funding"

Hub 2

3.2 Challenges

The Headteachers of both lead primary schools were asked to consider the challenges they have faced with the Hubs.

Further challenges experienced by the Hubs are documented in the Hubs quarterly reports (see Appendix 3).

The following issues were discussed;

3.2.1 Funding

The challenge that was discussed the most was the funding that was awarded to each Hub (£50,000 for Year 1; £25,000 for Year 2).

"They (the residents) don't forget they will see it as you've put it in (funding) and now you're taking it away"

"Money distribution is divisive"

"Cannot continue what you are offering without any funding...to push it further on you need funding"

"The preventative nature of the Hub means keeping the children and keeping them out Child Protection. The Hub is being used as a triage to prevent children being escalated and excluded using the Hub's time and resources...(the Hub) deals with families who require

intensive support...extended support is coming from the Hub but with no financial support from social care”

“The Hub requires hours and a specific person to drive it. Need to be creative with Hub funding”

“Risk of partners becoming inward looking due to funding reduction”

“If there was no funding attached it would not work as it does not have a volunteer base.

Who will coordinate if there is no money to pay them? People need to earn a living”

Budget Spend

Table 1: Leasowe Community Hub spend to end of Aug 2015

LEASOWE COMMUNITY HUB PROJECT - FINANCIAL STATEMENT 31-08-15					
	Budget	Notes	Spend to end of Aug15	Forecasted spend	Hidden Costs/Notes
Income					
Grant	52,461.92		39,961.92	52,461.92	Includes underspend from from 14/15
Locality match funding for community organiser	7,500.00	22	6,000.00	7,500.00	In kind match funding of £7,500 provided by school including management time, facilities and resources
Other Income*	65.50		135.66	65.50	£135.66 xmas craft income
Total Income	60,027.42		46,097.58	60,027.42	
Expenditure					
Staffing costs - 10% Management Fee					
APT&C costs					
Administrative Assistant -1.5hrs pw term time only	690.09	1	450.16	690.09	
Teachers					
Supply cost to cover HT release time - one day per month	1,794.00	2	1,196.00	1,794.00	
Subtotal	2,484.09		1,646.16	2,484.09	10% Management Fee
Other Staffing costs					
TA Costs					
Coordinator - T Malley - 20% of time	5,836.44	1	3,720.40	5,836.44	
Community Hub Organiser -from 6 July 2014 for one year - match funding above to cover expenses post Dec 2014	22,022.42	22	12,303.35	20,641.50	To July 15 Includes pension contributions not covered by locality funding. From Sept 15 - Mar 16 TA2 budgeted 25 hours per week £8,500
Cleaner - 1.5 hrs per week term time only	568.68	1	370.96	568.68	
Subtotal	28,427.54		16,394.71	27,046.62	
Course & Project Expenditure					
Summer Courses					
Staffing costs	540.00	16	675.99	675.99	
February 2015 half term courses	500.00				No longer required
Everton Football Club	60.33	15	-		No longer required
Weekly courses					
Craft - 10 week course	100.00	38	100.00	100.00	Bloomfields
Projects					
Catch 22	2,500.00	36	525.00	2,500.00	
Pink commandos Leasowe Early Years	150.00	35	150.00	150.00	
Leasowe Hub Volunteers	588.13	32	500.00	588.13	
LEY Therapy	2,500.00	39	2,500.00	2,500.00	
Clothes Bank donation	200.00	40	194.40	194.40	
Graffiti Project	1,500.00	41	-	1,500.00	
LDT music club	1,000.00	34	1,000.00	1,000.00	
Wirral Media Centre	1,000.00	33	-	1,000.00	
Coaches/tutors/external courses	8,000.00			8,000.00	
Creche allocation	2,000.00			2,000.00	
Further Education facilitation	3,000.00			3,000.00	
Subtotal	23,638.46		5,645.39	23,208.52	
Supplies					
Contingency for resources, refreshments and consumables to end	2,000.00	44/45	548.79	2,000.00	£500 Hub DVDs
Mobile phone - J Doherty	120.00	45	10.00	120.00	
Contingency for courses - health and hygiene, first aid, sports	1,000.00			1,000.00	
Printing - leaflets and posters	510.41	3	-	510.41	
Fire alarm panel repairs	690.00	42	690.00	690.00	
Water - 50% of total cost	249.96	3	166.64	249.96	Hub has used community room between 80-90% but only charge 50% of bills
heating and lighting - 50% of total cost	766.50	3	510.96	766.50	
Subtotal	5,336.87		1,926.39	5,336.87	
Total expenditure	59,886.96		25,612.65	58,076.10	
Balance Remaining	140.46		20,484.93	1,951.32	

Table 2: Woodchurch Community Hub spend to August 2015

Woodchurch COMMUNITY HUB EXPENDITURE FOR 2015 - 2016					
	Income	Expenditure	Balances	Additional Information	Real/Hidden Costs
New allocation of money Tab 2	£12,500		-£4,155	Minus balance c/f	
Community Hub Connector (M Cain)		£5,000		1 day salary	
Hub Admin (C Cooper)		£2,500		1 half day per week	
Hub Facilitator (L Seargeant)		£1,500		2 days per half term	
Ganneys Meadow - Adult Education		£3,350			
Easter Club	£1,578			Cost to the Hub £312 for Easter Club - 8 days	
Donation from St Michael	£100				
Expenses (Various) e.g. Zac, refreshments		£365			
Wages for staff		£2,057			
Fundraising Activities	£308.00				
Totals after Easter	£14,486	£14,772	-£4,155		
Special Note		Balance	£18,927		
Any monies requested by other members of the Steering are being covered by Fender budget at present- See above					
£15000 allocated to Fender school budget for costs of hub committee staff and to offset flexi time to ensure safe coverage of holiday provision with appropriate staffing.					
£9000 has been allocated to Fender so far, if the balance of £6000 is taken then there would no money left in the hub budget. Requested budget for Hub was £32000, Fender is yet again subsidising the hub.					
This is a real issue for the long term sustainability of the hub.					
Carry from first quarter	£14,486	£14,772	-£4,155		
Summer Club takings	£2,032				
Moneys owed	£653				
Expenses - sundaries		£200			
Wages for staff		£3,672		Approx.	
Free places for vulnerable pupils		£150			
Coaches for SAS		£360			
Funding for health cooking GM		£2,315			
Funding for maths GCSE		£3,350			
Funding for English GCSE		£3,350			
Hub contribution - second payment	£12,500				
Louise Seargeant - second half year		£1,500		2 days per half term	
Funding for addiction support group		£144			
Balances	£29,671	£29,813	-£4,155	Deficit from last year	
		-£142	-£4,297	Note - still £7500 to be allocated to Fender	

Each quarterly report (refer to Appendix 2) contains the Hubs breakdown of spend.

3.2.2 The 'hidden' costs/added value

Each Hub was asked to include on the quarterly budget spend the costs that were deemed as 'hidden'. Examples of the hidden staff time given in kind; resources used that were not charged for e.g. utensils, stationary and furniture. One of the biggest hidden cost was the additional staff time of those who are inextricably linked to the Hub, for example the Headteacher providing additional hours during the implementation stage

"Hub connector can be called out at anytime...additional to what is available"

"(one school staff member) is involved in the gardening for the Hub"

Volunteers are a necessary component of the Hubs in order to support sustainability. Appendix 3 provides a table that demonstrates the number of volunteer hours given to the Leasowe Hub.

3.2.3 Perception of the Hub's role by others

There was a concern that the Hub had become a victim of its own success

"Children are coming to (the school) because of the Hub. Families want this extended support for their children but the school budget does not support this increase"

"The Hub goes above and beyond"

"The confusion for residents regarding other Hubs on the estate"

"Some core working parents may not have time to engage with a school Hub"

"The Hub is for the parents of the primary school"

“All issues are interlinked for the families who able to use the Hub...all children with problems are accessing the Hub; it’s an open door and the school has extended into the community”

There was a perception that the Hub was provider led and this raised a concern regarding sustainability

“Need a long term community relationship. If the Hub is outwards..providing services to people then it is achieving its aim. But if the Hub is a place that people can come into then it is not very accessible. It’s in a very controlled environment which it has to be if in a school”

“Hub is a service provider driven model doing great stuff.. external people coming from outside of the estate not knowing the dynamics of the estate. Residents are ‘done to’ rather than ‘done with’”

3.2.4 Hub Successes

Findings from discussions with the leadership teams noted that the following perceived successes

- School partnerships

“Stronger partnerships and working together to problem share. Informal conversations are happening and schools are mutually supportive and mutually happy for each other’s successes”

“What was a transient estate which moved children between schools but this has now stopped as parents recognise the schools are working together”

“Those children that attend summer club helps them to stay out of Child Protection”

- Community ABCD

“ Skill sharing is strong and will never stop.. it’s embedded. New people are coming on board and want to do more”

“Champions (community) are strong and committed and will continue”

“There are many people on board giving and wanting to give”

“School parents have gelled well this had not been evident before”

- Children are safe and feel safe

“A reduction in number of Level 3 and 4 families. Hub can signpost and link to social care”

“Children’s relationships are stronger”

This is not an exhausted summary of the successes and quarterly update reports from both Hubs are available in Appendix 2. It is recommended that these reports are referred to as they will provide greater depth and insight into the work of the Hubs.

4. Impact of the Hubs

4.1 Hub 1

4.1.2 Table 4 Outputs

Provision Use	Footfall	Signposting to agencies	
Total (Parents of children @ lead school) adults accessing activities	1190	Housing	8

Total Adults	2699	Family Support – FOOD/FURNITURE/UNIFORM BANKS	170
Volunteers/staff	875		
Lead school Children accessing activities	1773	Health and Wellbeing	90
Total other children accessing activities	1296	Employment pathways/ support	41
Total Children – 222 different pupils	2976	Secured work	14

4.1.3 Outcomes

Children are ready for school

Summer Club 2015 engaged with 83 pupils from the three local primary schools. A range of sport, art and educational activities were provided building relationships between the children on the estate. There was an average of 45 pupils per day in attendance.

All children read and accessed Maths and English lessons during the summer. The Hub anticipated that the primary schools would identify few summer dips.

Children and Young people feel safe and are safe

Six pupils were subsidised to attend summer club by the Hub ensuring a support network for parents in vulnerable situations during the long summer holidays. Lunches were provided for children whose parents could not afford to provide this meal ensuring the child had a healthy balanced lunch.

Increase desire of parents to move into work, and with a clear understanding of how to pursue this goal

The Hub linked up with the local high school and facilitated a learning environment offering parents/adults an opportunity to study GCSE Maths and/or English. To date, four adults have gained their GCSE qualification in Maths, two adults, so far, have also gained English GCSE. One adult has gained grade B (English) and is starting an access course at Wirral Metropolitan College for Nursing. One of the parents is hoping to achieve a Grade B for English which will allow her to be accepted on a midwifery course.

Increase engagement of parents with existing employment and enterprise

Evidence provided by the Hub reports that four adults from the estate have taken part of voluntary work and four adults have entered into paid employment as a result of being involved with the Hub. Previously these adults were unemployed. As a result of working for the Hub one adult has been offered a place on a child care level 3 course at Wirral Metropolitan College. The Hub has provided a school leaver from the local high school with a placement at summer camp which enabled entry onto an NVQ course.

Activities developed and delivered by the Hub:

- Furniture swap

- Food banks
- Clothes and bedding swap including a uniform bank
- Skill swap gatherings run by connectors
- Two football teams run by local trainers and professional footballer
- Arts and crafts sessions- making cards, sculptures etc.
- Coffee afternoons held in each school
- Weekly drop in from Reach Out for housing, benefits advice, debt advice, CV writing, job search, interview skills

4.2 Hub 2

4.2.1 Table 5 Outputs

Provision use	Footfall/ (attendance at sessions)	Individuals Engaging
Adults (parents of school children)	381	30
Other Adults	170	20
Total adults	551 + 24 = 575	74
School Children	108	25
Total other children	276	45
Total Children	357 + 79 = 436	149

4.2.2 Outcomes

Children are ready for school

The school has reported Early Years Foundation Stage (EYFS) data for 2015 shows high outcomes and has suggested the Hub has contributed towards these achievements. The combination of new teaching and learning structures, improved environment and raised aspirations of staff and parents can now be evidenced in improved outcomes which are significantly higher than previous five years and above national expectations. 25% of EYFS parents have engaged with the Community Hub. The current F2 cohort were also the first group to access Ready to Learn activities with 52% attending during the summer holidays prior to starting school.

Young people are ready for work and adulthood

Behaviour of pupils continues to improve and the school is calm and happy. Anecdotally, the school has reported a decline in incidents of poor behaviour. According to the school there have been no reported incidents from partners on the estate (fire, police and social services) of the pupils being involved in vandalism or anti-social behaviour on the estate since February 2014.

Children and Young people feel safe and are safe

The Hub continues to engage well with emergency and crisis services and the number of organisations connected to the Hub has increased. Credit Union, clothes exchange, food bank and churches are readily accessible via the Hub.

The school is being signposted by other agencies for supporting vulnerable pupils. Social Care, Paediatricians, Health Service, Looked After Children's Services and the Multi-Cultural Service have recommended a number of new pupils to the Hub. Whilst the view that school

effectively supports vulnerable pupils is very welcome, there is a concern that this is becoming disproportionate and they will not have the capacity to sustain the large number of vulnerable pupils who are requesting places in KS2.

Table 5 below demonstrates the declining numbers of children at risk or in crisis levels 3 and 4 and the growing number of children being supported through Team around the Family and school support.

Table 6 Level of Need (pupils in lead school)

	Sept 2013	Sept 2014	May 2015	Sept 2015
Child Protection	2	1	0	0
Child in Need	9	3	1	1
Team Around the Family	5	7	13	6
School Support	22	39	54	48
Looked After Children	3	8	8	6
Special Guardianship Order	1	2	2	2
TOTALS	42	60	78	63 [year 6 children have left and new children yet to be accessed]

Hub activities include:

- Residents/volunteers from throughout the estate attended formal community training e.g. first aid training and safeguarding and hygiene. 18 residents are regular committed to giving to their local community
- A number of connectors at the Hub now wish to form a parents group to support fundraising for school and also allotment growing projects, this is the first time they have endeavoured on a project like this and anecdotally report that engaging with the Hub has helped them to build their confidence
- Bread making course and community connector's course through another provider
- Volunteer training to be Scout Leader
- Ten parents on employment pathways and one who has secured employment
- Five residents will access further adult education via distant learning. The Hub has worked with Wirral Metropolitan College to establish this opportunity. A further four parents are still to confirm courses

- Two community champions have secured jobs via a local community organiser training programme
- Projects such as the Credit Union have been significantly beneficial in securing affordable financial support and reducing the risk of residents accessing money lenders
- Parents continue to access support via Hub employees, volunteers or after seeing notices on the Hub Facebook page.

The wellbeing rates measured using Warwick and Edinburgh Mental Well Being scale (Appendix 5) pre and post courses determine effectiveness of sessions in addressing wellbeing. A sample of 29 adults engaged with the Hub was taken during January 2015 to May 2015 and reported that 83% felt their well-being had increased following completion of a course and out of sample of 22 children (engaged with the Hub) 15% showed improvements in their emotional state and positive attitude.

5. Discussion

There is evidence to suggest that the Hubs have made a short term contribution to the original objectives of the pilot project and have made a difference to a cohort of local residents' lives. The Hub update reports (Appendix 3) provides the narrative.

Objectives of the Community Hubs:

- Increase family and children's wellbeing;
- Increase capacity in the community to tackle poverty;
- Greater awareness of support available to parents in the local area;
- Increase desire of parents to move into work, and with a clear understanding of how to pursue this goal;
- Increase engagement of parents with existing employment and enterprise;
- Improve aspirations of children due to rising parental aspirations.

A Community Hub status has enabled access to resources both financial and organisational that are not available to education establishments. The leadership of the Hubs have been the Headteachers of the lead school (HolySpirit and Fender) and this has provided a lever to engage with partners and local stakeholders. For the parents and families of the schools the Hub approach has provided an opportunity to strengthen relationships with school staff and their children through an approach that is not always education focused.

The output figures in Tables 4 and 5 (pages 8-10) demonstrate the popularity and reach of both Hubs. It interesting to see that for both Hubs they are connecting with a higher number of children who are not pupils of the lead primary school. The integration of children from across the estates and the continued increase in numbers supports the police reports of decreases in anti-social behaviour across the estates. Anecdotal evidence from the Hub update reports suggest that relationships between children from the different schools, that have been troublesome and territorial in the past, are now much more harmonious and joint events held by the Hubs facilitate and galvanise this relationship building.

Both Hubs have reported (anecdotally) a smoother transition for pupils following school holidays due to the provision of Hub Summer and Easter camps/sessions. Keeping the school site open during the holidays has facilitated the development of staff, pupil and family relationships and also kept children learning by providing English and Maths sessions.

The impact on the adults who have used the Hubs ranges from the achievement of education qualifications, securing employment to leading activities e.g. coffee mornings, funding raising groups. For some of the adults the involvement in Hub activities has

contributed to the development of their confidence which in turn has allowed them to take on leadership roles. The case studies provided in the Hub update reports are testament to this (See update reports in Appendix 3).

The role of the connectors is to connect people, associations and institutions more widely to the community and in weaving the community together. In the cases of both Hubs the connectors are school employees and this has been both positive and has presented challenges. There have been issues regarding capacity for the connectors as the focus of the Hub's attention has been both universal and targeted. In some cases, more complex cases have been dealt with by the Hubs. As well as capacity this raises the question of how appropriate it is for schools to be dealing with complex cases.

It appears that the initial focus of the connector role and the Hubs has been with the parents/pupils of the schools and the result has been integration across the schools communities. The detrimental impact on the wider community has been low levels of involvement with a perception that the Hubs are for the immediate school community only. This is demonstrated when asking stakeholders to qualify their understanding of the Hub's role. Here the divide in opinion is clear; school focused provision for the parents and children who attend the schools linked to the Hub versus community development and community involvement. Whilst this may only appear to be a subtle difference the implications have had an impact on the level of involvement from various stakeholders. For some stakeholders their roles within the Hubs were passive and observational for other their roles were both operational and strategic.

The geographical location of both lead schools is not in the middle of the estates and therefore access could be seen an issue. Using a school building to deliver the majority of activities and being the core drop in centre has also presented some challenges engaging with the wider community regarding safeguarding and in turn has excluded some of the local community.

The data suggests that in some cases the Hub funding has been divisive and contradictory to the ethos of the Hub. It could be suggested that the Hubs have operated much like a grant scheme which was never the original objective of the funding. Encouraging local organisations and stakeholders to put in joint proposals for activities should be part of the Hub mandate and could galvanise sustainable partnership working. A positive outcome was the attraction of external funding and this, in the main, was due to the Hub's community status. Match funding has also been awarded on a number of occasions by different partners.

Evaluating the impact of the Hubs using quantitative measures is unrealistic and the long term impacts cannot be measured at this point in time. The pilots were developed from grass roots and took time to establish. Therefore process evaluation was deemed the most suitable approach with short term impacts provided through the Hubs update reports.

6. Key learning points

The key learning points taken from the findings are summarised here:

- There should be no underestimation of the positive impact and experiences of those involved for both residents and professionals
- The Hub resource must be flexible and reflect the needs of the community as well as the parents/children of the associated schools
- In the short term, using qualitative case studies to demonstrate distance travelled should be considered
- Understanding on the Return on Investment and how this could be maximised

- Resources should be aligned to include the staff compliment, including training, that is required
- A co-ordinated approach should be used to better utilise scarce resources rather than a grant funded scheme
- Explore the learnings from the Hub concept across a wider geography for example at a constituency level where the reach is across a larger geographical area rather than one estate this will allow for efficiencies and connectivity with other areas.

Recommendation

- For the Children's Trust Board to consider the key learnings and determine the strategic direction to take the learnings forward with an understanding of the resources required

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APPENDICES

Appendix 1

Hub Stakeholders/members

Leasowe

St Chads Church Leasowe
Holy Spirit Primary School
Merseyside Police
Leasowe Community Homes
Leasowe Early Years & Adult Learning Centre
Castleway Primary School
Leasowe Development Trust
Lifelong and Family Learning Service
Wirral Council - Wallasey Constituency
Wirral Radio
Kingsway Academy
Community Centre
Leasowe Recreation Centre

Woodchurch

Merseyside Police
Arrowe Park Hospital, Children's Liaison dept
St Michaels and all the Angels Primary School
Woodchurch C of E Primary School
Educational Social Welfare, Wirral Council
Claremount School
Wirral Methodist Housing Association
Wirral West Constituency, Wirral Council
Community Centre
Woodchurch Methodist Church
Woodchurch Holycross Church
Gilbrook Primary School
Hoole Road Hub
Magenta Housing
Community Sports dept, Wirral Council
Asda Woodchurch

Appendix 2

Stakeholder Questionnaire

Aim: To identify the perceived value/benefits of the Community Hub (IMPACT)

Questions

PROCESS EVALUATION

Stakeholders/partners

1. What is your understanding of the Hub and its role?
2. When did you get involved with the Hub? (Start, middle, recently)
3. How did you get involved?/Who invited you in?
4. What is your role in the Hub?
 - a. How was your role decided?
5. What is important to you/your org. as a Hub stakeholder?
6. What Community programmes/projects were you/your org. involved in before the Hub?
7. If the Hub were to start afresh from the beginning, what would you like to happen?

Appendix 3

Hub Quarterly reports -2015/2016

Leasowe



Leasowe report
September2015.zip



Leasowe report 12th
June 2015.zip

Woodchurch



Woodchurch_updates
_Sept15.zip



Woodchurch_updates
_June15.zip

2014-2015 Hub reports are available on request

Appendix 4



Holy Spirit Leasowe Community HUB Volunteer Hours 2015

January

Name	Hours Given
Angela Casey	27
Sue Jackson	27
Kirwans	4
Therese Malley	2
Ian Malley	2
TOTAL	62

February

Name	Hours Given
Angela Casey	39
Sue Jackson	43
Nicky Whitchley	8
Lauren Whitchley	8
Therese Malley	2
Ian Malley	2
Kirwans	3
Kathy Edwards	4
TOTAL	109

March

Name	Hours Given
Angela Casey	18
Sue Jackson	21
Kirwans	3
Sabrina	3
Kate	3
Therese Malley	3
Ian Malley	3
TOTAL	59

April

Name	Hours Given
Angela Casey	12
Sue Jackson	12
Kathy Edwards	10
Kirwans	2
Ema Wilkes	4
Lily Doherty	4
Therese Malley	8

Ian Malley	4
Margie Brough	4
TOTAL	60

May

Name	Hours Given
Angela Casey	25
Sue Jackson	24
Gill Barrie	5
Kathy Edwards	10
Lch/Sandra	1
Therese Malley	8
Ian Malley	4
LDT/Nacey	1
TOTAL	78

June

Name	Hours Given
Angela Casey	15
Sue Jackson	15
Cathy Edwards	6
Zoe	3
Pete	3
Ben	18
Therese Malley	8
Ian Malley	5
TOTAL	73

July

Name	Hours Given
Angela Casey	
Therese Malley	2 + 1
Sue Jackson	
Gill Barrie	
Kathy Edwards	5 + 1 +2
Lch/Sandra	
LDT/Nacey	
TOTAL	11

August

Name	Hours Given
Angela Casey	4
Therese Malley	6
Ian Malley	2
Kathy Edwards	12
TOTAL	24

Appendix 5

Measuring Mental Wellbeing Tools

Adults



Children

