

# Reviewing the Children and Young People's Plan 2019-2023

Ministerial Children's Boards Workshop

# Overview



- Background
- Understanding the information
- Review
- Turning the curve
- Assessing strategic partnership
- Cross-cutting themes

# Background

- Single strategic framework, describing the Government of Jersey's improvement agenda for children
- Children's Strategic Partnership Board (CSPB) had overall governance responsibility for the plan
- Outcomes Based Accountability (OBA)

## Children and Young People's Plan 2019 – 2023

All children will be safe, able to flourish and fulfil their potential

**We will always ask:** Is this good enough for my child? What do children think?

**We will always:** Listen and involve; Think family and community; Work creatively and innovatively in close partnership; Celebrate diversity; Prevent problems beginning or escalating

**Our passions:** Protecting children's rights; Reducing inequalities; Promoting wellbeing

**Our outcomes for all children and young people:**



### Grow up Safely



#### Our priorities

- 1 Establish outstanding children's social work practice
- 2 Deliver an island-wide response to tackle domestic abuse
- 3 Ensure a consistent focus to strengthen families and communities

#### How we want to make a difference

- ▼ Safely **reduce** the number of looked after children
- ▼ **Reduce** the number of children involved in domestic abuse cases
- ▼ **Reduce** the number of children being bullied
- ▼ **Reduce** the number of children who are victims of crime

### Learn and Achieve



#### Our priorities

- 1 Provide the best start during early years
- 2 Improve standards in nurseries and schools
- 3 Building better transitions to employment

#### How we want to make a difference

- ▲ **Increase** the number of children achieving the expected level in the Early Learning Goals
- ▲ **Increase** the number of pupils achieving 5+ standard GCSEs
- ▼ **Reduce** the number of young people who become NEET (Not in Education Employment Training)
- ▼ **Reduce** the number of pupils who are persistently absent from school

### Live Healthy Lives



#### Our priorities

- 1 Invest in children's health
- 2 Protect and promote children's mental health
- 3 Focus on disability and inclusion
- 4 A renewed focus on housing and outdoor spaces

#### How we want to make a difference

- ▲ **Increase** children's quality of life
- ▲ **Increase** the number of children who are a healthy weight
- ▲ **Increase** the number of two year olds reaching all developmental milestones
- ▼ **Reduce** dental extractions

### Valued and Involved



#### Our priorities

- 1 Create a sense of belonging
- 2 Ensure fairness of opportunity
- 3 Respect, protect and promote children's rights

#### How we want to make a difference

- ▼ **Reduce** children's experience of poverty and the impact of living in a low income family
- ▲ **Increase** the number of children who are aware of their rights under the UNCRC
- ▲ **Increase** the number of children who feel their school would act on their ideas
- ▲ **Increase** the number of children who feel their community would act on their ideas

# Understanding the information



To help us see how well we're doing, we use the **Outcomes Based Accountability** framework. It helps us see:

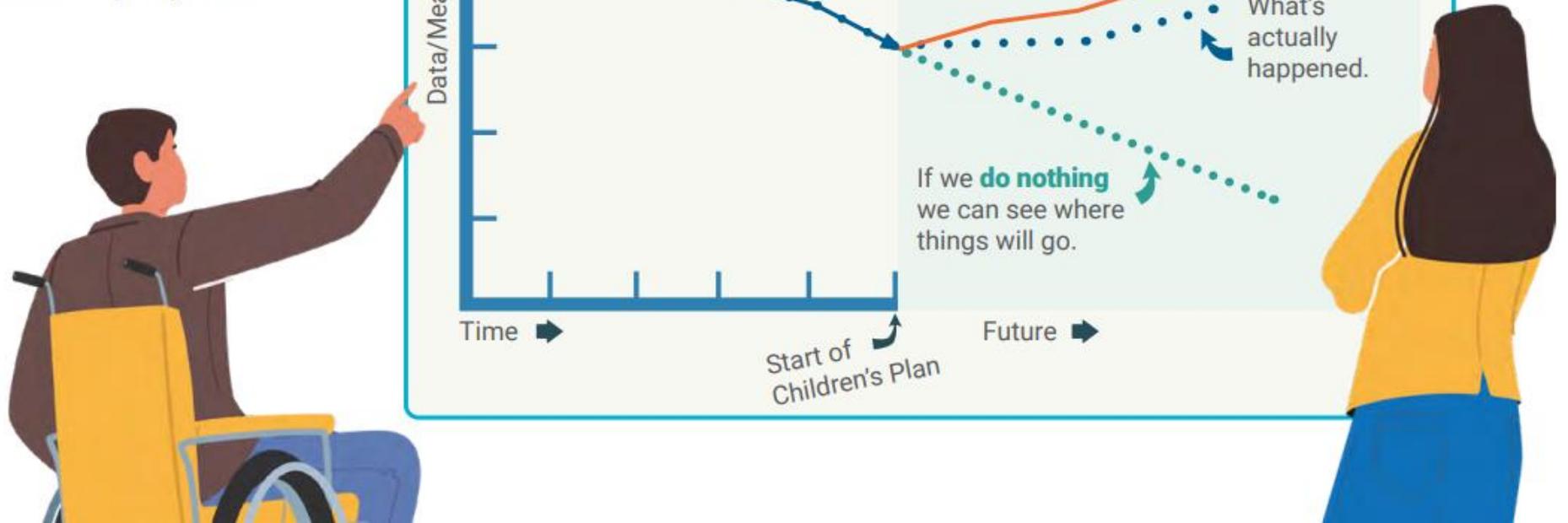
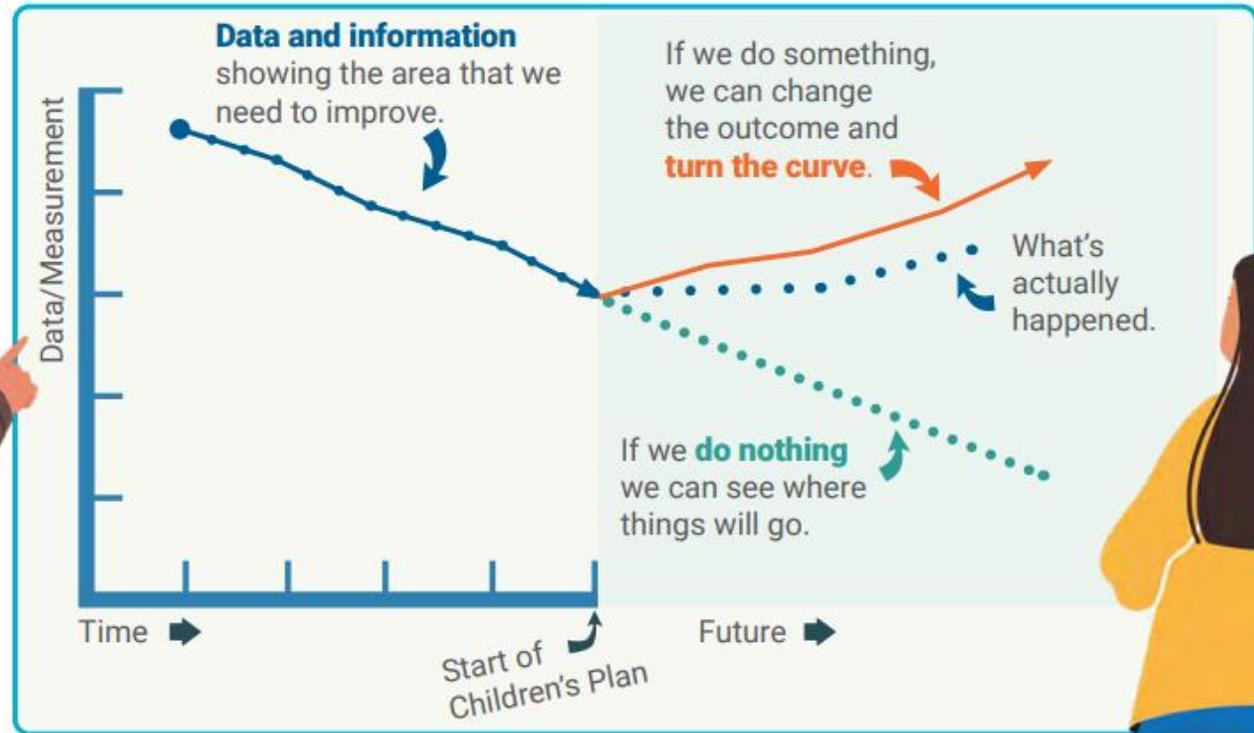
- the facts and what's happening in Jersey right now
- what life would be like if we do nothing
- the difference the right actions can make.

This framework helps us know if we are taking the right steps and **turning the curve**, or if we need to do something else.

Sometimes we want to turn the curve **up** and sometimes **down** depending if we want to increase or reduce something for example:

 reduce bullying

 increase children's quality of life



# Review



- April 2022 the CSPB endorsed a three phased approach for reviewing the plan

## Phase 1:

- Working with the analytics team to review data collection attributed to the 16 population level indicators.
- Updating the 'story behind the baseline'.

## Phase 2:

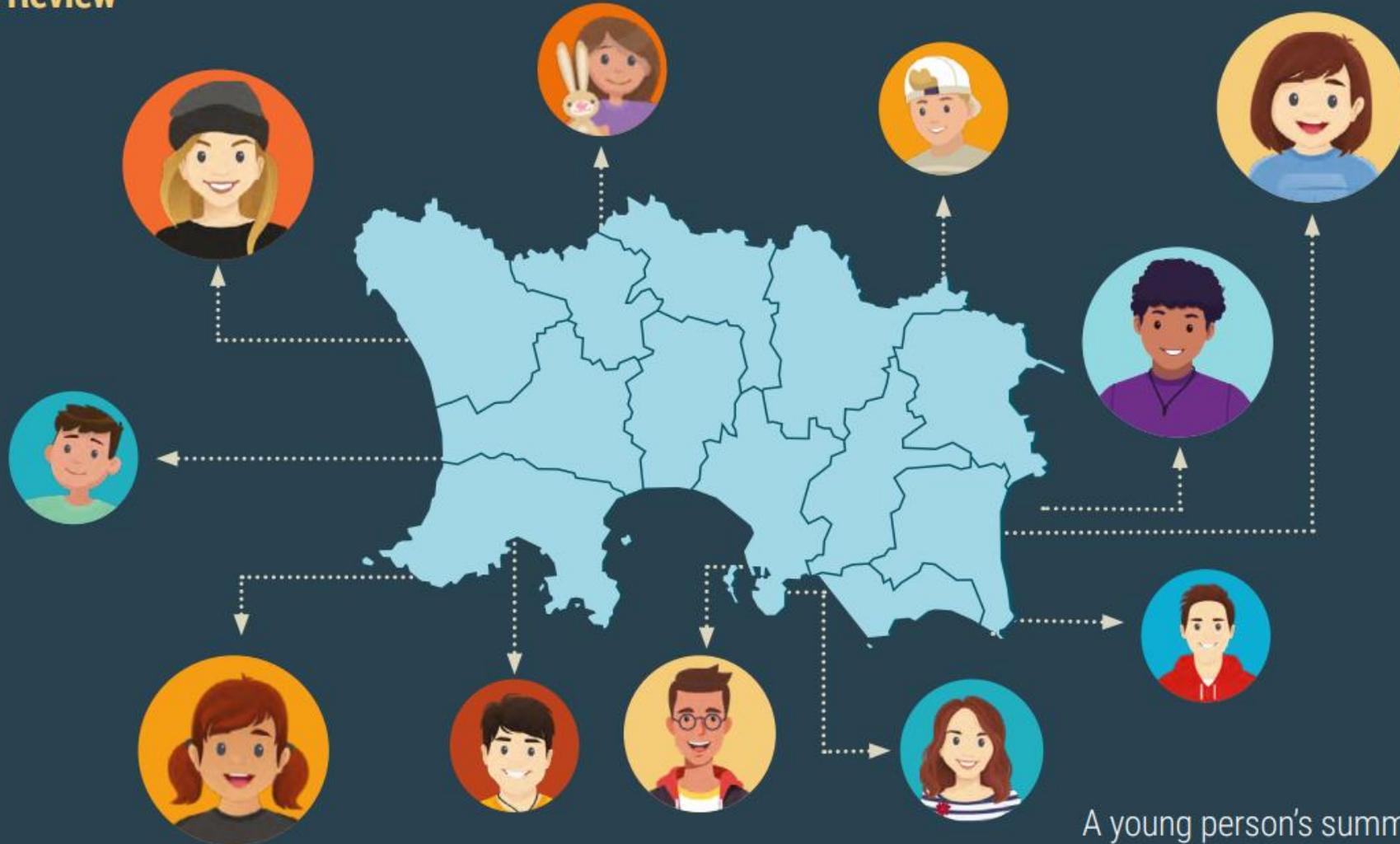
- Engaging with key partners on the Board and Outcome Groups to understand the effectiveness of current arrangements to co-design and jointly deliver programmes to improve children's outcomes.
- Included use of a partnership working assessment tool to review the effectiveness of existing partnership arrangements.

## Phase 3:

- Understanding issues from a young person's perspective (Life on the Rock & Youth Parliament)
- Developing a child friendly version of the review as an engagement tool for future planning (Youth Friendly).

# Turning the Curve

Children and Young People's Plan 2019-2023  
**2022 Review**



A young person's summary



## Grow up safely

- Turning the curve on 3 of the 4 indicators:
  - Safely reducing no. of children looked after
  - Reducing no. of children involved in domestic abuse cases
  - Reducing the no. of children being bullied
- Began to turn the curve on children who are victims of crime but need to do more to turn it back again

## Live healthy lives

- Turning the curve to reduce tooth extractions (caution re COVID / data)
- Starting to turn the curve to increase children's quality of life
- Not yet turned the curve on children who are a healthy weight
- Beginning to increase the number of two-year-olds reaching all developmental milestones

## Learn and achieve

- Turning the curve to reduce the number of young people who are NEET (not in education, employment or training)
- Starting to turn the curve on 2 of the 4 indicators:
  - Increasing no. of children achieving early learning goals
  - Increasing no. of pupils achieving 5 or more GCSEs
- Haven't permanently turned the curve on pupil absence (COVID-19 pressures)

## Valued and involved

- Turning the curve on 3 of the 4 indicators:
  - Reducing children's experience of poverty and its impact
  - Increasing the no. of children who are aware of their rights under the UNCRC
  - Increasing the no. of children who feel their community would act on their ideas
- Began to turn the curve on children who feel their school would act on their ideas but need to do more to turn it back again

# Assessing Strategic Partnership: The Partnership Assessment Tool\*



## Insights

- General willingness from those who responded to the survey to participate and make improvements
- Response rate (44%); small sample size (8 members)
- Board members identified the need for an **increased profile** and **clearer definition of purpose**.
- A **review of membership** and **increased accountability** of members would be beneficial.
- A **flexible approach** to new or emerging needs is required, rather than a rigid response to previously agreed programmes.
- The Board should generate **high level discussion**, **prompting a call to action** and providing system leadership when presented with Island wide data driven insights.

# Cross-cutting themes



- **Early intervention** – prevention and early intervention is key to reducing further difficulties and costs. Both the ‘Food and Nutrition Strategy’ and the ‘Mental Health and Wellbeing Strategy’ identify this.
- **Deprivation** – some children and young people in Jersey can be disadvantaged across all four of the outcomes if they come from lower socioeconomic backgrounds.
- **Workforce crisis** – recruitment and retention of skilled staff has been reported during the process of this review by multiple sectors working with children and young people including education, children’s social services and healthcare.
- **Impact of COVID-19 pandemic** – while the impact across all outcomes cannot be underestimated, the full impact may not be realised for some time to come.

# Annex



# Assessing Strategic Partnership: The Partnership Assessment Tool\*

- Strategic Partnership Taskforce commissioned the Nuffield Institute at the University of Leeds to provide a Tool that local authorities can use to assess partnership relationships and aid the achievement of successful partnership working.
- Research base drawn from health and social care partnerships
- Adapted for wider local government service areas, particular focus on strategic partnerships
- Tool can be used as a developmental framework (new partnerships), for routine audit or 'health check' or as a diagnostic tool

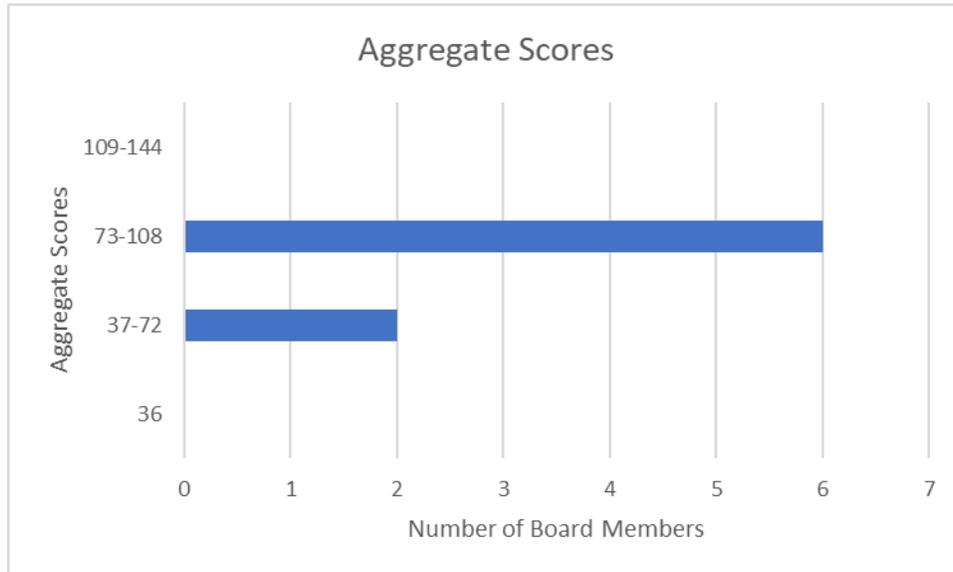
Purpose = to ensure resources committed to the partnership are being used effectively

# Children's Strategic Partnership Board (CSPB)

- Method: survey sent to all 18 members, adapted from the partnership assessment tool (Scoring: Strongly agree 4, Agree 3, Disagree 2, Strongly Disagree 1)
- Results: 8 responses received (44%)

Principle		Results
1	Recognise and accept the <b>need</b> for partnership	Recognised and accepted by <b>88%</b> of the respondents. <b>12%</b> feel that the recognition and acceptance of the need for partnership is limited.
2	Develop clarity and realism of purpose	Most respondents ( <b>88%</b> ) feel that there is some degree of purpose and realism to the partnership. A minority ( <b>12%</b> ) feel that limited clarity and realism of purpose exists.
3	Ensure commitment and ownership	<b>75%</b> of respondents agree that there is some degree of commitment to, and ownership of, the partnership. <b>25%</b> of respondents disagree, identifying only limited partnership commitment and ownership.
4	Develop and maintain trust	This principle demonstrated a more divided response. Some degree of trust amongst partners was agreed by <b>63%</b> while the remaining <b>37%</b> answered that trust amongst partners is poorly developed.
5	Create clear and robust partnership working arrangements	This principle refers to the need for partnership working arrangements to be as lean as possible. Partners can become frustrated with excess bureaucracy which can impact enthusiasm for, and commitment to, the partnership. Responses to this principle revealed a <b>50/50</b> split between those who feel that partnership working arrangements are <u>reasonably</u> clear and robust and those who feel that they are <u>insufficiently</u> clear and robust. This principle received the most 'strongly disagree' responses to the questions.
6	Monitor, measure and learn	This principle refers to the reflective component of partnership working. <b>63%</b> of respondents agreed that the partnership monitors, measures and learns from its performance reasonably well while <b>37%</b> answered that this was done poorly in some respects.

# Aggregate scores



- 109–144 The partnership is working well enough in all or most respects to make the need for further detailed work unnecessary.
- 73–108 The partnership is working well enough overall but some aspects may need further exploration and attention.
- 37–72 The partnership may be working well in some respects but these are outweighed by areas of concern sufficient to require remedial action.
- 36 The partnership is working badly enough in all respects for further detailed remedial work to be essential

*‘The Children’s Strategic Partnership Board is achieving its aims and objectives’.*

**88% (7)** disagreed and **13% (1)** agreed.