



St. Paul's Community  
Development Trust

# Business and Development Plan 2009-14





## Introduction

The year 2009 is the 30th Anniversary of St. Paul's registration as a Charity and Company Limited by Guarantee, though its foundation dates from earlier and its present name from later!

The history of the Trust, when someone writes it, will show that it has developed from three small community projects which all began between 1968 and 1972. All were, and still are, located in Balsall Heath. One of these was St. Paul's Nursery, which started as a pre-school playgroup in the hall belonging to St. Paul's Church. Just across the railway line, an adventure playground was opened by residents on the Malvern St. site where the Venture has remained and grown. The third and youngest of the projects was St. Paul's School. The School was founded to work with pupils who were disaffected from large mainstream secondary schools. Like the Nursery, it was first based in St. Paul's Rd, where it occupied three Victorian terraced houses. Like the Nursery, also, the School moved as it grew.

Each of the original small projects was relatively weak in terms of resources. None had many staff, or much equipment. Management was demanding for the volunteers who made up three different committees. Only the Nursery had good premises. It made sense in 1979 for the three to come together as one under the name St. Paul's Project. All benefited from sharing resources, especially management and staff expertise. Soon after this, the School gained its building in Hertford St., which was previously a Local Authority Infant School. The Venture moved from its first home in a prefabricated hut to its purpose-built accommodation on the same site. The new Urban Farm was built and opened next to the Venture, and the

sports pitch was laid. The first of two periods of expansion and development, which brought major changes in the scope and quality of work, was therefore around 1980-85.

A second spurt in growth began at the end of the 1990's, resulting in the building of new premises for the Nursery and the Balsall Heath Children's Centre. This new building is again on the Malvern St. site – clustering next to the Venture and Farm to form an attractive campus for children and families. In 2003 the Trustees decided to change the name of the organisation to reflect its wider role and sustained presence in the community. It became St. Paul's Community Development Trust.

### **The mission of St. Paul's Trust is still the same one the original three projects believed in:**

'To work for and with the community in Balsall Heath and nearby areas to help secure better opportunities and quality of life for all.'

A series of Development Plans has been produced to promote the growth and improvement of St. Paul's work. This one replaces that which ran from 2003-2008. All have aimed at enabling the organisation to make a greater contribution to the regeneration of Balsall Heath and adjacent deprived inner-City neighbourhoods. Our founders wanted to bring useful services to a part of the City where children and families were often living in poverty, when Balsall Heath itself was described as a slum and vice area. It is still a necessary task to close the huge gap between our neighbourhood and more prosperous ones. The Trust delivers a variety of services, setting itself the challenge of meeting local needs better than other providers, at standards embodying the values Trustees have adopted.

## The Principles and Values of the Trust

The Chair of the Charity Commissioners writes:

Charities are more than 'a good thing' and, as their supporters recognise, are special. Not all organisations can be charities. To be a charity is a mixture of what you are, what you do and how you do it. The core characteristic is public benefit. There is a kind of covenant that charities have with society: charities bring public benefit and, in their turn, are accorded high levels of trust and confidence and the benefits of charitable status. These mutual benefits are considerable: charities receive significant tax advantages; they can access funds which others -even other voluntary organisations -cannot; volunteers and donors give, respectively, time and money.

As with any Charity, St. Paul's must work for public benefit and not, for example, for private profit, or political, or religious purposes. It is not enough, in 'what we do', to provide a good service. We must also ensure no-one is excluded from receiving services by poverty or by unreasonable restrictions. More than this, the Trustees require staff to uphold the values they have endorsed and to embed them in any new projects, initiatives and general working practice. This is to make sure that 'how we do it' also matches the charitable standard. Finally, the 'what we are' is about having Trustees and staff who care about the mission, principles and values. They must care both in the sense of being committed to them, and in the sense of being careful to see that they are observed.

At the core of the Trust's work is the aim of improving quality of life for people who are disadvantaged in a deprived area of the City. In planning and delivering services, these values are to be upheld:

**Accountability** – those who work for the Trust are to be open, honest and transparent in their work with others, and to be responsible in reporting, consulting and carrying out work according to agreements, contracts and the policies of Trustees.

**Equality** – the Trust aims to be inclusive and to enable everyone fair access to services, premises, jobs and other opportunities. To combat disadvantage, staff will take steps to overcome barriers which people face. Monitoring will take place regularly with reports to Trustees.

**Partnership** – the Trust will seek to collaborate and co-operate with other agencies so as to pursue its own objectives more effectively and enable others to do so, too. It will try to support other agencies in the Third Sector rather than competing with them.

**Quality** – to achieve high standards in service delivery and outcomes for clients, the Trust will seek to employ qualified, able and committed staff. It will support them in their professional development. Trustees will pursue high standards in governance through their development programme. Quality marks, both general and relating to particular areas of work, will be attained.

**Sustainability and the Environment** – the Trust will aim to minimise waste and to make efficient use of energy and other resources. It will look after premises, grounds and equipment and maintain them for the future, improving wherever possible. The needs of clients and the area are paramount, and Trustees will strive to ensure that services are always directed to needs in the community, and safeguarded for the public benefit.

**Innovation** – the Trust will study the needs of the community and where there are gaps in services will see if these can be filled. It will take an independent view of services provided by others and promote useful innovation.

These values are supported by the framework of policies Trustees have put in place.

## The Period 2003-8 and the Previous Development Plan

With hindsight, the period just ended is best described as one of consolidation – though that was neither anticipated, nor fully recognised at the time. In the Plan produced in 2003 and revised in 2005 it was acknowledged that there had been rapid growth and major changes in the organisation. The number of staff had more than doubled, so too had income and expenditure. We had run a large building programme for our own and other organisations. Nevertheless, we were still ambitious – aiming to develop the former Clifton Junior School building as an Initiative Centre and expand the School. We were not able to realise this goal during 2003-2008, though in other respects we carried out our plans to extend and improve services.

In 2006 we suffered a blow when our School was divested of its maintained status. Seen as too small, and too specialised in its role with difficult pupils, to be a secondary school on a par with others, it had to revert to independent school status. This entailed loss of funding for the building and other basic essentials.

It was not an easy period in which to make progress with our plans. Given this, the levels of achievement were high. New playcare and child care settings were opened, providing many more early years and out of school places. The Sure Start programme succeeded and grew and became the Balsall Heath Children's Centre. Work was taken on for the new Extended Schools Cluster and again the programme was successful. The School rose to the challenge to its very existence, took on new pupils, raised funds for them per capita, and went on to secure a glowing report from Ofsted. New curriculum areas were developed. Likewise youth services improved their activities and introduced new forms of accreditation.

Thus services were extended and improved across the board. So too was governance, with Trustees adopting the new standards and undertaking training. One result of growth was increased specialisation, with staff from all parts of the Trust taking on more distinctive professional roles. This could have led to separation, but a restructuring of the organisation in 2007-8 was undertaken to support integrated working. Our six former departments became three. Nursery, Venture and Children's Centre combined to form Children's Services, School joined with Youth Services, and Central Services includes Community Services.

The aim of helping other agencies with their development, set out in the last Plan, was fulfilled in a variety of ways. St. Paul's worked with others in the voluntary sector to form consortia and make joint progress. Thus we worked as part of the Development Agency network and the Change Up consortium. As a result, we undertook work with small agencies to help them start up, or raise funds, or improve their organisation. We also helped raise ICT capacity in the sector. Finally, we took on the role of cluster lead for a group of 20 social enterprises working on a Chamber of Commerce ERDF project. This was a great success in terms of outputs secured by our cluster and resulted in collective income of over £1 million. It enabled us to learn a good deal about the benefits of consortium working and the kinds of services agencies can usefully share.

While 2003-8 was not always what we planned or expected, it has produced a stronger, better informed and more capable organisation to go forward to the next phase of development through the new Plan.

## The Needs of the Community

Balsall Heath is the centre of the Trust's work, though increasingly it is relating to a wider area. The neighbourhood is the western part of Sparkbrook Ward. Birmingham has forty Wards, each with a population of 25,000 or more people. Sparkbrook is one of six or seven Wards with acute levels of deprivation. As the Neighbourhood Economic and Skills Plan (NESP 2009) says, the serious economic problems at the root of deprivation have persisted for several decades. This NESP Plan, part of the Addressing Worklessness Programme, is designed to support the City's aim of closing the gaps between the most deprived ('priority') neighbourhoods and the better off areas.

The heart of St. Paul's mission is to work for Balsall Heath and regenerate it to a level with other parts of the City. Our organisation knows the area and understands a good deal about services the community needs. Of the 130 staff employed by St. Paul's in 2009, the majority live in the area. Many have worked with children, families and adults from all groups in the neighbourhood for a very long time. Most Trustees, Governors and Management Committee members also live or work in the area. Partner agencies, such as Balsall Heath Forum, large voluntary organisations like Jericho Foundation and Mu'ath Trust, and a myriad of smaller Third Sector groups, are also bringing social enterprise to the work of economic and social development. Therefore, with the City now pushing for regeneration, alongside the local forces for improvement, the next five years may bring a narrowing of the gap.

In the meantime the statistics still describe the needs of this diverse community. Sparkbrook at the last Census (2001) had a population which was 62% of Asian background (41% Pakistani, 10% Bangladeshi, 6% Indian and 5% other Asian). 9% were then described as Caribbean, 1% as African and 1% as other black ethnicity. 22% of people had White European origins and 5% stated they had mixed ethnicity. The next Census in 2011 will show increases in Pakistani and Bangladeshi proportions, with considerable percentages giving Yemeni, Somali (or other

north African) ethnic origins. Those stating mixed origin are likely to be more numerous. These inferences for findings in 2011 are based on information about the ethnicity of children in schools in 2009.

The area is diverse in terms of faith. By far the majority of religious adherents are Muslims, but there are significant numbers of Hindus, Christians and Sikhs.

Sparkbrook has a younger population than the majority of the City's wards, with over 50% of residents being under 24 years old. There is a relatively high proportion of single parent households, with almost 30% of children living in a lone parent household. The Indices of Deprivation produced by the government show that while elderly people form only a small fraction of the population, many are likely to be suffering hardship. The health statistics illustrate the overall level of deprivation with high rates of peri-natal mortality and lower life expectancy than elsewhere in the City.

The worst problem, and a cause of other types of deprivation, is unemployment and low incomes. When the Index of Multiple deprivation (2007) is reviewed it is clear that some of Sparkbrook's districts are in the most deprived 2% in the whole country. This impacts on every aspect of residents' lives – affecting not only health and education, but the physical environment and anti-social behaviour. Unemployment in July 2009 stood at 23.5% and was rising. (The City rate at this time was 12.1% - also very high by national standards.)

Our summary shows that services in Sparkbrook must be sensitive to the needs of a range of communities in terms of culture, faith, and often language. They have to meet the challenge of being affordable, while operating in a context, in 2009, of recession and reduced resources.

## Priorities for 2009-14

The Trust's general aspiration is still to raise the community's quality of life. This must include, for the immediate future, helping to fight the recession, create new jobs and take part in the development and delivery of widespread training for employment.

In the next five years it is vital to restore the School to maintained status, enabling it to grow and cater to more young people. We aim to include:

- a much larger group of 14-19 year olds
- those who do not fit into other educational and college provision
- those who are uncertain what education or training they need
- those looking to pursue careers in social enterprise and related areas of work.

Alongside expansion in our work with youth we will seek to extend and improve all our other services, for children families and community. We will:

- in some cases provide services for more clients
- with other services we may provide more sessions, hours or days.
- the range of activities will be greater, in many instances. Wherever possible we will enhance choice, quality, inclusivity and environmental benefit.

Beyond this, as a successful social enterprise, St. Paul's aims to foster the collective progress of Third Sector agencies to sustain services and jobs and bring continuing economic development to the neighbourhood and Ward. We aim to do this by:

- helping to raise funds for joint work with other agencies, by
- introducing shared facilities – such as staff training
- creating the Initiative Centre. This unrealised ambition from our previous Plan remains a sound and necessary project, both for provision of social enterprise

facilities and support, and for accommodation in which to provide workshops, training and further education for young people, fulfilling the School's remit to cover 14-19 year olds.

In the detailed plans which follow, we set out how staff intend to work towards specific objectives within the general framework described in this introduction.

The work of partner agencies complements our own, and we believe that we can grow and achieve together, and that with the support of statutory and private sector agencies as well, Balsall Heath and Sparkbrook can eventually become as prosperous as other areas of the City.

## Trust Objectives

No	Value	Outcome	Action	Success Criteria	When	Who?
1	Q	Effective Governance.	Support Trustees in implementing their Code of Governance Action Plan and in other areas identified.	Trustees implement their Action Plan. Progress made towards Social Accounting.	09-14	Chief Executive & Deputy Head of C&CS
2	Q	Effective Governance.	Conduct regular staff satisfaction surveys.	Staff satisfaction survey undertaken and recommendations made to Trustees. Staff feel able to contribute, feel valued.	09-14	Personnel
3	Q	Effective Governance.	Support and develop Staff Policy Committees, including Staff Council.	Committee meeting dates published and reports made to senior Staff.	09-14	Deputy Head of C&CS
4	Q	Effective Governance.	Review and revise Policy & Procedures Handbook.	Policy & Procedures Manual published and updated annually.	09	Head of C&CS
5	Q	Effective Governance.	Retain/attain relevant Quality Marks - PQASSO; IIP; Matrix; Quality Framework and others as appropriate.	Quality marks retained at renewal. Quality of work continually evolves and improves.	09-14	Senior Staff
6	EQ	Equality Impact Assessment Framework implemented.	Agree and Implement Action Plan. Implement the use of the impact assessment tool to all new policies and practices to ensure they meet equalities standards.	Plan implemented and the Trust has excellent standards for equality and inclusion.	09	Equalities Committee
7	Q	The Trust is recognised as having high quality workforce.	Effective and regular supervision, performance management, staff and team meetings will improve communication and work practice. Induction Training for all new staff and updated every three years for existing staff.	All staff will hold appropriate qualifications and have the skills, knowledge and understanding necessary to deliver high quality services.	09-14	Senior Staff
8	Q	The delivery of good quality staff training.	Training strategy developed throughout Trust to identify training needs and track training in conjunction with Performance Management objectives.	All staff will have a clear understanding how their own performance management objectives relate to overall Development Plan.	09-14	Line Managers
9	Q	Our users receive a high standard of services.	A co-ordinated approach to meet the needs of service users. Customer Care training.	Increased uptake of our services. Positive feedback from evaluations.	09-14	Senior Staff
10	I	Safeguarding procedures effectively maintained.	Key staff identified and training implemented. Regular issue on staff meeting agenda.	Children, young people & vulnerable people identified and support effectively implemented. Increased number of referrals and targeted support for 'hard to reach' cases.	09-14	Senior Staff
11	A	Confidentiality and data protection systems maintained.	All staff to undertake appropriate training in Data Protection.	All staff will have received appropriate level of Data Protection Training.	09-14	Deputy Head of C&CS

12	A	Data collection, access, transfer and storage improved.	All Departments to have a clear understanding of where to access information relevant to service users, policy and practice.	Central register that either contains user information or indicates where this can be accessed.	10	Deputy Head of Central & Community Services
13	A	Improved protection of sensitive and critical data.	Improve Data Protection monitoring and auditing systems.	Annual internal audit schedule produced for Trustees and Senior Management Team.	09-14	Deputy Head of C&CS
14	A	Improved protection of sensitive and critical data.	Improve capacity for data backup, retention, recovery and archiving.*	Data can be successfully backed-up and retrieved.	09	IT
15	A	Effective and consistent information systems exist.	Designated staff ensure information provided to service users, staff and stakeholders is updated regularly on website, newsletters, parents' handbook and publicity leaflets.	Excellent quality publicity material is up to date and available.	09-10	Department Heads
16	Q	Effective Marketing.	All marketing materials are updated as necessary.	Marketing materials reflect and promote the excellence and specialism of the Trust.	09-14	Marketing & Communications
17	Q	Effective internal communication.	Redevelop 'The Sun' by publishing regularly; canvassing for content; consulting Senior Staff minutes & Board, management committee & staff meeting minutes, etc; develop editorial committee; find new ways of gathering content.	Editorial guidelines produced, Sun re-launched and produced regularly.	09	Marketing & Communications
18	EQ	Accessible premises.	Review Access Audit and implement improvements.	Improved access to premises across the Trust.	10-11	Equalities Committee
19	E	Staff understand and implement our environmental policy.	Departmental champions to be appointed; monitoring and reporting system to be implemented.	Departmental Champions appointed; system implemented and reports made.	09-11	Environment
20	E	Effective use of resources.	Apply the principles of Reduce, Re-use and Recycle where possible. Environmental factors taken into consideration when making purchasing decisions.	Increase in internal recycling activity. Environmental factors influence purchasing decisions.	09-14	Environment
21	E	Reduced carbon footprint.	Departments will actively reduce energy usage in our buildings by switching off unnecessary lights and turning down heating. Energy saving measures identified and implemented.	Reduce gas and electricity consumption by 2.5% based on 2009 levels. Reduce gas and electricity consumption by 5% based on 2009 levels.	09-14	Head of C&CS
22	Q	Premises cleaned to a high standard.	Increase number of cleaning hours. *	Premises are cleaned to a high standard.	09	Facilities
23	Q	Stable ICT System.	Rolling programme to update PCs. *	Sufficient number of computers available.	09-14	IT

24	Q	High standard of driver competence.	Trust drivers to undertake MIDAS qualification. *	Those employed as drivers achieve MIDAS for theory and practical. Safer driving practise.	10-14	Maintenance
25	I	Opportunities for good publicity maximised.	Develop media contacts and advise Departments on the use of these to increase favourable publicity.	Profile of Trust raised.	09-14	Marketing & Communications
26	Q	The capacity of other organisations is increased.	Regular in-house training days for our staff and other organisations to keep up to date with legislation and to evaluate and reflect on practice.	Staff have the skills, knowledge and understanding necessary to deliver high quality services.	09-14	Training

## Central & Community Services Plan

No	Value	Outcome	Action	Success Criteria	When	Who?
1	Q	Effective Management Information Systems.	Integrate payroll and HR system to enable the production of more detailed reports. *	Improved reports for Trustees and Senior Management Team.	09	HR & Payroll
2	Q	Effective Marketing.	Write and implement Marketing Plan.	Plan approved by Trustees and implemented.	09	Marketing & Communications & Head of C&CS
3	Q	High standard of publishing.	Implement effective systems for review of graphics, layout, and proofreading.	System in place for initial brief and signing off artwork.	09	Marketing & Communications
4	Q	Effective fee payment procedures.	Make it easier for users to pay for services by introducing appropriate payment systems and monitoring for all settings. *	Reduction in bad debts.	09-10	Finance Team
5	Q	Effective Management Information Systems.	Allow budget holders access to accounts software to view spend against budget.	Secure access to system by designated staff. Improved budget planning by Department Heads.	09-10	Deputy Head of C&CS
6	Q	Efficient accounting procedures.	Improve integrated accounts and upgrade software. Provide appropriate staff training. *	Improved management accounts and reports.	09-11	Finance Team
7	Q	Effective Management Information Systems.	Introduce ICT systems to improve communications and sharing of information.	Suitable information sharing system is in use.	09-14	Deputy Head of C&CS
8	A	Efficient accounting procedures.	Implement commitment accounting procedures and purchase order system for whole Trust.	New systems implemented.	09	Finance Team
9	A	High Health & Safety Standards.	Improve reporting and recording systems for key health & safety areas including fire, accidents and CCTV.	New system implemented and maintained. Logs available to staff on Intranet where appropriate.	09	Head of C&CS
10	A	Efficient accounting procedures.	Develop an internal audit schedule.	Annual internal audit schedule produced. Reports made to Senior Management Team.	09-11	Accounts Team
11	I	Effective external communication.	Establish a new Trust website. Establish separate Balsall Heathan (Extension of the Heathan) and BHIG (resource for the Voluntary Sector) websites.	Content regularly updated and hits received from visitors.	09	Marketing & Communications
12	I	Effective external communication.	Identify and implement improvements to the Trust, Heathan and BHIG websites.	Improvements to website made and publicised.	12	Marketing & Communications
13	I	Effective Marketing.	Develop an indexed photographic archive.	Photographic archive accessible for marketing and publicity purposes.	10-14	Marketing & Communications

14	Q	High Health & Safety Standards.	Provide Health & safety training course including risk assessment, manual handling and fire safety and other key areas to be delivered in-house.	Courses delivered and positive feedback received. Risk assessments are reviewed. Confident and competent staff.	09-14	Training
15	Q	High Health & Safety Standards.	Provide food hygiene training course to be delivered in-house.	Courses delivered and positive feedback received.	09-14	Training
16	Q	High Health & Safety Standards.	Set up and implement improved Portable Appliance Testing system.	Improved PAT testing log.		Maintenance
17	Q	Premises cleaned to a high standard.	All cleaning staff to achieve NVQ 2 in a relevant field.	All staff gain NVQ 2 qualification.	10-14	Facilities
18	Q	Recognise achievement.	Introduce records of achievement for Probation Service Unpaid Workers.	Each person completing their hours with us receives a certificate stating their skills/achievements.	09	Environment
19	I	Victorian Campus fit for purpose.	Refurbish and develop Initiative Centre; community restaurant; Youth Base; horticulture and community space. Develop mini-foyer project; create accommodation in BHC for young people in need of support. *	Lease Secured, partners identified and funding secured.	09-14	Chief Executive & Head of C&CS
20	Q	Venture site fit for purpose.	Develop sports pitch & facilities on Venture site. *	Pitch refurbished.	10-14	Head of C&CS
21	P	Effective Marketing.	Support the development of publications celebrating Balsall Heath.	Production of relevant publications.	10-14	Marketing & Communications
22	E	Attractive physical environment.	New goat shelter and improvements to the paddock area. *	Shelter in place; other improvements planned.	09	Environment
23	Q	Premises cleaned to a high standard.	Set up new monitoring system and establish baseline. Write and display a detailed cleaning specification.	System in place and implemented; reports to SMT. Cleaning specification agreed with Departments.	09	Facilities
24	E	Clean and attractive physical environment.	Introduce a reporting system for graffiti and increase the speed with which it is removed from our sites.	New monitoring system in place and implemented. Log shows a reduction in length of time between reporting and removal.	09	Facilities
25	EQ	Accessible premises.	Investigate ways of making the Farm more accessible, welcoming and safe.	Outdoor furniture/picnic tables Improve signage on Farm.	09-10	Environment
26	E	Attractive physical environment.	Increase the variety of animals on the Farm. *	A greater variety of animals present based on 2008 levels.	09-11	Environment

27	E	Clean and attractive physical environment.	Paint railway fence on Venture site. *	Fence painted to a high standard.	10	Environment
28	EQ	Attractive physical environment.	Improve signage on the School/Youth site.	Signage in place.	10-11	Head of C&CS
29	E	Safe and secure physical environment.	Investigate cost of upgrading Farm perimeter fence.	Decision made on whether to upgrade perimeter fence.	10-11	Facilities
30	I	Reduced CO <sub>2</sub> emissions.	Use solar panel to generate hot water for Farm classroom. *	Water heated only by solar power.	09	Maintenance
31	E	Reduced CO <sub>2</sub> emissions.	Investigate and trial automatic lighting systems. *	Decide on whether/where automatic lighting systems should be implemented.	10	Maintenance
32	I	Minimise impact on the environment.	Investigate setting up a 'swap shop' to collect and distribute items that may still have use/value.	Decision made on whether to set up 'Swap Shop'.	10	Environment
33	E	Reduced CO <sub>2</sub> emissions.	Source electricity from suppliers of renewable energy.	Contract placed with supplier.	11-12	Head of C&CS
34	Q	Effective repairs and maintenance regime.	Identify more efficient ways of carrying out maintenance tasks.	Improved system implemented.	09	Maintenance
35	Q	Efficient management of facilities.	Review opening/closing arrangements for our premises.	Improved system implemented.	09	Maintenance
36	Q	Efficient management of facilities.	Review & improve booking systems;	Improved system implemented.	10	Maintenance
37	Q	Efficient management of facilities.	Work out costs for spaces; investigate the feasibility of employing Out of Hours Dual Use Warden.	Decision taken on whether to employ Dual use Warden.	10-11	Maintenance
38	Q	Efficient management of facilities.	Make full use of all buildings, including evenings and weekends, and of outdoor facilities.	Increase in Dual Use activity based on 2008 levels.	10-14	Maintenance
39	P	Improved Health & Safety Standards of Partners.	Provide premises management training to the Voluntary and Community Sector via the Development Agency.	Courses delivered and positive feedback received.	09-14	Training
40	P	Improved local physical environment.	Unpaid Workers to help keep local parks and streets clean and tidy.	Monthly report to Head of C&CS	09-14	Environment

41	P	Increased access to IT equipment by residents.	Provide low cost PCs to local organisations, residents and clients by setting up a computer recycling/re-use programme. *	Courses delivered and positive feedback received.	09-14	IT
42	P	Reduced CO <sub>2</sub> emissions.	Support the work of Balsall Heath Is Our Planet.	Steering Group meetings attended.	09-14	Head of C&CS
43	P	The delivery of good quality staff training.	Provide Health & safety training course including risk assessment, manual handling and fire safety and other key elements to the Voluntary and Community Sector via the Development Agency.	Courses delivered and positive feedback received.	09-14	Training
44	P	The delivery of good quality external training.	Provide food hygiene training course to the Voluntary and Community Sector via the Development Agency.	Courses delivered and positive feedback received.	09-14	Training
45	E	Minimise impact on the environment.	Evaluate external recycling activity.	Decision made on how to proceed.	10	Environment
46	P	Stronger Voluntary and Community Sector.	Investigate providing Portable Appliance Testing to other voluntary and community organisation.	Decide whether to offer PAT testing to other organisations.	10	Maintenance
47	I	Stronger Voluntary and Community Sector.	Create a Knowledge Base for the BHIG website.	Knowledge Base accessed by visitors and content regularly updated.	09-10	Marketing & Communications
48	P	Stronger Voluntary and Community Sector.	Collaborate with other Development Agencies to support VCOs in their development. *	Development worker employed; outputs achieved.	09-12	Head of C&CS
49	I	Reduce Running Costs.	Reduce computer printing costs and in-house support requirements by investigating printer-leasing contract with support and running costs included.	Decision made on whether to enter into a lease agreement.	09-10	IT

## School & Youth Services Plan

No	Value	Outcome	Action	Success Criteria	When	Who?
1	E	Improved security of school site, Way Ahead and Youth services.	Review current concerns of site security and incidents over the last 12 months. Formulate Trust plan, cost and access to possible funding.	Restricted access to site and reduction in instances of trespass Improved staff confidence and relations.	09	Head of School & Youth
2	Q	Adequate protection of sensitive and critical Data.	Rolling programme to update servers. *	Data backed up securely.	09-14	IT
3	E	Better support for young people experiencing issues related to mental health and family support.	Appoint school counsellor. Develop school programme that is embedded into curriculum and addresses main issues that affect mental well-being of young people.	Counsellor appointed to work with young people 11-19.	09	Head of School & Youth
4	A	'Healthy School' standards met.	Meet with staff and review key areas against standards and timescales.	Standards initially established are still being met.	09	Deputy of School & Youth
5	E	Increased range of support accessed by vulnerable young people.	Create and update a database of support networks that can be easily accessed by staff.	Easily accessible data base established, evaluated and updated on a regular basis.	10	Deputy of School & Youth & Admin
6	I	Improved health and well being of young people.	Review current programmes and update. Establish high profile across the school curriculum and youth services.	Improved programmes that address particular needs of pupils. Reduced numbers of pupils smoking and drug related incidents. Improved sexual health and awareness of young people.	09	Pastoral
7	I	Improved cooperation with police, Youth Offending Team and other professionals working with young people.	Ensure all professionals are known to staff and regular contact is made. Information is current and up to date.	Closer liaison with agencies and information sharing Increased support for young people and joint working. Positive links with community police officer.	09	Pastoral
8	I	Improved access to break and lunch-time activities for young people.	Increase the range of activities on offer in youth club.	Reduction in out of school incidents.	10	Youth Coordinator
9	I	Increased number of pupils engaging in extra curricular and holiday programmes.	Develop new programmes that enthuse and motivate young people.	Increased number of young people attending after school, weekend and holiday programmes.	09	Youth Coordinator
10	I	Increased range of vocational opportunities in the curriculum and alternative programmes for hard to reach young people.	Introduce vocational/craft/practice trade skills programme in restaurant; construction; motor mechanics; horticulture; child care; hair and beauty.	Specialised teaching areas in the Initiative Centre; small scale projects to access viability e.g. crafts; common timetabling.	10	Head of School & Youth

11	I	Increased accreditation opportunities.	Link extra curricular activities to accreditation opportunities through ASDAN and Chrysalis.	Programmes that enable young people to gain accreditation for in out of school activities.	10	Youth Coordinator
12	A	Curriculum areas are linked to recognised accreditation opportunities.	Develop programmes in the following curriculum areas: citizenship; careers; PSHE and Work Related Learning.	Recognised accreditation opportunities in all areas of the curriculum.	09	Pastoral & Careers
14	I	Improved opportunities for boys..	Develop programmes that engage boys and enable them to feel comfortable in addressing issues that are relevant to their particular needs.	Increased number of boys attending group.	09	Pastoral
14	I	Improved community links.	Develop cross-curricular programmes that involve links with the local community. Identify whole School & Youth Service projects.	Community projects that involve young people and are linked to accreditation opportunities.	10	Youth Coordinator
15	I	Improved involvement of young people in a programme of citizenship.	Identify worthwhile causes that motivate and enthuse young people.	Increased awareness of the work of charitable organisations.	10	Deputy Head of School & Youth
16	E	Improved environment.	Involve young people in projects that improve environment and promote good name the School and Youth Services.	Improved sense of ownership and reduction of incidents of vandalism.	10	Deputy Head of School & Youth
17	E	Young people contribute to the refurbishment of Youth Hut and Way Ahead rooms.	Identify work required timetable and implement plan.	Increased numbers of young people attending clubs. Improved sense of ownership.	09	Youth Coordinator
18	P	Increased support for post Year 11 pupils.	Develop Way Ahead course that supports pupils when they leave school.	Increased number of pupils accessing positive destinations when they leave school.	10	Head of School & Youth
19	P	Increased careers support for young people who attend Way Ahead and youth clubs.	Contact Connexions to ensure support entitlement is being accessed.	Increased number of young people with positive destinations. Access to careers advisor to young people who attend youth clubs.	09	Youth Coordinator
20	Q	Increased School & Youth SMT capacity to allow for more effective monitoring of teaching and learning.	Identify senior staff with whole school responsibilities – create capacity in their timetables to allow for regular and effective monitoring of other staff.	Increased capacity to implement Development Plan and manage change.	10	Head of School & Youth
21	Q	Increased number of support staff for classroom use.	Create additional funding that can be allocated to appointing additional support staff.	Improved support for pupils with SEN and capacity to increase school numbers.	10	Head of School & Youth

22	Q	Improved communication and joint between School and Youth staff.	Improve dialogue staff; meeting minutes and agendas to be copied and made accessible to all staff. Agendas to be set in advance of meetings. All Departments having opportunity to contribute to agendas.	Improved communications less instances of disruption to the timetable.	09	Head of School & Youth Admin
23	P	Programmes that involve joint working and which can be offered to other schools developed.	Identify specialism, resources and capacity. Develop 6 –12 week courses that involve the school and Youth services.	Increased income.	09	Head of School & Youth Youth Coordinator
24	Q	Improved exam results and level of achievement.	Individual subject development plans implemented to raise achievement.	Improved exam results.	09	Deputy Head of School & Youth
25	A	Improved monitoring of progress and performance of Year 10 and 11 pupils.	Staff to monitor Year 10 & 11 progress every half term and report to senior management if there are serious concerns.	Improved monitoring of pupils attainment.	09	Deputy Head of School & Youth
26	I	Early exam entry for pupils at risk of not completing Year 11.	Ascertain the possibility of exam entry at the end of Year 10 or Autumn for Year 11 pupils.	More pupils leaving qualifications.	10	Deputy Head of School & Youth
27	I	Increase curriculum flexibility for pupils who require additional support.	All subjects to have 'fall back' programmes for pupils who are unable to access main subject programmes.	Increase number of alternative qualifications accessible to KS4 pupils.	10	Deputy Head of School & Youth
28	Q	Special Educational Needs (SEN) provision in all curriculum areas reviewed.	SEN provision to be reviewed in all subjects against changing needs and additional support young people may require.	Improved support for SEN pupils particularly those with ASD and ADHD.	10	Deputy Head of School & Youth
29	E	Increased awareness of issues relating to recycling and depletion of resources on a local, national and world level.	All staff to actively promote good practice in conservation of energy, recycling etc. Review programmes of study and develop them to meet type of needs and understanding of young people who attend school and youth.	All young people to have a good understanding of environmental sustainability, how it relates to their everyday lives and how they can make a positive impact upon resource depletion.	10	Deputy Head of School & Youth
30	E	Improved appreciation and awareness of the need to look after resources.	Staff to monitor the use of resources by young people and report to senior staff when necessary.	Reduction in furniture, stationery and resource budgets 10%.	09	Head of School & Youth
31	E	Improved accessibility and the utilisation of space.	Review use of school space to increase numbers. Utilise space wherever possible.	Accessibility plan that is current and meets the needs of all service users. Accurate records of income and use of space by external users. Plan that assesses space re max school number capacity.	10	Head of School & Youth

32	P	Improved sharing of good practice and ability to offer specialist support to external organisations.	Ensure that all staff in school and youth are updated regularly on training/good practice relating to specialism of department – plan training focus on excellence and good practice.	Whole dept training plan that clearly demonstrates training needs in relation to specialism and pursuit of excellence.	09	Head & Deputy of School & Youth
33	EQ	Access to provision for young people experiencing barriers to their learning improved.	All developments and planning in school and youth services to clearly demonstrate that they can address the particular needs of young people who access these services.	Developmental planning to clearly demonstrate that the needs specific to young people who attend Department are being met as well as more general equal opportunities' are being considered.	09	Head & Deputy of School & Youth
34	A	Improved individual and corporate accountability of all areas of school and youth work.	Create calendar with clearly defined deadlines that relate to statutory outcomes i.e. coursework, exams and other areas of high importance to young people that access school and youth provision i.e. School Council.	Representation of school and youth on all Trust committees. Improved monitoring of subject/whole school specific deadlines by senior members of staff.	09	Deputy Head of School & Youth
35	P	Improved involvement in extended school cluster for school and youth services.	Increase access to Extended School services to provide a wider range of out of hours opportunities for young people.	Increased access to activities provided by extended school to school and youth department Range of activities and use of external facilities a priority.	09	Head of School & Youth Youth Coordinator
36	P	Partnership organisations effectively supported.	Clarify School and Youth service specialism. Train, market and promote at every opportunity.	Ability to offer services and specialism to external services.	09	Head of School & Youth Youth Coordinator
37	P	Increase in work experience opportunities.	All Year 10 & 11 pupils have at least four weeks of work experience. Way Ahead young people have one week work experience integrated into accredited programmes.	Greater number of NEET young people engage in education, employment or training when they leave the School or complete Way Ahead courses.	10	Careers Youth Coordinator
38	I	Cross-curricular programmes that focus on Work Related Learning (WRL).	Review current programmes and increase profile in the school and youth services.	Increased WRL profile within the school and improved perceptions to relevance of all subject areas.	10	Careers
39	A	Strengthened Governing Body.	Write new terms of reference, recruit new governors.	Stronger Governing Body.	09-14	Head of School & Youth

## Children's Services Plan

No	Value	Outcome	Action	Success Criteria	When	Who?
1	A	Children and families receiving services that are pertinent to their needs.	Parents, Carers and children will be regularly consulted through questionnaires, newsletters, discussion and interviews regarding services provided.	Positive comments and informative feedback shaping our services.	09-10	All staff
2	A	Children and families receiving services that are pertinent to their needs.	Set up Parents Forum and Children's Forum.	The Community is involved in the planning of our services. Children's 'voice' is heard.	09-10	All staff
3	A	Stakeholders are confident in the services we provide.	The Children's Services Board meets on behalf of Early Years, Primary Services and Health & Family Support.	Board meeting minutes are available on the web-site; service users contribute to the effectiveness of services.	09-10	Administration Manager & Chair of Board
4	A	Stakeholders are confident in the services we provide.	Staff update and compile excellent qualitative and quantitative reports for stakeholders.	Outcomes are evidenced by monitoring, evaluating, collating, and critically reflecting.	09-10	All staff
5	A	Effective and consistent information systems exist.	Set up family filing system that are secure, complete and contains all relevant documentation. Audit of files.	Family records are kept up to date, effective communication and exchange of information.	09-10	Health Promotion and Family Support Staff & Administration Team
6	A	Effective and consistent information systems exist.	Effective meetings of key people and teams, throughout children's services will be regular, to ensure information is communicated to all relevant staff members.	Staff that are responsible for collecting qualitative and quantitative information of services for children have effective systems for storage and retrieval.	09-10	All staff
7	A	Effective and consistent information systems exist.	Joint management committees for Early Years Services to meet quarterly to discuss developments of services.	Meetings are scheduled ahead, agendas are planned and minutes are available on the intranet.	09-10	Manager of Early Years
8	E	Families living in a cleaner greener environment.	The Environmental Activities Coordinator will network with schools, The Balsall Heath Forum, Friends of the Earth and the Soil Association and Friends of Balsall Heath and Cannon Hill Parks to learn about environmental sustainability enabling further support and innovation for other services that meet the needs of children and families in the area.	The Environmental Activities Coordinator will be qualified at level 3 – Forest Action Practitioner and be leading Forest School activities for schools and nurseries in the cluster and outside. Activities can be offered during the school day to support the National Curriculum and out of hours to meet the outcomes of Every Child Matters.	09-14	Environment Education Coordinator
9	E	Families living in a cleaner greener environment.	Real nappies schemes promoted by Children's Centre staff for new parents.	Services taken up.	09-14	Health Promotion and Family Support Staff

10	E	Schools are supported with achieving their own environmental standards in order to become greener schools.	Schools in Balsall Heath Extended Schools Cluster encouraged to use walking buses. Regular contact with city safety team to deliver joint support.	Through extended services – promote walking buses/encourage parental participation through information sessions, training and safety workshops/assist schools with breakfast and after school clubs that promote health, fitness and safety.	09-14	Head and Deputy and Environment Education Worker
11	E	Schools are supported with achieving their own environmental standards in order to become greener schools.	The environmental activities coordinator based at the venture will advise schools in the cluster on environmental sustainability, run school groups at the farm and network with other city councils that are promoting environmental initiatives within schools.	Local children are more aware of environmental issues.	09-14	Environment Education Worker
12	E	Activities for children and families encourage and educate environmental sustainability.	Set up new out of hours junior clubs. Develop activities in holiday playschemes, family open days and with the EYFS children to encourage learning about the environment.	Increased numbers of schools, nurseries and members of the public using environmental resources.	09-14	Environment Education and Primary Services Manager
13	E	Premises are fit for the activities that are delivered from them.	Designated members of staff ensure that premises are maintained and kept clean and displays are kept up to date. Displays are regularly maintained and appropriate for use.	Attractive, informative displays. Clean workspaces. Tidy, organised workspaces. Children and families express satisfaction in our environment.	09-14	All staff
14	Q	Children and families receive a high standard of responsive services.	All services completing SEF's reflecting on practice to continually improve relating to Ofsted requirements and Quality Together framework.	All registered services will be achieving outstanding Ofsted reports. This will reflect the highest level of standards for our settings. All early years and playcare settings will have completed a "Quality Together" award relevant to the setting.	09-14	All face to face staff of children's services
15	Q	Integrated delivery systems throughout Children's Services.	Managers attend Extended Services meetings, Play Forums, Children's Centre Meetings to keep up to date with children's services and be an integral part of those services.	Integrated Services within Balsall Heath, support children, young people and families.	09-14	All Senior managers
16	Q	Integrated delivery systems throughout Children's Services.	All early years settings will consult regularly through the Nursery Managers Network to share good practice and new knowledge.	All Early Years settings delivering high standard of provision with shared ethos across Balsall Heath.	09-14	Manager of Early Years
17	Q	Integrated delivery systems throughout Children's Services.	Children's Centre teacher works closely with Manager of Early Years Services to support all nurseries within the reach area.	Impact of Children's Centre Teacher support evidencing positive outcomes for children and families.	09-14	Manager of Early Years and Children's Centre teacher

18	Q	Integrated delivery systems throughout Children's Services.	Health & Family Support, Primary Services and Early Years staff meet regularly to check referral systems are working to ensure children's needs are met.	Regular team meetings ensure good communication to the senior staff team and from senior management to staff teams.	09-14	All managers
19	Q	Integrated delivery systems throughout Children's Services.	Goal Attainment Scoring being used as a tool to measure progress made for families within family support services.	Children progress through swift and easy access to services from 0-11 and through good support systems	09-14	All managers and co-ordinators
20	P	Children and families receive appropriate services that meet their needs.	Effective use of CAF and Early Support processes will create more efficient communication for shared work with children and families.	Strong networks exist to maintain and develop the quality and strengthen provision of service for children and families.	09-10	Health Promotion and family support lead with all staff contributing to process
21	P	Children and families receive appropriate services that meet their needs.	Trust contributes to Constituency Steering Group for CAF.	Liaison between agencies effective in meeting children and families' needs	09-10	All staff
22	P	Children and families receive appropriate services that meet their needs.	Health and Family Support are commissioned to deliver services for the PCT.	Children and families experience significant change in their lives.	09-10	Health Promotion and family support and Head of Children's Services & Board
23	P	Children and families receive appropriate services that meet their needs.	PCT staff based within the Children's Centre team as part of working agreements between both organisations.	Children and families experience significant change in their lives.	09-10	Head of Children's Centre and Manager of Health Promotion and family support
24	P	Children's services have an established system of communication ensuring effective delivery of integrated systems for referrals.	A system of shared files within the Trust will support families more effectively and prevent duplication of work and errors.	Effective communication and work practice across the Trust, ensuring an understanding of each other's roles.	10	All staff
25	I	Children and families receive appropriate services responding to local needs.	Staff will share expertise, skills and specialism across the Trust.	Creative services exist that support children and families to meet the ECM outcomes.	09-14	All staff
26	I	Children and families receive appropriate services responding to local needs.	Maximise funding opportunities to creatively provide services for children and families.	Creative services exist that support children and families to meet the ECM outcomes.	09-14	All managers

27	EQ	Children and families receive appropriate services that meet their needs.	Provide fully inclusive play service.	Staff will be confident in delivering fully inclusive children's services.	10	All staff
28	EQ	Children and families receive appropriate services that meet their needs.	Provide staff with sufficient training in Equality & Diversity, Disability Awareness and other specialist areas related to inclusion.	Children with different abilities will be accessing provision across the department.	10	All staff and Deputy Head of Children's Services
29	EQ	Children and families receive appropriate services that meet their needs.	Seek funding to improve play areas that are accessible for children with disabilities.	The outside play areas will be accessible to children with disabilities.	10	Head of Children's Centre and Head of C & CS
30	EQ	Children and families receive appropriate services that meet their needs.	Identify barriers within the community that prevent access to services.	Increased use of facilities and increased access of opportunity.	10	All staff
31	EQ	Children and families receive appropriate services that meet their needs.	Continually consult service users.	We will be receiving positive feedback from our users. Comments will be used to continually re-evaluate and re-design services to meet the changing needs of the community.	10	All Staff

## Acronyms and Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder	PCT	Primary Care Trust
AGM	Annual General Meeting	PPE	Personal Protective Equipment
ASD	Autistic Spectrum Disorder	PQASSO	Practical Quality Assurance System for Small Organisations
ASDAN	Award Scheme Development And Accreditation Network	PSHE	Personal Social Health Education
C&CS	Central & Community Services	SEF	Self evaluation Form
CAF	Common Assessment Framework	SMT	Senior Management Team
CS	Children's Services	VCOs	Voluntary & Community organisations
ECM	Every Child Matters	WRL	Work Related Learning
EYFS	Early Years Foundation stage	YOT	Youth Offending Team
iiP	Investor in People	A	Accountability
KS4	Key Stage 4	E	Sustainability & Environment
NOCN	National Open College Network	EQ	Equality
NVQ	National Vocational Qualification	I	Innovation
OCN	Open College Network	P	Partnership
PAT	Portable Appliance Testing	Q	Quality

note \* Indicates that additional financial resources will have to be found to meet these objectives



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